





## Annual School Improvement Plan 2019

### St Paul's Primary School

<b>CEWA Strategic Intent</b>	<b>LEARNING</b> Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	<b>ENGAGEMENT</b> Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	<b>ACCOUNTABILITY</b> Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	<b>DISCIPLESHIP</b> Educating at the margins: <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. <u>Key personnel:</u> 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>
<b>Numeracy Data Wall</b>  	NAPLAN and PAT Maths data has not demonstrated expected growth	100% of students will show individual expected growth in Place Value	2019 NAPLAN and PAT MATHS data  Student tracking will be evident on individual data cards	Coordinated PD and PLCs, focused on developing authentic assessment, group and individual case management plans and data tracking	Curriculum Plan	Numeracy PD provided by the end of Semester 1. PLCs in Weeks 3, 6 & 9 of every term are dedicated to data wall analysis	Materials / QR code resources for data wall construction EMU program – Donna Robbins Key Numeracy Teacher – Brianna Di Stefano	Increased number of students showing place value understanding growth on data wall, as evidenced by data present on individual student cards
<b>Digital Technologies</b>  	The Technologies learning area has been an individual class focus in 2018. In 2019 Digital Technologies will be a coordinated	Develop a whole school Digital Technologies scope and sequence document	All classes will participate in documented digital technologies learning activities as evidenced by planning documentation	Provide Professional Development opportunities for staff in the Digital Technologies learning area and devote specific	Curriculum Plan	By conclusion of Semester 1, 2019	STEM Coordinator / Digital Technologies Key Teacher – Irene Pangestu Science/Extension Teacher – Cheryl Brown	All teachers are aware of and are using the Digital Technologies scope and sequence document in their classes, as

	whole school focus			PLCs to share best practices				evidenced in their planning documents.
<b>Mindfulness</b> 	The Evangelisation Plan indicated the desire for staff to participate in a meditation retreat to improve mindfulness practices.	100% of staff and students will participate in mindfulness activities over the duration of Week 5 each term	All classes will participate in documented (individual class and whole school) mindfulness learning activities as evidenced by planning documentation	Whole School Mindfulness activities are made available – yoga, meditation etc. Mindfulness resources are shared with staff to use with students in the classroom.	Evangelisation Plan	Completed in Week 5 of Terms 1-4 in 2019.	Assistant Principal & Mindfulness Coordinator – Mac Callisto Meditation and yoga videos and tutorials for students and staff	100% of classroom teachers and students participate in mindfulness activities each term to promote their mental health
<b>Sustainability</b> 	Our QCS data indicates a need for a whole school approach to sustainability	Conduct an audit on sustainability practices at St Paul's. Create Sustainability Scope & Sequence document and Action Plan. Become an accredited Waste Wise School.	All classes will participate in documented sustainability activities. Sustainability audit, scope and sequence and action plan documentation evident.	Staff collaborate to complete sustainability audit in the final week of 2018. PLCs utilised to ensure staff have input and ownership of scope and sequence and action plan. Move through the steps to become an Accredited Waste Wise School.	Strategic Plan	Conclusion of 2019.	Assistant Principal – Mac Callisto Sustainability Coordinator – Jenna Carlino	Sustainability audit and action plan has been completed. All teachers are aware of and are using the Sustainability scope and sequence document in their classes. St Paul's has become an Accredited Waste Wise School.

**Informed by evidence from:**

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix

**ONGOING EVALUATION**



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)