



**CATHOLIC EDUCATION**  
OFFICE OF WESTERN AUSTRALIA

# **KURURRUNGKU CATHOLIC EDUCATION CENTRE**

Quality Improvement Plan



STAYING STRONG AS ONE

2018 - 2019

Person/s responsible for update: Naomi Martin  
Date: 27 July for 2018 - 2019 school years.

### School details

<b>SCHOOL NAME</b>	<b>PERSON RESPONSIBLE FOR SUBMITTING THIS QIP</b>
Kururrungku Catholic Education Centre	Naomi Martin In consultation with Veronica Ecenarro and Joanna Morrison
<b>PRINCIPAL CONTACT DETAILS</b>	<b>PRIMARY CONTACT PERSON (AFTER PRINCIPAL)</b>
Naomi Martin <a href="mailto:naomi.martin@cewa.edu.au">naomi.martin@cewa.edu.au</a> 0891688932	Veronica Ecenarro veronica.ecenarro@cewa.edu.au
<b>SCHOOL ADDRESS</b>	<b>SECONDARY CONTACT PERSON (AFTER PRINCIPAL)</b>
PMB 305 Billiluna Community Via Halls Creek WA 6770	Joanna Morrison joanna.morrison@cewa.edu.au

## **KURURRUNGKU CATHOLIC EDUCATION CENTRE PHILOSOPHY FOR EARLY CHILDHOOD EDUCATION**

Each child is a gift from God, created as individuals with their own gifts and talents.

Our school cherishes each child's individuality and we strive to create a place in which children can grow and experience the joy and wonder of living. Kururrungku Catholic Education Centre is a place that gives witness to Catholic beliefs, values, attitudes and traditions.

The early years of development is a time when brain development is most active, and all children's experiences – physical, cognitive, spiritual, creative, social and emotional are critical for the development of the 'whole' child. Therefore, our program is play-based learning that is defined by the five outcomes in Belonging, Being and Becoming:

Children have a strong sense of identity

Children are confident and involved learners

Children are connected with and contribute to their world

Children have a strong sense of well-being

Children are effective communicators

Parents are the first educators, and we work with the parents in a spirit of cross-cultural collaboration so that each child can grow and become the person they were created to become.

## Quality Improvement Plan for QA1 – EDUCATIONAL PROGRAM AND PRACTISE

### Summary of strengths for QA1

1.1.1	Curriculum is strong. Each child's identity and well-being is important.
1.1.2	Each child's knowledge and ability is well known. Their ideas are listened to and catered for whenever possible.
1.1.3	Our routines are such that at times, each child is able to make choices that influence their world.
1.1.5	Many supports are in place for all students to access the program – including ATA's, differentiated program, outside play areas.
1.2.1	Teaching is always intended to be intentional and deliberate.
1.2.2	Our routines are such that at times, each child is able to make choices that influence their world.
1.3.1	Each child is assessed against their Individual Education Plan. Assessments include observations, anecdotal notes and formal assessment which are then used to inform forward planning/curriculum.

## Key improvements sought for QA1

1.1.1	Student need to be confident as effective communicators in Standard Australian English
1.1.2	Capturing ideas and creative opportunities for low attenders is problematic.
1.1.3	The learning opportunities for low attenders is problematic.
1.2.2	We need to work on students hearing and understanding constructive feedback.
1.2.3	Resources sometimes inhibit a wide variety of choice.
1.3.1	Parents are reluctant to come into the school to learn about their child.

