

Annual School Improvement Plan 2019



KURURRUNGKU CATHOLIC EDUCATION CENTRE

CEWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i>
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Focus Area	Informed by Data Analysis	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progression and goal	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school's strategic plan (and/ or other plans)?	Time Bound What are the timeframe milestones? Timeframe within which the goal will be achieved	Resources Support/resources that will be required to achieve the goal Key personnel:	Success Criteria How will you know you have been successful (quantitative and measurable)?
DISCIPLESHIP Consolidate Mercy Charism – 40th anniversary celebrations Promote Student Leadership Program		Community understand that the Foundation of KCEC is through the Mercy sisters. Mercy values are made known to students and families Student Leadership	Students know the history of the school – and have some connection with the Mercy sisters Mercy values are displayed and celebrated in the school	Photo history Elders telling stories Mercy banners purchased Student Leaders are given responsibility in	Directly	40 th anniversary celebration planned for early June. Banners purchased and displayed before June. Student leaders commissioned	Principal Ex- staff Sisters of Mercy	Students will have a good understanding of the history of the school Student will understand the purpose of the student leaders and their role in the school

		Program is developed		the school and community		by then end of term 1.		
<p>LEARNING</p> <p>Development of Whole Small Whole Pedagogy. Students are able to work independently</p>		<p>Staff will further develop their understanding and analysis of data to improve student outcomes.</p> <ul style="list-style-type: none"> • Reading • Writing • Number <p>Staff will further develop their skills in addressing differentiation in the classroom through</p> <ul style="list-style-type: none"> • PLC's • Coaching • Sharing ideas <p>Staff will teach students how to work independently, and what to do if they need assistance....</p> <p>Principal</p>	<p>Whole school approach:</p> <ul style="list-style-type: none"> • Learning Intentions clearly stated/displayed • Differentiation through the Whole small whole • Reflection time honoured • Analysis of standardised test results to identify student levels. • Students are able to work independently for an age appropriate length of time in all classrooms • Monitor student growth through on-going collection of data (Running records and MAI) • On going Principal visits • Coaching with Curriculum Support Consultant linked with AITSL 	<p>Data is gathered in the first 2 weeks of the year.</p> <p>On-going data analysis through PLC time and DOTT time</p> <p>Students are grouped according to data analysis, and given tasks to complete according to their ability</p>	<p>Implementing whole-small-whole teaching pedagogy in Literacy and Numeracy as per policy.</p> <p>PLC time is used for the needs of the teachers as the needs arise.</p>	<p>From the beginning of the year, classroom routine is developed and adhered to.</p> <p>By the end of semester one, staff have had sufficient PD to enable confidence in differentiated teaching</p>	<p>Curriculum Consultants</p> <p>PLC time dedicated to make the change</p> <p>Resource room</p>	<p>Students are engaged in learning</p> <p>Data shows an upward trend in reading levels and MAI growth points</p> <p>Classrooms are calm</p>

<p>2-way Learning Develop a culture of 2-way learning at KCEC by acknowledging students' home language (AE) and teaching SAE</p>		<ul style="list-style-type: none"> All programs submitted early in the term as stated in the planner Ongoing data updated on Tshare Whole school 3standardized testing analysis: whole school trend/cluster level/class level 	<ul style="list-style-type: none"> On-going learning at regular PLC's 					
		<p>Walmajarri word wall in staff room</p> <p>2-way displays in classrooms</p>	<p>Staff are using Walmajarri words with the local peers</p> <p>Students can clearly see the 2 languages at work</p>	<p>Staff beginning to learn the regional language</p> <p>Students can translate from AE to SAE</p>	<p>Continue 2-way learning across all classrooms</p>	<p>By the end of 2019, all students will understand that we are operating with different languages, and SAE is the language at school.</p> <p>By the end of 2019 staff will be able to understand some of the local language</p>	<p>Local people</p> <p>Willingness of staff</p>	<p>As you enter KCEC, it will be evident that the culture and language of the local people is valued and SAE is taught in the classrooms</p> <p>Maintaining the culture of the Billiluna people whilst teaching the curriculum.</p>

Digital Transformation – from the beginning	Teachers use digital devices in their teaching and learning	<p>Ipads and computers are used for small group activities</p> <p>Ipads and computers are used extensively in the secondary component of the school</p> <p>ATA's learn to use digital technology</p>	Ipads and computers are used daily in each classroom	<p>Ipads and computers are used daily in each classroom</p> <p>Teaching is done mainly through Apple T.V's in each classroom</p> <p>Less paper!</p>	<p>All classes to use digital devices in small group sessions.</p> <p>Emphasis on strong use of digital technology in secondary component of the school.</p>	<p>Term 1 – purchased and set up equipment (ipads and laptops) in each classroom</p> <p>Apple T.V's are used immediately (already installed)</p> <p>Working computer in the staff room</p>	<p>New ipads and laptops in the classrooms</p> <p>Computers in the staff room repaired/replaced for all staff to use</p>	<p>The use of devices is evident in the school</p> <p>Devices are the preferred option of staff for demonstrating and teaching wherever possible</p>