It takes a village to raise a child and every child CAN learn

Digital Technology

Differentiated deep learning, explicit, repeated, gradual release "I can do it!"

Faith in Action
Mathematics Pedagogy
Writing Pedagogy
Technological Integration
Curiosity in Learning
### How does this connect to LEAD?

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<tr>
<th>L</th>
<th>Learning</th>
<th>Through all five, Faith in Action, Mathematics Pedagogy, Writing Pedagogy, Technological Integration, Curiosity in Learning</th>
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<tr>
<td>E</td>
<td>Engagement</td>
<td>Through Faith in Action and Curiosity in Learning</td>
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<td>A</td>
<td>Accountability</td>
<td>Through Mathematics Pedagogy, Writing Pedagogy and Technological Integration</td>
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<td>D</td>
<td>Discipleship</td>
<td>Through Faith in Action</td>
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<tr>
<td>WHY</td>
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| Learning                   | Enhance student achievement and wellbeing | Increase student and staff engagement in their own learning and faith formation | Our aim in learning at St Jerome's is to move towards 'lower variation teaching' in which we develop whole school positions on curriculum, pedagogy and assessment. This is achieved through the development of scope and sequence progressions, the introduction of specific mandated resources and the establishment of fine grade achievement targets that are established and monitored. | We are becoming more efficient at collecting data in academic competence for our students, however apart from anecdotally we do not measure social, emotional and behavioral outcomes. 
- A wellbeing survey to be considered for whole school.
- A social and emotional wellbeing survey can be targeted from 3 years to 18 years. This can be added to the ACER Online Standardised Testing and to OARS for analysis. | QCS Domain 4 Stewardship Component 402 Pastoral Care of Students | Leadership team | We will use this data to target children and address high profile students with the support of our School Psychologist through appropriate programs such as 'Rock and Water', "Rainbows" etc. We can also tap into outside services such as the services provided by the City of Cockburn through '4 Families' and 'Anglicare For Families'. |
| WHY                        | WHY                        | WHY          | WHAT we will do to achieve the goal | HOW we will work together | HOW we will do what we do | WHO is responsible to deliver and WHEN | Reportable in Annual Report |
| Learning                   | Enhance student achievement and wellbeing | Increase student and staff engagement in their own learning and faith formation | For teachers to grow in their understanding that everyone has ownership of data. | • A Professional Development Day has been set aside this year to focus on data (PD Day 4, 15th May) "Done the test! Where to from here?"  
• On this day we hope to engage with the staff on the implication for using data in the classroom. Where is the tracking of data for children? What data is currently collected in our school at the whole school, year level and classroom level?  
• We also want to develop an understanding of ‘Disciplined Dialogue’ and what this brings to effective data analysis. What is our purpose for the collection of data? To prove what we are doing or to improve on what we are doing? | Curriculum Plan 2016 QCS Domain 3 - Education Component 302 Analysis and Discussion of Data | All staff – Our aim is not to have more assessment but for assessment to be targeted and action takes place as a result of the assessment process.  
Evidence of action based on data should be evident in teacher’s programs and DWP's through a differentiated approach to | Teachers becoming increasingly effective at using data to drive instruction. |
| To enable curiosity in learning in the early years by combining child-initiated play with teacher guided activities presented in playful and creative ways. | • Common Assessment Tasks within Year levels for Literacy and Numeracy at least once per term; and Religious Education at least once per unit.  
• Moderation meeting to discuss CATs to be linked to the staff meeting schedule.  
• NAPLAN on line in 2017  
• Analysis of PAT Year 2 to 6 using the new support package through ACER (OARS)  
• Analysis of new PP OLI Data with a view to a more differentiated approach to instruction at the classroom level and more engagement on the part of parents in their children’s learning. | Instruction. | NQS 2.2.2  
QIP 2015  
PK to Yr. 2 Teachers and Junior Primary Cluster Leader and AP  
Teachers developing in their understanding of the differences between ‘play’ and ‘playful learning’.  
In ‘playful learning’, an educator brings content in a playful manner to a child with a clear learning intention, whereas as ‘play’ comes from the child, is self-directed and allows the child to make sense of the world. |
| To work towards the embedding of the concepts of VCOP at the whole school level with an aim to improving the quality of children’s writing. | • Outdoor program to be enhanced for K and PP drawing on nature, for example, veggie and flower gardens.  
• To develop a learning environment that is rich and engaging as the ‘third teacher’.  
• To encourage open-ended learning which focuses on developing deep understandings of the concepts and skills within the curriculum  
• To encourage child initiated, teacher scaffolded play in Junior Primary.  
• Encourage STEM throughout the school. This could be achieved by having a STEM focus for Open Night.  
• Our 3 year old and kindergarten classes will be involved in ‘Little Scientists’ this year. | Classroom teachers with the support of the Leadership Team  
We should see an improvement in our whole school writing results which are reflected in NAPLAN.  
Comparisons made between subsequent ‘Cold Assessments’ should show individual student growth. | QCS Domain 3  
Education Component 308  
Effective Pedagogical Practices  
Classroom teachers with the support of the Leadership Team |
**Assessments**