## Improvement Plan for QA1

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
1.1.1	Student need to be confident as effective communicators in Standard Australian English	M	Encourage students to speak through the microphone in the classroom. Encourage students to formally present ideas to their peers in the classroom	Children articulate their message in Standard Australian English	Classroom staff	Semester 2, 2018
1.2.2	We need to work on students hearing and understanding constructive feedback.	M	A whole-school approach to effective feedback.  PLC on effective feedback	Students are able to accept constructive feedback as a way to take responsibility for their learning	Principal and classroom staff	Semester 1, 2019
1.2.3	Resources sometimes inhibit a wide variety of choice.	H	Sensory activities in the ECE playground will be put in when we upgrade the playground.		Principal, ECE staff and maintenance team.	Semester 2, 2018
1.3.1	Parents are reluctant to come into the school to learn about their child.	H	Create a culture amongst the teachers to go out to the parents in the community.	Parents have a full understanding of their child's education	Principal and all staff	Semester 2, 2018

# Quality Improvement Plan for QA2 – CHILDREN’S HEALTH AND SAFETY

## Summary of strengths for QA2

2.1.1	Families are advised of infectious diseases. Families are notified if children any bumps or knocks to their heads. Student well-being is the first check-in each day.
2.1.2	Staff work closely with parents and clinic for health issues.
2.3.3	There is an acute awareness of the process, roles and responsibilities with regard to all issues around Child Protection. Keeping Safe program is being taught across the years.

## Key improvements sought for QA2

2.1.3	Menu at school needs to be more healthy.
2.3.1	Playground supervision is not always well maintained

## Improvement Plan for QA2

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
2.1.3	Fresh vegetables and fruit included in menu all the time	H	Find on-going funding to enable the purchase of fresh fruit and vegetables.	Menu is always healthy.	Principal	Semester 2, 2018
2.3.1	Each staff member takes full responsibility for their duty times	H	Change process of eating time so that all staff are present and supervising orderly and socially acceptable eating – then playtime begins and staff are ready for duty.	Students are properly supervised in their allotted play areas all the time.	Principal and staff.	Semester 2, 2018



### Summary of strengths for QA3 – PHYSICAL ENVIRONMENT

3.1.1	Furniture is new, appealing and appropriate for each classroom
3.1.2	Premises are safe, clean and well maintained
3.2.1	Indoor and outdoor spaces are almost all organized and adapted to support every child's needs
3.2.3	The yards and grounds are well maintained

### Key improvements sought for QA3

3.2.1	There is a little more work in progress to complete the organization of inside and outside spaces
3.2.3	We need to be more environmentally aware – turn off electricity and sprinklers.

### Improvement Plan for QA3

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
3.2.1	Completion of ECE playground	M	Work in progress	Playground completed.	Principal and grounds staff	Term 3, 2018
3.2.3	Students are environmentally aware with regard to electricity and water usage.	M	Each class has a monitor who is responsible for turning off lights. Secondary students responsible for turning off sprinklers	Community is aware of electricity and water wastage.	Principal and classroom staff	Term 3, 2017

## Quality Improvement Plan for QA4 – STAFFING ARRANGEMENTS

## Summary of strengths for QA4

4.1.1	We look at the needs of the students and staff appropriately
4.2.1	There is a strong team culture of professionalism. Staff have mutual respect for each other and acknowledge others strengths in a collaborative manner

## Key improvements sought for QA4

4.1.2	Local staff need to attend more regularly, and take responsibility for what they are paid to do.
4.2.1	We have a great resource in our local staff. We need to 'tap' this resource more successfully

## Improvement Plan for QA4

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
4.1.2	Local staff understand their responsibility when agreeing to work for KCEC	H	Schedule appraisal each year with staff	Local staff attend their work every day of the school year.	Principal  Local staff	Semester 1, 2018
4.2.1	We need to 'tap' the resource of our local people more successfully	M	Better community partnership – pick up elders for school visits Talk with elders for attendance issues	Elders know what is happening in the school and are a part of the decision making	Principal and local staff	Semester 1, 2019

## Summary of strengths for QA5

5.1.1	Time is planned for welcoming students and families in the morning. Relationship development is a priority and relationships are warm and responsive.
5.1.2	The dignity and rights of each child are a priority.
5.2.1	Students are supported to collaborate and learn from each other through buddy classes and multi-aged classes, and at other times when classes are compacted.
5.2.2	Each child is supported to regulate their own behaviour through PATHs, trauma informed practice, the school behaviour management plan and communication with parents.

