

FRANCIS JORDAN
CATHOLIC SCHOOL



**FRANCIS JORDAN CATHOLIC
SCHOOL STRATEGIC PLAN
2017 - 2019**

MISSION STATEMENT

Our school prepares students for a lifelong journey by nurturing a passion for learning and excellence, while remaining centred on Jesus and His teachings.

VISION STATEMENT

Our school strives to promote a safe, creative, dynamic community that nurtures and educates the whole child (spiritual, moral, intellectual, social, emotional, and physical) to be life-long learners and problem solvers, providing the skills necessary to succeed in a changing society. Furthermore, we aim to provide foundations in the Catholic faith that will enable our students to value and live their faith throughout their lives.

VALUES

Respect: 'Respect each other and our environment'. Respect involves taking responsibility for each other. Respect is speaking to and interacting with others in a courteous manner.

Integrity: 'Be yourself. Be true to yourself'. Integrity means being honest, reliable and trustworthy, living by strong moral principles.

Trust: 'I believe in you.' Trust is the firm belief in the reliability, truth or ability of someone.

BELIEFS

Learning

We believe all children can learn and have the right to a quality education.

We believe learning is fundamental in the pursuit of happiness and the quality of learning today will affect the quality of life tomorrow.

Engagement

We believe the quality of teaching (school and home) affects the quality of learning. Parents and the larger community are important in education.

Accountability

School decisions will always be made in the best interests of the children.

Discipleship

We believe we should provide foundations in the Catholic faith that will enable our families to value and live their faith throughout their lives.

SCHOOL OVERVIEW

Francis Jordan Catholic School is a Catholic double stream Primary School from Pre-Kindergarten to Year 6. The school was established in 1995 as Currambine Catholic Primary School, changing to Francis Jordan Catholic School in 2013. The name change reflects the charism of the Salvatorian order whose national site is situated on the property. The school's current enrolment is approximately 500 students. We offer a Christian education which provides for the spiritual, intellectual, physical, emotional and social needs of our students. We are a family- orientated school centred on the person of Jesus where students thrive, feel safe, valued and are challenged to excel. Respect for the dignity of each person and the

school's motto, "The truth will set us free", underpin all relationships and endeavours in the school. This is reflected in the family based community. The school develops young people who think clearly, act with integrity, generosity, humility and sensitivity towards others. Prayer and liturgical celebrations provide a central focus for the school community. Distinctive features include an excellent reputation in the community for our academic performance; strong emphasis on information technology with the provision of an ICT laboratory as well as computers and electronic smart boards in all classes and some specialist areas; a healthy active lifestyle is promoted through the involvement in a wide range of activities in sport and physical education; extensive learning support for students in need; Gifted and Talented Program; and an extensive Performing Arts Program incorporating class music, small group instrumental music tuition, recorder ensembles, brass and guitar ensembles and choirs. The school also offers before and after school care for families.

This strategic plan aims to outline the school's direction forward for the next three years (2017 – 2019) to provide a solid foundation for staff and students. The plan is built on the past work of the School Board, the Parent and Friends Committee, the staff, the students and their families over the past twenty-one years. The plan takes into account the many areas that the school is currently doing well, as well as current actions that need modifying and particular measures that will be introduced in order to improve our service over the next three-year period. The plan identifies key strategic goals, in keeping Catholic Education Western Australia LEAD model, focussing on Learning, Engagement, Accountability and Discipleship.

KEY FOCUS AREAS AND OBJECTIVES

LEAD AREA	FOCUS AREA	IMPLEMENTATION TIME FRAME
<u>LEARNING</u>	<ul style="list-style-type: none"> • Raise reading standards 	2017
	<ul style="list-style-type: none"> • Embed the new Learning Areas of the Western Australian Curriculum – The Arts, LOTE and Technologies 	2017 / 2018 / 2019
	<ul style="list-style-type: none"> • Further embed Information / Communications Technology throughout the school - 1 to 1 Laptop program from Year 4 - 6 	2017/2018
	<ul style="list-style-type: none"> • Further develop staff competence in ICT 	2018
	<ul style="list-style-type: none"> • Update the Assessment Schedule 	2017
	<ul style="list-style-type: none"> • Effective gathering of assessment data – Speech, OT, On Entry, Naplan, PAT-R, Bishops Literacy • Effective Analysis and Use of Data to Enhance Learning • Mapping of individual student progress 	2017
		2017
		2018 2018
	<ul style="list-style-type: none"> • Implement school Protective Behaviours curriculum - Keeping Safe 	2017
	<ul style="list-style-type: none"> • Review of the Maths program, particularly the Maths Interchange program 	2018
<ul style="list-style-type: none"> • Review of Learning Support Structure 	2018	

<u>ENGAGEMENT</u>	• Develop staff strategic thinking and motivation	2017/18
	• Engagement of parents in understanding the curriculum of the school	2018
	• Improve communication with parents - Website / Office 365 / Skoolbag / SEQTA / Class blogs/ Leading Lights	2017
	• Employ a school counsellor	2017
	• Complete the Indigenous Education Plan	2018
	• To continue to promote staff well-being	2017