| Develop teacher’s understanding of the four proficiencies in the Mathematics Curriculum. | • Development of dynamic ‘Word Walls’ in each classroom for numeracy.  
• Continue the embedding of PRIME Math from Years 2 to 6 and as a basis for programming in Year 1. PRIME has a problem solving approach to teaching mathematics, and is set up in the gradual release of responsibility model developing metacognition and mathematical thinking to mastery. It also uses the concrete, pictorial abstract approach.  
• Key teachers in Prime for junior, middle and upper primary. We need to ensure that we give these teachers time during the year to work as a team. | QCS Domain 3 Education Component 306 Systematic Curriculum Delivery | All classroom teachers with support from the leadership team, cluster leaders and EMU teacher. | We should see an improvement in our ACER Data and NAPLAN. |
| To explicitly teach phonological awareness, spelling rules and conventions and grammar and punctuation. | • Diana Rigg Program is now embedded throughout the school.  
• Use of the South Australian Spelling Assessment to collect whole school standardized data for spelling.  
• A scope and sequence has been developed for junior primary for St Jerome’s PS. This has been linked to our Assessment Schedule an assessment book for handover from one year level to the next has also been developed. | QCS Domain 3 Education Component 306 Systematic Curriculum Delivery | Diana Rigg is one of our non-negotiables therefore all classroom teachers are expected to use the program. A ‘Walk through’ in classrooms should see evidence of the program being implemented. | The tracking of the South Australian Standardised Test should demonstrate improvement in spelling. Our NAPLAN Data should also demonstrate improvement. |
| To enhance the use of technology in the classroom so as to ‘bring education to life’ thus making learning more engaging and enabling students to transfer their learning and build deeper understandings. | • Embed use of Google Apps for Education in middle and upper primary classes.  
• Timetabled blocks in classrooms for IT support from IT specialist to enhance teacher expertise by Semester Two.  
• Key Teachers in technology | QCS Domain 3 Education Component 303 A Culture that Promotes Learning | Leadership Team and School Technology Leader | In a classroom walk through the leadership team will see the use of technology embedded as normal classroom practice. |

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**Engagement**

| Enhance parental engagement in their child’s learning and faith formation  
Develop our people to be leaders in Catholic | When we consider engagement we consider not only the engagement of our students in their own learning but also the engagement of our teachers in their role as educators. Central to engagement at both levels is involvement; students are more engaged if teachers are more involved and teachers are more engaged if Dedicated time to be given for opportunities for professional sharing, reading and problem solving. | QCS Domain 4 Stewardship Component 401 Staff wellbeing | Leadership team to review the structure of staff and cluster meetings. | Staff to have more input into the agendas of various meetings. |
The best way to improve motivation and therefore engagement at both levels is providing support so that the individual can achieve autonomy and providing optimal structure in which the individual can grow.

One of the best ways to help students invest successfully is to involve them in setting their own investment-related goals. When students are involved in setting their own goals for their learning, not only do they learn more, but their motivation to accomplish these goals increases, as does their ability to self-evaluate and self-regulate their participation and performance in the classroom. Students need to own what they are doing.

- We would like to investigate goal setting for children. One of the ways that we could do this is to put more structure into Three Way/Two Way Interviews. Review Term 1 2017.
- Students in Years 3 to 6 will attend CAPs Meetings in a Three Way Interview model; however, they will only be present for the second half of the meeting when the teachers are discussing their short term SMART Goals. This is so that the students have ownership of their own learning.
- Throughout the school teachers are required to make the learning visible for all students through WALT and WILF.
- Every student in Years 1 to 6 will set their own literacy and numeracy goals which are to be reviewed every 2 to 3 weeks. This is to develop in students the ability to self-evaluate and self-regulate their participation and performance in the classroom.
- When investigating goal setting for children we need to ensure that:
  - We make the goals specific
  - Make the goals challenging but obtainable
  - Make the goals short term rather than long term
  - Try visually tracking student’s progress

The research is clear that parents’ involvement in their child’s education improves outcomes in areas such as learning, attendance, and behaviour. Our aim therefore is to effectively use technology to increase home/school communication.

