



## Annual School Improvement Plan 2019 St Clare's School, Lathlain

<b>CEWA Strategic Intent</b>	<b>LEARNING ENGAGEMENT ACCOUNTABILITY DISCIPLESHIP</b>							
<b>Focus Area</b>	<b>Informed by Evidence</b> <i>Qualitative and quantitative</i>	<b>Specific Performance &amp; development goal (stated simply)</b>	<b>Measurable Evidence used to demonstrate progression and goal</b>	<b>Achievable What actions will I take to achieve the goal?</b>	<b>Relevant How does it connect to strategic (&amp; other) plans</b>	<b>Time Bound What are the timeframe milestones?</b>	<b>Resources Support/resources required</b> <i>Key personnel: who is responsible</i>	<b>Success Criteria How will you know you have been successful (quantitative/ measurable)?</b>
<b>Focus 1</b>  <b>Learning</b>	Still minimal learning data available eg from NAPLAN. (No Appraise data)  Music is only performing Arts being offered  No languages currently being offered	1. Create Data-wall, starting with OLNAs; then Compass 2. Expand Music to include other Perf Arts disciplines ie Dance and Drama 3. Introduce French to Y8-10	Data wall will show base-line data.  Student records of OLNAs participation  Begin Perf Arts in Y8/9 & 10 French to Y8-10	1. Allocate time-allowance to special needs teacher.  2. Relevant teachers to prepare  3. Recruit support & resource the program.	Improve engagement, and learning outcomes.	1. By end of S1.  2. From start of T1.  3. From start of year.	1. AP to oversee with Learning support teacher  2. Purchase practice assessments. Tia  3. Allocate staffing	Compass Testing completed on all students within one term of enrolment.  Evaluate Performing Arts & Languages program.
<b>Focus 2</b>  <b>Engagement</b>	AEIM data: RAP needs continual supervision to stay active  Minimal event for past students.  Service Learning has begun; limited to ShopFront	Regular RAP meetings  4 Social/ learning events for grads.  More active eg Aged Care; fundraising	T1 focus on Aboriginal Languages  event for recent grads each term  Record hours of Service Learning for WACE. Commence w Y10s	Book speaker  Create & organise Calendar event each term  In school hours makes feasible	RAP  Strategic Plan: Helping with transition  Connect w Catholic & local Agencies	One meeting per term.  All 4 events calendared by end of T1.  Events	Principal  Organise, advertise, catering for events Tia  Service Learning LogBooks Tia	RAP goals updated and reviewed  Event held, and evaluated, modified and planned for following year.  Review Service Learning experiences.

<b>Focus 3</b>  <b>Accountability</b>	1. Rented House currently underutilised  2. Connections with health supports are sporadic	1. Consult architects to complete refurbishments  2. Create formal connections and opportunities for our students to access services	Before and after photos  One service established in neighboring venue by end of 2019	Meet with architects; speak to Landlord  Speak to Board about GSANZ model	Engagging with outside agencies and assisting transitions  Transitions, and wrap-around services	By end of Term 2  By end of year	Resources available  Principal  Tap into experience of GSANZ	House available for use by Uni students and supervisors; prepared for Allied health supports.  One service in place by end of 2019
<b>Focus 4</b>  <b>Discipleship</b>	Students only attend one Mass per year on St Clare's Day  Prayer only occurs for students once a week	1. Have one more Mass for students. Y12 Assumption. Y8-11 end of Year/Christmas  2. Investigate ways of daily prayer for students	Calendar  Explore ways to introduce morning prayer on 3 days a week.	Preparations so that students can engage eg booklets  Evangelisation Planning	QCS Catholic identity & ethos  Evangelisation Plan	Calendar T1 Events: T3 and T4.  Term 2	Preparation; find priest etc. Principal  May need prayer book. Student Diary?	Did the extra Masses occur?  By the end of 2019, did we have a new practice of morning prayer for students

**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)