<u>ACCOUNTABILITY</u>	<ul style="list-style-type: none"> • Enhance staff teaching capacity, using the AITSL standards - Teacher Appraisal / Coaching / Mentoring / Classroom Observation / Code of Conduct 	2017
	<ul style="list-style-type: none"> • Increase enrolment to full capacity 	2017/18
	<ul style="list-style-type: none"> • Monitor financial governance to ensure a strong financial position in light of the new Funding Allocation model 	2018
	<ul style="list-style-type: none"> • Review canteen operations and profit margins 	2018
	<ul style="list-style-type: none"> • Refurbish classrooms in line with current research related to classroom design 	2017/ 2018 / 2019
	<ul style="list-style-type: none"> • Administration building upgrade 	2017 / 2018 / 2019
	<ul style="list-style-type: none"> • Audit of Staff Accreditation status and implement professional development study pathway to meet Accreditation requirements 	2017
	<ul style="list-style-type: none"> • Map a process to ensure the requirements of the National Quality Standard are met. • Develop a QIP in response to the NQS audit. 	2017
	<ul style="list-style-type: none"> • Learning Area budget re-structure 	2017
	<ul style="list-style-type: none"> • Appoint a Workplace Health and Safety Officer 	2017
	<ul style="list-style-type: none"> • Review of school policies / procedures 	2017
	<ul style="list-style-type: none"> • Embed the QCS priorities into whole-school operations 	2017 & on-going
	<ul style="list-style-type: none"> • Demonstrate system compliance with student protection requirements and legislation. 	2017

<u>DISCIPLESHIP</u>	<ul style="list-style-type: none"> • Embed the three focus values of respect, integrity and trust throughout the school 	2018
	<ul style="list-style-type: none"> • Discipleship : Review the Religious Education assessment process 	2018
	<ul style="list-style-type: none"> • Work with the parish to make all three Sacraments parish based 	2017
	<ul style="list-style-type: none"> • Equitable system for leave – eg funerals – LWOP, Special Leave, LSL, etc. Equitable system for birthdays, illness, people leaving, etc. 	2017
	<ul style="list-style-type: none"> • Support groups for parents – epilepsy, anaphylaxis, etc. 	2018 / 2019
	<ul style="list-style-type: none"> • Discipleship : Tracking students with academic, social or behavioural concerns 	2018

ACTION PLAN

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Raise reading standards			
Review the current reading program throughout the school	<ul style="list-style-type: none"> • Individual Staff members • School Improvement Committee 	Term 1, 2016	The review will be completed as a paper produced by members of the School Improvement Committee.
Work with members of the CEWA Curriculum Team to discover best practice in reading	<ul style="list-style-type: none"> • School Leadership team • Literacy curriculum coordinator 	Term 2, 2016	Findings reported back to staff in PLC meetings
Engage the staff in the CAFÉ reading model of reading – comprehension, accuracy, fluency, enhancing vocabulary	<ul style="list-style-type: none"> • Literacy coordinator • Assistant Principal • Individual staff 	Term 2, 2016	<p>Video strategies – show and discuss at staff meetings</p> <p>Ensure that the CAFÉ strategies have been consolidated into teaching programs in 2017.</p>

<p>Synthetics Phonics implementation</p>	<ul style="list-style-type: none"> • Leadership Team 	<p>Term 3 and 4, 2016</p>	<p>Natalie Millar, Lindy McQueen and Gloria Casserly to undertake Professional Development in the Sounds Write program conducted through the Dyslexia Speld Foundation. Natalie Millar to trial the program in Year 1W for Semester 2, 2016.</p> <p>All Pre-Primary to Year 2 staff to complete the Sounds Write training in Term 1, 2017, so the synthetic phonics Sounds Write program is embedded in the Junior Primary in 2017.</p> <p>To ensure learning styles (eg. movement, whole brain punctuation, red/green words) are incorporated throughout the school.</p>
<p>MacqLit implementation</p>	<ul style="list-style-type: none"> • Leadership Team • Lindy McQueen, Natalie Millar 	<p>Term 1, 2017</p>	<p>Professional development completed by Natalie Millar.</p> <p>Using Education Assistants, test the students from Year 3 to 6.</p> <p>Education assistants work with 40 students from Year 3 to 6 to raise reading standards.</p>
<p>Create school scope and sequence for reading</p>	<ul style="list-style-type: none"> • School Improvement Committee • Literacy curriculum coordinator 	<p>Term 3 and 4, 2016</p>	<p>Principal to meet with representative of School Improvement Committee to monitor progress</p>
<p>Implement reading program</p>	<ul style="list-style-type: none"> • Class teachers • School Improvement Committee 	<p>2017</p>	<p>Analysis of Naplan and ACER PAT Reading assessment results at the beginning of 2017 (Term 1).</p>

	<ul style="list-style-type: none"> • School leadership team 		Use the data to verify results from the Synthetic Phonics testing / MacqLit testing
Literacy Dedicated time	<ul style="list-style-type: none"> • School Leadership Team 	Term 4, 2016	As part of the 2017 timetable, to create a Literacy Dedicated time can be factored into Year 1 and 2.
Review data to assess effectiveness	<ul style="list-style-type: none"> • School teaching staff 	Term 4, 2017	Using the Sounds Write data, the MacqLit data, Naplan data in Year 3 and 5 and the PAT-R testing, assess the effectiveness of the program for individuals, cohorts and the school.