- Communication between the School/Parent/Child enhanced through SEQTA.
- Class blogs in Years 4 to 6. Seesaw in Years PK to 2.
- ‘Learning at Home Partnership’ introduced in 2017, with a major emphasis on reading with a committed parent and engaging in learning.
- Workshops will be run throughout the year for parents. These will be titled “How can I ‘light the flame’ and develop in my child a love for reading!”

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<tr>
<th>QCS Domain 3</th>
<th>QCS Domain 2</th>
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<tbody>
<tr>
<td>Education Component</td>
<td>Community Component</td>
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<tr>
<td>303 A Culture that Promotes Learning</td>
<td>201 Engagement with School Community</td>
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</table>

We hope to see an improvement in student engagement as students not only set their own personal attainable learning goals but also as students self-evaluate their progress to their goals.
Ideas for engaging children in ‘learning at home’, will be placed on the school website.
Move this year from the traditional hard copy newsletter to access to information and events through SEQTA and the St Jerome’s Website.

To improve community engagement at St Jerome’s.

- Developing events etc. to include parents and families so they know that they are valued as members of the St Jerome’s community.
- To be more culturally sensitive to our community. We could for example have a more culturally diverse range of books in our library or have a more culturally diverse range of dolls in our junior primary classes.
- Establishing a Parent Class Representative to encourage positive relationships amongst the parents of the class, to welcome new families to the school and to help families in crisis.
- Subscription to ‘Parenting Ideas Schools Program’ which gives us access to excellent parenting articles by Michael Grose which we can include on our website.
- To introduce a volunteer program through the P&F which invites members of the community into the school to share their time and talents in lunchtime clubs for example.
- City of Cockburn events are advertised on our website and we work towards involvement in their community events such as the ANZAC Day Parade. Our P&F are part of the City of Cockburn P&F and P&C Group involving all schools in the City of Cockburn and our Leadership Team attended the City of Cockburn information sessions on the AEDI.
- A survey of families where English is a second language will be conducted this year.

To improve staff engagement and morale.

- Social gathering to be organized by the Leadership Team every 2 to 3 weeks for the staff.
- Social Club will move from being the responsibility of a couple of staff members to each year level taking turns on a rotational basis to organize social events, acknowledgement of special events etc.
- To improve the ambience of the staffroom.
## Annual School Improvement Plan - 2017

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<tr>
<td>WHY</td>
<td>(School Strategic Plan)</td>
<td>(Specific, Measurable, Achievable, Result Orientated, Timed)</td>
<td>WHAT we will do to achieve the goal HOW we will work together HOW we will do what we do</td>
<td>Curriculum Plan 2016 QCS Domain 3 Education Component 301 An Explicit Improvement Agenda</td>
<td>Leadership Team at staff or cluster meetings throughout the year:</td>
<td>CEWA Service Delivery Support &amp; other Key Resources</td>
<td>Reportable in Annual Report</td>
</tr>
<tr>
<td>Accountability: Increase understanding of our individual and collective responsibility for Catholic Education’s mission Ensure inclusivity, good governance and the resource allocation required to meet our mission</td>
<td>Accountability permeates all that we do at St Jerome’s. Our motivation for accountability is to consistently improve on what we are doing.</td>
<td>Reflection on school performance through the use of CEWA QCS Tool and the Strategic Plan Process which includes the annual review of the ASIP.</td>
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<td>Whole staff reflection and constructive feedback on whole school initiatives.</td>
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#### 4. Strategies To Achieve the Goal

- **To develop a more nurturing supportive structure for all staff to reach their potential.**
  - Appraisal Process at St Jerome’s in 2017 more closely linked toAITSL Standards.
  - Teachers more accountable for their own professional growth and peer observations and visits are embedded.
  - A buddy system for new graduates and develop a framework for working with new graduates in line with the requirements of the TRB.

