		l	eschenault Catholic Primary School School Improvement Plan 2022 - 2025	
Vision Stateme	ent or Moral Purpose:		Leschenault aims to build a C.H.R.I.S.T. centred community that inspires every individual to think, to learn and to strive for academic excellence.	
Aspiration for	2022-2025 To be achieving	g at or above like schools in Literacy and Numeracy		
	B		Objectives	
Education	Provide high quality education fo	ocusing on academic excellence.	E1 Track and improve student E2 Track and improve student E3 Reduce the number of students E4 1 Raise levels of performance in Literacy performance in Numeracy in Standardised testing and standardised testing and Religious Literacy Assessment assessment tracking	
			C1 Improve parent/teacher C2 Increase our engagement C3 Increase our engagement with communication to support student with our local indigenous parents and the broader	
Community	Build a connected, Christ centred	d and child focused school, in partnership with our parents.	learning community. community	
Stewardship	Develop highly skilled, effective	e and professional staff.	S1 Prioritise Wellbeing and S2 Establish a culture of staff S3 Develop effective and S4 Track and improve staff Mindfulness for staff and students to staff and student to staff consistent approaches to teaching and student capabilities with feedback and learning within the classroom ICT	
Catholic Identity	Ensure all our actions and all w	we do reflect our Catholic Faith	C11 Deepen our undertsanding of and C12 Develop the faith C13 Develop an effective act for social justice formation of our staff and partnership between our school students and our parish	
Initiatives (ma	jor work streams)			
Education				
Owner: Shevaun				
	ort Talk for Reading in Years 3-6		Leaders: Leisa	Team: Anna
ļi.i	ort Talk for Writing in all year levels		Leaders: Sonia	Team: Rachael W,
h		nd Phonemic awareness program across K-2	Leaders: Marina	Team: Laura, Justine, Stacey
	nethods and develop a consistent t		Leaders: Lauren W	Team: Denise M
· · · · · · · · · · · · · · · · · · ·	sistent approach to the teaching of		Leaders: Bridget	Team: Justine, Emma
ivionitor and traci	k student progress through standar	dised test results (ACER, WARP, WARL, NAPLAN, BRLA)	Leaders: Sarah	Team: Shevaun, Daniel, Bree
Build consistent t	eaching and assessment practices i	in Religion Education	Leaders: Brigid	Team: Emily, Bridget
Community Owner: Bree (and				
Improve and mair	ntain communication processes and	d systems between school, home and the wider community	Leaders: Bree*	Team: Frances, Tania
Maintain formal r	reporting practices and procedures	s to enhance home school communication	Leaders: Bree*	Team: Luke
Develop staff "Cu	Itural Competency" of indigenous	language, culture and perspectives and engage with our local indigenous commu	nitiy Leaders: Carla	Team: Lauren V
Enhance engager	ment within the school community	1	Leaders: Jasman	Team: Nicole, Rachel E
Stewardship				
Owner: Kristy* a	***************************************			
	lop the Wellbeing Plan for LCPS		Leaders: Emma	Team: Jasman, Kristy
	dback and coaching model		Leaders: Lisette	Team: Monica, Cadence
<del></del>		velopment practices across our Early Childhood classes (K-2)	Leaders: Tracy	Team: Susannah, Neeta
	ed framework of effective teacher pelop capabilities and educational or		Leaders: Monica  Leaders: Luke	Team: Soria, Joanna Team: Sarah, Belinda
Catholic Identity				

Leaders: Denise

Leaders: Valma

Leaders: Cath

Leaders: Brigid\*

Team: Trudy, Marcie

Team: Brigid, Pia

Team: Lara

Team: Daniel

Owner: Brigid (and Daniel\*)

Enhance opportunities for social justice and action

Review and enhance our the catholic culture of LCPS

Enhance opportunities for faith formation (staff, students and community)