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Embed the new Learning Areas in the Western Australian Curriculum			
Explore the timeline for the rollout of the Western Australian Curriculum	<ul style="list-style-type: none"> • Assistant Principal 	Term 1, 2017	<p>Staff shown the timeline for the Learning Area implementation at the first staff meeting of 2017.</p> <p>Explain to staff that the Reporting Schedule will be changed to recognise the requirements of the Western Australian Curriculum implementation.</p>
Reporting Schedule	<ul style="list-style-type: none"> • Assistant Principal • Class Teachers 	Term 1, 2017	Damian Purcell will meet with classroom teachers to create a Reporting Schedule for Semester One and Semester Two based on the requirements of the Western Australian Curriculum
Technologies (Design and Technologies) Professional Development	<ul style="list-style-type: none"> • Teaching staff 	Term 4, 2017	<p>Staff will take part in a Professional Development day on Monday October 9 to explore the requirements of the Technologies strand.</p> <p>Explore the possibility of a CEWA staff member leading this day.</p>
A whole-school training on the proposed Technologies (Digital Technologies) curriculum from CEWA	<ul style="list-style-type: none"> • ICT Teachers • Teaching Staff 	Term 2 & 3, 2017	Staff meetings facilitated by Steve Gelle and Wayne Horrocks during Term 3 and 4 to familiarise staff with the Technologies (Digital Technology) strand of the Western Australian Curriculum

Allocate time for teachers to familiarise themselves with the new requirements (for example, practice creating pod casts)	<ul style="list-style-type: none">• Leadership Team• Teaching Staff	Term 4, 2017	In the final week of the year, teaching staff to work with their partner teachers to create a plan for 2018 that reflects new learnings in relation to Information and Communications technology.
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Strategy	People Responsible	Timeline	Implementation Structure
Learning: Further embed Information / Communications Technology throughout the school - 1 to 1 Laptop program from Year 3 - 6			
<p>To implement a 1-to-1 program in Year 4, 5 and 6</p>	<ul style="list-style-type: none"> • School Board • ICT Teacher • Finance Officer • Principal / Assistant Principal 	<p>2017 - 2018</p>	<p>Analyse the best option for a device at the end of 2016 in readiness for the 2017 school year.</p> <p>Present the information to the School Board.</p> <p>Once ratified, roll out the 1 to 1 program for Year 5 for 2017.</p> <p>In Term 3, 2017 review the effectiveness of the program, particularly in relation to the device leased in 2017.</p> <p>Review the financial viability for parents (in light of the economic climate at present.) Discuss the continuation of the 1 to 1 program in relation to students entering Year 4 in 2018.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Further develop staff competence in ICT			
Monday afternoon sessions with the ICT Teacher dealing with areas that staff require development	<ul style="list-style-type: none"> ICT Teacher 	Term 1 – 4, 2017	ICT Teacher to conduct 30 minute sessions after school each Monday to address areas that staff require assistance.
Staff to create a list of their ICT issues that need addressing.	<ul style="list-style-type: none"> All Staff 	Term 1, 2017	Staff members to write a list of any issues they are experiencing in the area of Information and Communications Technology. Staff members given time to sit with the ICT Teacher in order to address these areas.
Peer mentoring sessions on Thursday afternoon with Nadene Andrews	<ul style="list-style-type: none"> All Staff 	2017	<p>Nadene Andrews to ask staff if they would like to hold a peer mentoring session on designated Thursdays throughout 2017.</p> <p>Once organised, staff work with each other in small groups to assist each other to develop their skills in the area of ICT.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Update the Assessment Schedule			
<p>To review and update the school Assessment Schedule to reflect current assessments being conducted throughout each level of the school</p>	<ul style="list-style-type: none"> • Assistant Principal • Pre-Kindy to Year 6 teachers • Specialist Teachers 	<p>End of Term 1, 2017</p>	<p>Review the current assessment Schedule, then update known whole school assessments (eg, PAT-R, Naplan, On-Entry, etc)</p> <p>Teachers complete their year level assessment schedule.</p> <p>Combine all information into one document.</p> <p>Revise to ensure accuracy with staff.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Effective gathering of assessment data – Speech, OT, On Entry, Naplan, PAT-R, Bishops Literacy Effective Data Analysis Mapping of Individual Student Progress			
To gather all sources of data into one area	<ul style="list-style-type: none"> • Principal • Assistant Principal • ICT Teacher 	Commence in Term 2, 2017 and complete by Term 3, 2018	<p>Create one area (t-share) for the storage of assessment data in the school. This will be accessible by all staff in order to analyse the data to inform future planning.</p> <p>This will be completed by the assistant Principal in collaboration with the ICT Teacher.</p>
To analyse data in an effective manner	<ul style="list-style-type: none"> • Leadership Team • Teaching staff 	Commence in Term 1, 2017 and embed productive, on-going data analysis practices into the future	<p>Systematic data analysis professional development sessions with the teaching staff to interpret data in the following areas:</p> <ul style="list-style-type: none"> - PAT-R and PAT-M testing - NAPLAN results - Bishops Literacy assessment
To create a process to effectively track individual student progress	<ul style="list-style-type: none"> • Leadership Team • ICT Teacher • Teaching staff 	Have tracking document ready for each student in the school ready for the commencement of the 2018 school year.	The Leadership Team and the ICT Teacher work collaboratively to create a mapping document that succinctly tracks the progress of each student in the school.

