



## School Improvement Plan 2019

### St Columba's School, Bayswater

<b>CEWA Strategic Intent</b>	<b>LEARNING</b> <b>Leadership Formation:</b> <i>Transforming our people to lead outstanding Catholic communities</i>	<b>ENGAGEMENT</b> <b>Early years learning and care:</b> <i>Partnering across communities to provide the best opportunities for young families</i>	<b>ACCOUNTABILITY</b> <b>Health and well-being of students and staff:</b> <i>Providing learning environments where everyone feels safe and can flourish</i>	<b>DISCIPLESHIP</b> <b>Educating at the margins:</b> <i>Engaging with the most vulnerable and marginalized in our society</i>
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<b>Focus Area</b> <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	<b>Informed by Evidence</b>  <i>Qualitative and quantitative</i>	<b>Specific</b> <i>Performance &amp; development goal to be achieved (stated simply)</i>	<b>Measurable</b> <i>Evidence that will be used to demonstrate progression and goal</i>	<b>Achievable</b> <i>What actions will I take to achieve the goal?</i>	<b>Relevant</b> <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>	<b>Time Bound</b> <i>What are the timeframe milestones?</i>  <i>Timeframe within which the goal will be achieved</i>	<b>Resources</b> <i>Support/resources that will be required to achieve the goal.</i> <i>Key personnel: who is responsible / ensuring we are on track</i>	<b>Success Criteria</b> <i>How will you know you have been successful (quantitative and measurable)?</i>
Evangelisation Plan Focus  <b>LEAD</b>	Leadership Review through GDC PL	Bring the Mercy Value of COMPASSION alive in the school community.	Donegal focus each month  Students receiving awards  Behaviour management records	Principal presentation start of year Assembly focus for awards PL Staff Student Leadership Team	Evangelisation Plan  QCS 102  D.1 Maintain school wide focus on a core value each year	End of Term 1 for Merit Award to be in place  BM from Day 1 of the year/records	Megan Dwyer (AP)  All staff  All students  All Parents	Student feedback and records on BM  Increased numbers of families and students at Community Masses.
Aboriginal Education Focus  <b>LEAD</b>	Transforming Lives Project 2025  Cultural Understanding Conversations CEWA/School	Engage with CEWA consultants to start developing an AEP that is authentic and not just compliance	Increased aboriginal enrolments  PLCs committed to these conversations  Complete AEP	Caroline Brewer released each week to focus on the AEP CEWA consultants engaged	Discipleship link to AEP  Increase enrolment of the vulnerable, poor and marginalised	End of 2020  Term 1 onwards	Caroline Brewer (Aboriginal Education Coordinator)  CEWA consultants	Number of aboriginal families in the school

				PLCs scheduled <i>Link to school bursary</i>		End of Semester 1 2019		
Curriculum Plan Focus <b>LEAD</b>	NAPLAN and classroom assessments  Levelling out and decline in growth of writing	To use Brightpath to focus on writing, grammar and punctuation.  Develop strategies for teachers to use in classrooms to engage students in writing.	Brightpath records across year levels, tracking student progress  Anecdotal conversations with students about writing. How can we make writing easier for them to be able to reach their full potential?	PLC meetings  Professional Learning  Provide time for staff to meet and compare results across cohorts. Moderate.  Use of voice to text technology.	Curriculum Plan Focus  Learning Point 3 and 7 in Strategic Plan  QCS 303 and 305	Term 1 PLCs  End of Semester Review  Student feedback consistently over the first semester	Vesna Gillians  Leesa Vincuillio  Deb Klatt	Increase in growth of students' achievement in grammar and punctuation.  Survey on student attitudes to writing.
Early Years Focus <b>LEAD</b>	NQS Audit and feedback from staff and leadership	Ensuring documentation and planning includes evidence of reflective practice from Pre-Kindy to Year Two.	Documentation of planning and programming contains evidence of reflective practice	ECE PLC dedicated times  <i>ECE consultant from CEWA to attend and conduct workshops with staff</i>	From NQS audit, and feedback from meetings with CEWA Consultant	Review end of Semester 1 2019  Practices in place for the start of 2020	Chelsea De Luca (ECE Coordinator)	Reflective documentation is embedded in staff documentation  Conversations documented of staff feedback and review of the processes and procedures/practices now in place.
School Focus 1 <b>LEAD</b>	Increasing number of students and parents utilising social worker  Increased diagnosis of	Focus on student wellbeing through new initiatives such as yoga, Student Wellbeing Week.	Parent interviews  Parent and staff feedback in 2018  Observations of Buddy Classes in 2018	Yoga program in Year 2 (parent run)  Wellbeing Week - Buddy classes, staff PLC to	Strategic Plan Learning Social Emotional Development	Late Term 1 2019	Art Lombardi {Year 2 Yoga}  Jenny Maughan {Wellbeing}	Increase in student wellbeing, decrease in anxiety amongst students (long term).  School Climate Survey

	students with anxiety  Increasing behaviour issues in the playground	Continue to build on the Buddy classes program and build relationships across the school.	revealed transfer of social skills and mentoring to playground situations	brainstorm ideas for Buddy classes  Increase in buddy activities and joint classes			Megan Dwyer, Deb Klatt {Buddy}	Higher engagement in Buddy class activities; feedback from staff about success/issues
School Focus 2  <b>LEAD</b>	Increase enrolments throughout the school  34 students down on capacity	Branding of the school to increase and sustain enrolments and include the Bursary  Develop new website		Engage company to develop the new website  Engage on a term by term basis the Bursary sub-committee of the School Board	Strategic Plan Accountability  Undertake a systematic approach to marketing the school to maintain a strong double stream enrolment pattern.  QCS 304	Ongoing throughout 2019/2020 with the promotion of the bursary  Website design completed February 2019	School Board	Enrolment data from end of 2018 to start of 2019  Regular data collection  Reviews from parents  School Climate Survey

**Informed by evidence from:**

- CEWA Strategic intent
- Evangelisation Plan
- Curriculum Plan
- Student data analysis: e.g. Appraise, attendance, wellbeing
- National Quality Standard Audit
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Quality Catholic Schooling Tool

**ONGOING EVALUATION**