Enhance connections and engagement between the school and parish

Leschenault Catholic Primary School MILESTONES TIMELIN	3													
		)22		20	023			20	24			20	25	
	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Education									10		10	102		101111
Transformation Owner: Shevaun														
E1.1 Embed and support Talk for Reading in all years 3-6														
Leader: Leisa														
Embed a consistent approach to planning using an agreed proforma in Years 3 - 6														1
Embed the uniform assessment tools for each year level for Reading Fluency in Years 3-6														
Refine the whole school Literature Progression (Scope and Sequence) 3-6 yearly	1													
Share refined whole school Literature Progression (Scope and Sequence) 3-6 with relevant staff	1				1									
Continue to promote and direct staff to the Literature Spine and update as required	+													
Meet once a semester with the classroom teachers (3-6) to identify issues, plan intervention or guidance and support	1													
capability														
Ensure all relevant staff have completed Professional Learning offered by DSF by Term 3 of each year	1													
E1.2 Embed and support Talk for Writing in all year levels														
<u>Leader: Sonia</u>														
Confirm consistent approaches to planning by check-ins with teachers at PLCM's, building a school data base of available														l
programs across the years														
Meet once a semester with the year level cohorts to identify issues, plan intervention or guidance and support their														
capability					_									
Monitor the use of and analyse data from a uniform assessment tool (No More Marking)	1													
Investigate and refine whole school feedback cycle for writing during each phase of the writing process including														1
assessment  Chara refined school feedback sycle with relevant staff	+													
Share refined school feedback cycle with relevant staff				-	<u> </u>									<del>                                     </del>
Investigate opportunities for Invention/Free Writing across the school						ļ								<del>                                     </del>
Seek feedback on effectiveness whole school Invention/Free Writing activities	-													
Consolidate and refine a whole school Scope and Sequence once a year	-				-									
Ensure all staff have completed Professional Learning offered by DSF by Term 3 of each year					-									
Develop and implement consistent editing practices across the school in writing tasks (Aligning with spelling and phonics initiatives)														
· ·														
E1.3 Develop a consistent structured synthetic Phonics and Phonemic awareness program across K-2 Leader: Marina														
Review and audit current practices (lesson structure and resources)			l	Τ	Τ	T	I	Ι		T	I	1		
Use review to adopt consistent structured K-2 Phonic and Phonemic awareness programs				+	+	+	1							
Implement consistent Phonics program across K-2														
Implement consistent Phonemic Awareness program across K-2														
Develop consistent resources for structured K-2 Phonic and Phonemic awareness program (including handwriting)														
Implement consistent resources for consistent structured K-2 Phonic and Phonemic awareness program (including														
handwriting)														1
Review current reading (phonics) assessment practices														
Develop a consistent approach to reading assessment and tracking for K-2(1)														
Monitor that there is a consistent implementation of Phonics and Phonemic Awareness programs by check-ins with														
teachers once a term at PLCM's														
E1.4 Review current methods and develop a consistent teaching of spelling in Years 4-6														
<u>Leader: Lauren W</u>				T	T	1	I			1	I	I		
Review spelling programs available and gather information regarding evidence based programs		-					-				-			
Trial and implement an evidence based spelling program for implementation	1	-									<del>                                     </del>			
Develop a consistent approach to planning across Years 3-6				1										

Meet once a semester with the classroom teachers to identify issues, plan intervention or guidance and support their							
capability							
Upskill upper primary teachers through PLCM's in Phonics and Phonemic Awareness program used in K-2 to ensure							
consistency of language from lower to upper years.							
Develop resources to support students when spelling during in class activities							
E2.1 Implement a consistent approach to the teaching of Numeracy							
Leader: Bridget							
Research evidence based whole school numeracy program							
Select and trial Top Ten in K-2							
Provide Professional Learning to all staff for whole school numeracy program							
Review current programs (Top Ten and Stepping Stones) for implementation for the following year							
Upskill staff capabilities with the whole school numeracy program through PLCM's							
Refine the whole school approach to assessment, grading and moderation across year levels							
Develop a bank/toolkit of resources and strategies for teachers to address each part of the Numeracy block							
Support year level cohorts through meetings once a semester to identify issues, plan intervention or guidance and							
support capability							
Develop a Mathematical Literature Spine with links to year level content.							
E3.1 Monitor and track student progress through standardised test results (ACER, WARP, WARL, NAPLAN, BRLA)							
Leader: Sarah							
Review Testing & Screening Schedule and confirm and implement annually	T		T				
Review progress in Reading against like schools and national mean and present to staff	_						
Review progress in Writing against like schools and national mean and present to staff							
Review progress in Grammar and Punctuation against like schools and national mean and present to staff							
Review progress in Spelling against like schools and national mean and present to staff							
Review progress in Spelling against like schools and national mean and present to staff							
Upskill staff through peer support in the use of Best Performance to track student achievement							
Support staff in using Best Performance to assess student data and growth through PLCM's	+ +						
Use Best Performance and Power BI to review data regarding student effect sizes and implications in future grouping and	,——						
planning							
Leadership Team to conduct annual accountability meetings to review class data							
E4.1 Build consistent teaching and assessment practices in Religion Education							
Leader: Brigid (APRE)							
Review current practices in the teaching and assessment of Religious Education							
Develop expectations for teachers in the planning and teaching of Religious Education							
Implement expectations for teachers in the planning and teaching of Religious Education							
Use the Judging Standards to develop expectations for teachers for assessment in Religious Education							
Implement expectations for teachers for assessment in Religious Education to align with the Judging Standards							
Annual review of BRLA data and implement planning sessions to target areas of growth							
Conduct annual review of assessment data and Religion Education planning through meetings with APRE once a							
semester							
Community							
Transformation Owner: Bree (AP Admin)							
C1.1 Improve and maintain communication processes and systems between school, home and the wider commun	ty						
Leader: Bree (AP Admin)							
Audit current and preferred communication platforms being utilsed by staff and classrooms							
Establish consistent communication guidelines across the school							
Monitor communication methods implemented by all staff across the school							
Review communication practices throughout the school							
C1.2 Maintain formal reporting practices and procedures to enhance home school communication							