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Implement school Protective Behaviours curriculum - Keeping Safe			
To implement the Protective Behaviours program, Keeping Safe	<ul style="list-style-type: none"> • Principal • All Staff 	Term ____, 2017	<p>Principal to contact CEWA to organise a facilitator to provide Profession Development on a given day.</p> <p>All staff to participate in the Protective Behaviours Professional Development.</p> <p>Staff to implement the Keeping Safe Protective Behaviours program into Health (Learning area) by the end of 2017.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Review of the Maths program, particularly the Maths Interchange program			
To review the Maths program	<ul style="list-style-type: none"> • Leadership Team • Teaching Staff 	Term 1, 2018 to Term 4, 2018	<p>During 2017, members of staff will visit schools where students are making sound progress in Mathematics.</p> <p>Staff will also explore Maths curricula (eg. Origo Maths, Mathspace Primary, etc.)</p> <p>During Term 1, 2018, staff will review the effectiveness of the Maths program based on PAT-M results collated during the year.</p> <p>Questions to be answered include:</p> <ul style="list-style-type: none"> - Is the Maths Interchange structure still the most effective method? Are we catering for the students at their various stages (extending, remediating) - Is the text used the best available or is there a more effective program? <p>Decisions to be made will include:</p> <ul style="list-style-type: none"> - The continuation of the Maths Interchange program (see below) - The program used in Maths throughout the school - The amount of support given to students in Maths

Strategy	People Responsible	Timeline	Implementation Structure
Learning: Review of the Learning Support program			
To review the effectiveness of the Learning Support program	<ul style="list-style-type: none"> • Leadership Team • Learning Support Co-Ordinator 	Term 4, 2018	<p>After the changes created at the end of 2016, the revised Learning Support structured will be reviewed. This will involve:</p> <ul style="list-style-type: none"> - The role of the Learning Support Co-Ordinator - The role of the Education Assistants in implementing the program - The selection of students to take part in the program - The progress of students who work within the program - The resources / programs implemented

Strategy	People Responsible	Timeline	Implementation Structure
Engagement: Develop staff strategic thinking and motivation			
Structure staff meetings to ensure the agenda is predominantly strategic by nature. This also involves elements such as staff grouping, feedback provision, etc.	<ul style="list-style-type: none"> Leadership team 	On-going	School leadership team to de-brief the meeting process. Respond in future meetings to any necessary changes
Re-structure the Learning Area Coordinator process to a School Improvement Committee	<ul style="list-style-type: none"> Leadership team 	Term 2, 2017	Review the new structure at the end of Semester 1, 2017. Analyse the monitoring of Learning Area resource spending and the working of the School Improvement Committee
Re-structure the weekly Staff Briefing to ensure information dissemination is limited at staff meetings	<ul style="list-style-type: none"> Principal 	Term 1, 2017	Feedback from staff at end of Term 2, 2017 to gauge the level of strategic participation at staff meetings
Re-structure meetings to	<ul style="list-style-type: none"> Leadership team 	Term 1, 2017	Feedback from staff at end of Term 1, 2017 to determine the effectiveness of strategic discussion at these meetings

include PLCs and Cluster Meetings			
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Strategy	People Responsible	Timeline	Implementation Structure
Engagement: Engagement of parents in understanding the curriculum of the school			
To conduct meetings once a term that enable parents to become better informed about certain elements of the curriculum	<ul style="list-style-type: none"> • Leadership Team • Selected teaching staff 	Term 1, 2018 onwards	<p>Consult parents about areas of the curriculum that they would appreciate elaboration.</p> <p>Organise a meeting at a convenient time for parents that address areas as described above.</p>
To inform parents of current initiatives in particular Learning Areas	<ul style="list-style-type: none"> • Principal 	Term 1, 2018 onwards	The Principal will post regular newsletter information / updates on areas of the curriculum.
To involve parents with particular expertise in programs (eg police officer in relation to protective behaviours)	<ul style="list-style-type: none"> • Leadership Team 	Term 1, 2018 onwards	<p>Create a list of parents within the school community with expertise in specific areas.</p> <p>Invite these parents to talk at particular events to broaden other parents' understanding of the curriculum.</p>
Programs to promote awareness of social issues	<ul style="list-style-type: none"> • Treasa Young 	Term 1, 2018	You Are Strong program – Perth College