- **To enhance mutual respect, equity and recognition of each other’s strengths and skills.**
  - Teacher scheduled time with EAs at least once per week. This could be achieved if the EA did not need to attend every specialist subject with their allotted class at least once per week thus allowing time for the class teacher and the EA to meet. In order for this to occur a discussion would need to be held between the class teacher, the EA, the specialist teacher and the Special Needs Learning Coordinator and release for the EA would need to be organised on a rotational basis.
  - The introduction in 2017 of a clear process

- **QCS Domain 4 Stewardship Component 401 Staff Wellbeing**

- **QIP 2015**

- **NQS 4.2.3**
### Discipleship

**Enhance opportunities for personal faith development**
- Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action

Our evangelisation goals for 2017 aim to form a community of faith by building deep relationships, grounded in Catholic traditions and to help each member of the community respond to the moral and ethical issues of our time in light of Catholic teaching.

To promote openness to the Christian Message in the St Jerome’s community, bringing the Gospel to all and through its influence forming and changing people from within.

### Catechesis – Students

- **Ongoing explicit teaching of FORMAL PRAYERS. Provide scope and sequence for teachers.**
- Develop a St Jerome’s Prayer Book
- **Daily class prayer and encourage regular meditation for all classes.**
- **Class, whole school and feast day masses including Masses for school heroes highlighting the faith story of each**
- **Whole school participation in Easter and Christmas Liturgies building on the partnership between the parish and the school.**
- **Review of the existing Evangelization Plan.**

### Witness – Wider Community

- **Father’s Day Mass and Breakfast reintroduced.**
- **Mother’s Day Mass and morning tea.**
- **Grandparents Mass and picnic with visits to classes.**
- **Through the sacramental program offer all parents the opportunity to attend faith formation evening sessions, to inform them of Catholic understandings.**
- **Support the Parish in their support and care of needy families in our community through the donation of food items at the children’s masses throughout the year.**
- **Year 4 and 5 classes will be involved in Mini Vinnies this year.**

### School Evangelisation Plan

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<tr>
<th>QCS Domain</th>
<th>Catholic Identity Component</th>
<th>Systematic Evangelization Planning</th>
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<tr>
<td>101</td>
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### Witness – Students

- **Encourage the Language of MJR in all classes and for classes to promote positive behavior towards others thus creating a friendlier environment around the school.**
- **Showing compassion for others who are in need.**

### QCS Domain 1 Catholic Identity Component 102

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<th>RE Team together with the Leadership Team</th>
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### Public recognition of MJR moments at whole school assemblies

Continue to show improvement in the Bishop’s Religious Literacy Assessment Results for Year 3 and 5.
need e.g. fundraising for missions and other causes as they arise.
  o St Vincent’s Clothing Drive
  o St Vincent Christmas Basket Appeal
  o Charity Boxes for needy children
- Christian living award sponsored by the Parish, presented to a Year 5 student at the final Mass each year who has demonstrated a high level of Christian values throughout the year.
- Teachers to award MJR certificates to students that display positive Christian behaviours, MJR Moments. These are connected to house points which are collated each week. At the end of each term the house with the most house points will be given extra break time as a reward.
- Students could contribute to the ambience of the school if each year level was given responsibility of a different area of the school.

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<th>SHARING OF THE ASIP 2017 WITH STAFF</th>
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<td>At a whole school staff meeting take teachers through the ‘School Improvement Overview’ to give them an understanding of how this links to the ASIP.</td>
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<td>Provide teachers with a link to the 2017 ASIP to read at their leisure.</td>
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<td>Provide a ‘skinny version’ of the SMART Goals of the plan as posters to display in the staffroom.</td>
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<tr>
<th>FUTURE PLANNING – 2018 AND BEYOND</th>
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<tr>
<td>21st Century Contemporary Learning</td>
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<tr>
<td>Enhancing, upgrading, supporting teacher’s skills with 21st Century technology ideas.</td>
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<td>Professional development - Teacher Training</td>
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<td>Peer teaching and using teacher’s talents.</td>
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<td>Viewing how other schools run similar systems.</td>
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<td>Overcrowded curriculum to be monitored</td>
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<td>Work towards a real focus on questioning in the body of a lesson.</td>
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<td>St Thomas (Claremont) uses contemporary spaces.</td>
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<tr>
<td>St Patrick’s (Fremantle) uses contemporary spaces.</td>
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<tr>
<td>QCS COMPONENT REVIEWS during this year</td>
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