## Key improvements sought for QA5

5.2.1	Continue to teach students about code switching to create a school culture of calmness and safety, where the students know staff can be relied upon to assist them when needed.
-------	---

### Improvement Plan for QA5

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
5.2.1	Students can code switch between camp and school effectively.	M	Teach students behaviours acceptable at school without judgement of home life	School is always a place of peace, happiness and learning	All staff and all students.	Semester 1, 2018

### Summary of strengths for QA6

6.2.2	Cultural values and beliefs are welcomed and embraced. Help with decision making welcomed from parents.
-------	---

6.2.3	Create many opportunities for community engagement on a regular basis eg, mini-fete, op shop, shared meals
-------	--

### Key improvements sought for QA6

6.1.1	Parents are encouraged to be involved with the school. In Kindy and Pre-Primary, parents are involved by spending time in the classroom when dropping off their child. In all year levels parents are encouraged to help in the classroom and for activities such as incursions and excursions. Parents are also involved in the planning and running of school fundraisers and events such as the NAIDOC Week.
-------	---

6.1.3	We need to seek constructive feedback from parents with regard to school events and programs.
-------	---

6.2.1	Attendance is an issue. Students miss important events such as clinician appointments, sacraments, school events etc
-------	--

6.2.2	Information is shared with teachers as they come in and out of our school. Sometimes rapid staff turnover makes this difficult. We need to create of culture of documenting and sharing significant information about students.
-------	---

## Improvement Plan for QA6

Standard/ Element No.	Outcome sought?	Pri- ty (H/M/ L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
6.1.1	Parents are involved in their child's education	H	Community walks by students and staff to visit parents in the community rather than waiting for parents to come in to the school.	Parents become involved in their child's education	Principal and staff	Semester 2, 2018.
6.1.3	We need to seek constructive feedback from parents with regard to school events and programs.	M	Asking for feedback after each event/semester from key parents.	Parents are confident to constructively give feedback to the school.	Staff	Semester 1, 2019
6.2.2	Information is shared with teachers as they come in and out of our school.	M	Staff are continually reminded to keep evidence of learning	Each students progress/levels regardless of attendance can be identified immediately	Teachers	Semester 1, 2019



## Quality Improvement Plan for QA7 – LEADERSHIP AND SERVICE MANAGEMENT

### Summary of strengths for QA7

7.1.2	Systems are in place to manage risk and enable the management of a quality school
7.1.5	Self-assessment through QCS, PLC's and Evangelisation Plan

### Key improvements sought for QA7

7.1.1	NQS review. Philosophy and purpose of Early Years program is developed and used to guide our ECE learning and teaching.
7.1.3	Roles and responsibilities of ATA's are clearly defined and adhered to
7.2.1	There is a culture in the school of students being independent learners
7.2.2	Individual and collective performance is regularly evaluated

### Improvement Plan for QA7

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
7.1.1	NQS Review	H	Principal and ECE teachers to work on this	NQS a living document, used to improve practice and administration in the ECE	Principal and ECE teachers	Semester 2, 2018
7.1.3	Roles and responsibilities of ATA's are clearly defined and adhered to	H	Roles and responsibilities of ATA's are defined and communicated to each ATA through appraisal		Principal and ATA's	Term 4, 2018
7.2.1	There is a culture in the school of students being independent learners	H	Teaching teachers to initiate independent activities that are level appropriate for our students to learn independently through PLC's and sharing of ideas	Students are able to work independently at times during their school day	Teachers	Semester 2, 2018
7.2.2	Individual and collective performance is regularly evaluated	M	Coaching Submitting programs each term PD and PLC's Appraisal Shoulder to Shoulder	Our students learning is accelerated. Our students are achieving excellence in their learning	Principal and staff	Semester 1, 2019