Strategy	People Responsible	Timeline	Implementation Structure
Engagement : Improve Communication With Parents - Website / Office 365 / Skoolbag / SEQTA / Class blogs			
Staff decide on forms of communication (e.g. OneNote or blogs).	<ul style="list-style-type: none"> • Teaching Staff • Leadership Team 	Term 3, 2017	<p>Staff discussion about the types of communication that currently exist when communicating with parents.</p> <p>Parent survey of manner in which they would like to receive communication.</p> <p>Decision based on feedback made by Leadership Team to ensure consistency across the school.</p>
Discuss and review the newsletter	<ul style="list-style-type: none"> • Teaching staff • P &F • School Board 	Term 2, 2017	<p>Staff, P&F and School Board discuss the current format of the school newsletter and how it is distributed to parents.</p> <p>Based on the feedback, review the current format (if required) and how parents receive it.</p>
Renew the school website	<ul style="list-style-type: none"> • Principal • ICT Teacher 	Term 2, 2017	<p>Principal to seek guidance from website creators about the website.</p> <p>Re-construct the website based on the feedback provided.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Engagement : Employ a school counsellor			
<p>To explore the viability of employing a school counsellor / social worker / psychologist</p>	<ul style="list-style-type: none"> • Leadership Team • Finance Officer 	<p>Term 4, 2017</p>	<p>Review the work of Marg Brown (counselling duties for one day a week in 2017 based on funding provided by the Chaplain funding provided at the end of 2016.) Determine whether:</p> <ul style="list-style-type: none"> - the time allocation was suitable - the expertise of the current person - the needs of the students in the school <p>Explore the financial viability of a school counsellor / social worker / psychologist.</p> <p>Make a decision for 2018 and beyond about the counsellor position.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Engagement : Develop an Indigenous Education Plan			
To create an Indigenous Education plan.	<ul style="list-style-type: none"> • SIFT group 	Term 2, 2018	<p>SIFT group to determine what is currently being done in classroom in relation to Indigenous Education.</p> <p>Locate other Indigenous Education Plans from other schools to determine what they have included.</p> <p>Begin to develop a draft plan during 2017 to be formally concluded by Term 2, 2017.</p>
To create a curriculum scope / sequence related to Indigenous Studies across the school.	<ul style="list-style-type: none"> • SIFT Group • Teaching staff 	Term 1, 2017	In conjunction with the development of the Indigenous Education Plan, a school scope / sequence will be created for Indigenous Studies.
To incorporate Indigenous Studies as part of the Library teaching load	<ul style="list-style-type: none"> • Library teacher 	Term 1, 2017	The teacher – librarian will explore the feasibility of incorporating part of the Indigenous Studies program into library lessons.
To plan 1 or 2 appropriate excursions and/or incursions a year.	<ul style="list-style-type: none"> • SIFT Group 	Term 1, 2017	Explore outstanding excursions / incursions that promote Indigenous Education.
To purchase resources that will	<ul style="list-style-type: none"> • SIFT Group 	Term 3, 2017	The SIFT Group will locate resources that will enhance the Indigenous Education teaching / learning program.

enable classes to have a resource box in each year level (linked to the scope / sequence)			A resource box will be purchased for each year level to support the scope / sequence.
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Strategy	People Responsible	Timeline	Implementation Structure
Engagement : To continue to promote staff well-being			
Staff Teaming day - First Term	<ul style="list-style-type: none"> • Leadership Team 	For Term 1 each year	<p>The Leadership Team will seek suggestions from the staff in the previous year to determine what type of well-being is requested:</p> <ul style="list-style-type: none"> - Team Building day - Session with Mike Newton re Exercise / Diet / Sleep <p>The Leadership Team will organise an appropriate day each year, scheduled for the Friday before the Labour Day public holiday in March</p>
Regular meetings at Dome	<ul style="list-style-type: none"> • Leadership Team 	Term 1, 2017	Continue holding staff meetings at intervals at Dome, Currambine . These could include SIFT meetings, Cluster meetings, etc.
PD Day arrangements (including breakfast on PD Days	<ul style="list-style-type: none"> • Leadership Team • Social Club 	Term 1, 2017	Explore Professional Development arrangements that assist staff well-being, such as breakfast before the PD begins.

Strategy	People Responsible	Timeline	Implementation Structure
Accountability: Enhance staff teaching capacity, using the AITSL standards			
Implement an appraisal / coaching process for staff, using the AITSL standards as a basis	<ul style="list-style-type: none"> School Principal 	Term 2, 2017	<p>Staff survey in Term 2, 2017 to determine staff needs in relation to the process.</p> <p>Determine a process with staff for appraisal, including classroom observations.</p> <p>Professional development conducted with staff to skill them in the skills of coaching. Use GROWTH coach model.</p> <p>Staff identify a 'coach' to assist them, particularly in relation to Standards 4 and 5.</p>
Principal / Assistant Principal to provide relief for staff to visit other classrooms	<ul style="list-style-type: none"> Leadership Team 	Term 3, 2017	Once the process has been established, the Leadership Team will establish an on-going timetable to enable classroom visits for coaching observations.
Re-structure specialist timetable to create joint planning sessions for class teachers at each year level	<ul style="list-style-type: none"> School Leadership Team 	Term 4, 2016	Assistant Principal will aim to create the 2017 Specialist Timetable to enable joint planning sessions at each year level (or as many as possible)

Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Increase enrolments to full capacity			
To increase enrolments to ensure all year levels are at full capacity	<ul style="list-style-type: none"> School Board 	Term 2, 2017	<p>School Board will discuss all elements that are contributing to enrolments not currently being at capacity.</p> <p>School Board to brainstorm ways to increase enrolment in the school.</p> <p>Create a strategy to enact the decisions made from the discussions.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Monitor financial governance to ensure a strong financial position in light of the new Funding Allocation model			
To monitor the financial governance in light of the new Funding allocation model	<ul style="list-style-type: none"> School Board Finance Officer 	Term 1, 2018	<p>The School Board will review the financial governance of the school (in light of the Audit to be conducted in 2017).</p> <p>Explore opportunities that may strengthen the financial position of the school into the future.</p> <p>Make decisions based on these findings.</p>



Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Review canteen operations and profit margins			
To review all operations of the school canteen	<ul style="list-style-type: none"> • Leadership Team • Finance Officer • Canteen Manager 	Term 3, 2018	<p>Conduct an audit of all canteen operations – staffing, parent help, use of the canteen by families, products being sold, hours of opening.</p> <p>Make decisions about the future operations of the canteen in light of these findings.</p>
To analyse canteen profits	<ul style="list-style-type: none"> • Leadership Team • Finance Officer • Canteen Manager 	Term 4, 2018	<p>Analyse canteen profits over the past 5 years.</p> <p>Based on the decisions above, instigate any changes necessary to ensure that the operation of the canteen remains viable.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Refurbish classrooms in line with current research related to classroom design			
Allow staff to look at current research during a staff meeting	<ul style="list-style-type: none"> • Leadership Team • School Improvement SIFT Group 	Term 2, 2017	<p>School Improvement SIFT group gather current research into classroom design. Collate information and provide a summary to staff.</p> <p>Report provided to School Board.</p>
Trial the change in classroom design in one year level.	<ul style="list-style-type: none"> • School Board • ICT Teacher • Year level teachers of class selected 	Term 4, 2017	Based on the school's financial position, investigate the feasibility of a trial in one classroom for 2018.
Review trial with consideration of extending the refurbishment to other year levels.	<ul style="list-style-type: none"> • Leadership Team 	Term 2, 2018	<p>Review the effectiveness of the trial.</p> <p>Explore the requirements for extending the classroom design refurbishment into other year levels.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Administration building upgrade			
To upgrade the Administration building, including the staff room.	<ul style="list-style-type: none"> Principal School Board 	Term 2, 2017	<p>(Wendy Manners has met with CEWA staff during 2016 in relation to the Administration building.)</p> <p>Taking into consideration the 2017 school audit, the Principal and School Board will begin the process of planning for the building upgrade.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Audit of Staff Accreditation status and implement professional development study pathway to meet Accreditation requirements			
Discussion with individual staff members in relation to Accreditation	<ul style="list-style-type: none"> Leadership Team 	Term 1, 2017	<p>Discuss with staff who have not reached full Accreditation status their intentions to do so.</p> <p>The Assistant Principal will sit with these staff members individually to plan their pathway to meet Accreditation expectations.</p> <p>The Assistant Principal will then assist staff to submit the necessary paperwork to CEWA in order to be accredited.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Accountability: Map a process to ensure the requirements of the National Quality Standard are met. Develop a QIP in response to the NQS audit.			
To discuss and create a process that ensures that the requirements of the National Quality Standard are met.	<ul style="list-style-type: none"> NQS SIFT Group 	Term 1, 2017	<p>The National Quality Standard SIFT group will create a timeline to ensure that all aspects of the National Quality Standard are addressed.</p> <p>The school co-ordinator will be released from teaching duties to monitor the process.</p>
To develop a Quality Improvement Plan (QIP) in response to the NQS audit conducted.	<ul style="list-style-type: none"> NQS SIFT Group 	Term 2, 2017	In conjunction with the timeline, the NQS SIFT Group will develop a Quality Improvement Plan to address all aspects of the National Quality Standard audit that need attention.

Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Learning Area budget re-structure			
To streamline the Learning Area budgets to reflect emphases in particular Learning Areas.	<ul style="list-style-type: none"> Finance Officer Assistant Principal 	Term 1, 2017	The Finance Officer and the Assistant Principal will adjust the following Learning area budgets into one budget (\$9 500.00) in order to ensure money is distributed to curriculum area of greatest need. Health, Art/Craft, HASS, Literacy, Numeracy, Science,

Strategy	People Responsible	Timeline	Implementation Structure
Accountability : Appoint a Workplace Health and Safety Officer			
<p>To appoint a staff member as Occupational Health and Safety Officer in order to meet the requirements of CECWA policy statement 2-C14 (Occupational Safety and Health)</p>	<ul style="list-style-type: none"> Principal 	<p>Term 1, 2017</p>	<p>Principal to seek Expressions of Interest from staff members.</p> <p>Principal to appoint a staff member based on Expressions of Interest.</p> <p>Staff member then sent to the five day training course facilitated by Training Services Australia from 20 – 24 March 2017</p>

Strategy	People Responsible	Timeline	Implementation Structure
Accountability: Review of school policies / procedures			
To ensure that all school policies and procedures are in place and up-to-date.	<ul style="list-style-type: none"> • Leadership Team • SIFT Groups 	Term 1, 2017	<p>Conduct an audit of all current school policies / procedures.</p> <p>Determine any policies / procedures that require updating, as per school audit information (eg. School Excursions policy; Retreat Planning policy; policy for Dealing with Disputes and Complaints; Staff Harassment, Discrimination and Bullying policy)</p> <p>SIFT groups, in conjunction with the Leadership Team, align CECWA policy and school policy.</p>
To update Staff Duty statements	<ul style="list-style-type: none"> • Leadership Team • School Improvement SIFT Group 	Term 3, 2017	<p>Audit of current Staff Duty statements, then review existing statements to ensure each reflects current practice.</p> <p>Create duty statements if they do not currently exist (eg. Marg Brown counsellor role)</p>
To update the Staff Handbook and Parent Handbook and make them available in digital form.	<ul style="list-style-type: none"> • Leadership Team 		The Leadership Team will update both the Staff Handbook and the Parent Handbook ensuring both are in digital form.

Strategy	People Responsible	Timeline	Implementation Structure
Accountability: Embed the QCS priorities into whole-school operations			
<p>To ensure that QCS priorities are consistently reviewed to confirm they are embedded into whole school operations.</p>	<ul style="list-style-type: none"> • Leadership Team • QCS Co-ordinator 	<p>Term 2, 2017</p>	<p>To appoint a QCS Co-ordinator to replace Madeliene Walker (maternity leave).</p> <p>The new co-ordinator will review all QCS priorities for the past five years and create a summary of what was identified and which priorities have been fully enacted and embedded.</p> <p>The co-ordinator will report to the Leadership Team ant priorities that have not yet been fully enacted. These will be placed into forward planning documents (2018 Annual School Improvement Plan, 2018 Curriculum Plan, Evangelisation Plan)</p> <p>Organise a meeting with the QCS Co-ordinator and the Leadership Team after the 2017 QCS process to ensure 2017 priorities are included in forward planning documents.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Accountability: Demonstrate system compliance with student protection requirements and legislation.			
<p>In accordance with CECWA Policy 2 – D3, to develop a program to teach students Protective Behaviours</p>	<ul style="list-style-type: none"> • Leadership Team • Pastoral Care SIFT Group 	<p>2017 – Term yet to be determined.</p>	<p>Principal to contact CEWA to organise a facilitator to provide Profession Development on a given day.</p> <p>All staff to participate in the Protective Behaviours Professional Development.</p> <p>Staff to implement the Keeping Safe Protective Behaviours program into Health (Learning area) by the end of 2017.</p>
<p>To revise the Code of Conduct on a regular basis with staff</p>	<ul style="list-style-type: none"> • Leadership Team 	<p>Term 1, 2017 (on-going)</p>	<p>Time will be devoted at staff meeting to keep staff updated on aspects of the Code of Conduct.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Discipleship: Embed the three focus values of respect, integrity and trust throughout the school in practical ways			
Place signage in each class and around the school to reinforce the values	<ul style="list-style-type: none"> • Leadership Team 	Term 1, 2018	<p>Assistant Principal to obtain quotes from Scott Printing for signage.</p> <p>If quote is reasonable, order signage for each classroom and other areas of the school.</p>
Develop a program at each year level to reinforce the three values	<ul style="list-style-type: none"> • Class teachers • Pastoral Care SIFT group 	Terms 1 and 2, 2018	<p>The Pastoral Care SIFT Team will create a program to reinforce the three values.</p> <p>Staff will regularly share ideas at staff PLCs.</p> <p>The programs will be reviewed at staff Cluster Meetings at the end of Term 2, 2018.</p>
Principal piece in the school newsletter to reinforce a particular value	<ul style="list-style-type: none"> • School Principal 	Term 1, 2018	The principal will place information in the school newsletter weekly during Term 1, 2018 to reinforce the work being done in the school to reinforce the three values. This piece will also be linked to the school's Code of Conduct.
Awards presented at merit assembly to students who demonstrate the values	<ul style="list-style-type: none"> • Assistant Principal • Student Council 	Term 1, 2018	<p>As part of the Student Council responsibilities, members will identify students who are displaying the three values - respect, integrity and trust.</p> <p>Certificates will be presented to students demonstrating these qualities.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Discipleship : Review the Religious Education assessment process			
To conduct professional development with staff in relation to assessment in Religious Education (using the Religious Education Progress Map.)	<ul style="list-style-type: none"> Assistant Principal 	Term 2, 2018	Based on staff feedback, the Assistant Principal will lead professional development in linking the units of work to the RE Progress Map in relation to assessment and reporting.

Strategy	People Responsible	Timeline	Implementation Structure
Discipleship : Work with the parish to make all three Sacraments parish based			
To work with the parish to make the Sacrament of Confirmation fully parish-based.	<ul style="list-style-type: none"> Leadership Team 	Term 4, 2017	<p>Based on the fact that Reconciliation and Eucharist are fully parish based, discuss with the Parish Priest and Parish Sacrament Co-ordinator the feasibility of making the Sacrament of Confirmation fully parish based.</p> <p>Explore the aspects necessary to make this a possibility.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Discipleship : Equitable system for leave – eg funerals – LWOP, Special Leave, LSL Equitable system for birthdays, illness, people leaving, etc.			
To create a school based document that ensures an equitable system for staff leave	<ul style="list-style-type: none"> • Leadership Team 	Term 1, 2017	Create a school document that clarifies leave arrangements for staff. This will be based on trying to maintain consistency, particularly around Special Leave With Pay and Leave without Pay.
To create a document that ensures an equitable system for staff celebrations – birthdays, maternity, leave, etc.	<ul style="list-style-type: none"> • Leadership Team • Finance Officer • Social Club Co-ordinator 	Term 1, 2017	Assistant Principal, in conjunction with the Finance Officer and the Social club Co-ordinator, will devise a document outlining celebrations in the school. These will include: Maternity Leave; Births; People Leaving School / Retirement; Engagement; Wedding; Death of a close family member; Operations (more serious in nature); Birthdays; 30 / 40 / 50 / 60 Birthdays; 20 Years of Service to the School; 30 Years of Service to Catholic Education

Strategy	People Responsible	Timeline	Implementation Structure
Discipleship : Support groups for parents – epilepsy, anaphylaxis, etc			
<p>To investigate the need for creation of support groups – parents new to Australia, health related, etc.</p>	<ul style="list-style-type: none"> • Leadership Team • Pastoral Care SIFT Group 	<p>2018 / 2019</p>	<p>Meet with the Class Representatives to discuss those parents who may need support / assistance in relation to being new to the country; health related issues with their children (eg. Epilepsy, anaphylaxis).</p> <p>Invite parents to express their interest in such groups being formed.</p> <p>Members of the Pastoral Care SIFT Team to gather names and contact parents.</p> <p>Leadership Team to meet with interested parents in their respective groups to firm up meeting times, venue for meeting, etc.</p> <p>Assistant Principal to keep in contact with groups in relation to how they are progressing, informing them of other parents who may be interested in joining, etc.</p>

Strategy	People Responsible	Timeline	Implementation Structure
Discipleship : Tracking students with academic, social or behavioural concerns			
<p>A tracking form which identifies students with concerns – behavioural, social or academic.</p>	<ul style="list-style-type: none"> • Leadership Team • Support Teacher • Marg Brown • Pastoral Care SIFT Team 	<p>Term 2, 2018</p>	<p><u>Discussion Points</u></p> <ul style="list-style-type: none"> • What currently happens with students who we have concerns about? The belief is that currently: <ul style="list-style-type: none"> - Students identified by parent who often want to ‘fix’ the situation and think the teacher will be able work miracles. - Students are identified by a teacher but we are unsure of what steps to follow in order to get some help. • What is our ideal structure for tracking students with academic, social or behavioural concerns? • The Pastoral Care SIFT Team will work to create a document that staff can use to identify students with academic, social or behavioural concerns.
<p>To create a Pastoral Care group that will co-ordinate support for students with academic, social or behavioural concerns.</p>	<ul style="list-style-type: none"> • Leadership Team • Support Teacher • Marg Brown 	<p>Term 3, 2018</p>	<p>The four members of the Pastoral Care group will meet twice a term to discuss the referrals from teachers in relation to students with academic, social or behavioural concerns.</p>