Leader: Bree (AP Admin)	·	1		<u> </u>			1	1			1	
Determine and outline reporting expectations for teachers in teacher handbook												
Review and update guidelines and schedule for Semester reports annually												
Demonstrate evidence of differentiation using Individual Learning Plans and communicate progress to parents												
C 2.1 Develop staff "Cultural Competency" of indigenous language, culture and perspectives and engage with our												
local indigenous communitiy												
<u>Leader: Carla</u>												
Establish meeting point (Yarning Circle) within the school to bring our community together as equals												i
Identify cultural customs that carry historical significance and embed them into our annual calendar	"											
Implement words and phrases into our daily language and embed these practices into our current rituals	~											
Utilise the skills of CEWA employees to upskill the school community in Cultural Competencies												
Apply actions that promote indigenous themes around our school that are are visible to the community	·				-							
C3.1 Enhance engagement within the school community												
Leader: Jasman												
Audit the existing opportunities for the school community to engage at a classroom / school level						Ι				I		
Seek feedback from the school community on preferred engagement opportunities	~					-						
Develop a schedule of events that provide an opportunity for community engagement	<del>-  -</del>			-								
Implement a timeline for the effective promotion of school events				+			-					
Develop a schedule of incursions which engage the community and support whole school initiatives												
Stewardship					1							
Transformation Owner(s): Kristy												
S1.1 Review and develop the Wellbeing Plan for LCPS												
Leader: Emma												
Review and update LCPS Wellbeing Plan annually				T	1		<u> </u>			1	1	
Implement LCPS Wellbeing Plan				1								
Audit and review current practices of consequence management in classrooms				+								
Establish a consistent Behaviour Management approach using tools from RULER												
	~ <del> </del>											
Implement a consistent Behaviour Management approach using RULER Implement the RULER approach to develop staff emotional intelligence	+			1						-		
Implement the RULER approach to develop student emotional intelligence	+			1								
L	+											
Continue to support teachers through PLCM's to embed practices in the LCPS Wellbeing Plan (Visible Wellbeing) across												
the school  S2.1 Implement a feedback and coaching model												
Clarify as wear to CDS and a bigg and all through DLCM/s	· <del></del>	I	<u> </u>	Τ	T					1	1	
Clarify current LCPS coaching model through PLCM's				1								
Ensure all staff are upskilled in the coaching model by Term 3 of every year	<del> </del>			-								
Establish a shared understanding of whole school coaching protocols				1								
Provide staff with ongoing coaching opportunities through PLCM's once a term	+		-	+		-	-					
Establish a shared understanding of whole school feedback protocols			-	1								
Develop a structure/outline of how staff to staff feedback is delivered	+			1		-	-					
Share feedback structure/outline with staff	2)											
S3.1 Implement consistent and effective learning and development practices across our Early Childhood classes (K-	2)											
Leader: Tracy  Review LCDS TC philosophy and so draft as /if required						1	T T					
Review LCPS EC philosophy and re-draft as/if required						-	-			-		
Develop a developmental milestone scope and sequence (K-2)	+					-	-		-	-		
Review developmental milestone Scope and Sequence yearly				1						-		
Share developmental milstone school Scope and Sequence with relevant staff	+ +		1	1			<del>                                     </del>			-		
Review and audit current practices and programs within EC classrooms				-								
Establish consistent feedback to parents across cohorts												
Establish K-2 NQS meetings once per term and involve EA staff												
Develop a timeline to release relevant staff to review and complete NQS documents												
Implement NQS release timeline and review each term to ensure equity in time distribution												

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Develop K-2 Handbook to support collective understanding and to support new staff												
Share K-2 Handbook to support collective understanding and to support new staff												
S3.2 Develop an agreed framework of effective teacher practices (within lessons)												
Leader: Monica										1		
Evaluate student growth in Literacy and Numeracy to determine if there is a need to review teacher practices												
Review current models for efficacy												
Investigate evidence based intructional models and their specific application												
Provide relevant PD and school visits to support development of instructional model												
Establish a consistent evidence based instructional model across the school												
Embed a consistent evidence based instructional model across the school												
S 4.1 Utilise ICT to develop capabilities and educational outcomes												
Owner: Luke						T				I		
Review LCPS Scope and Sequence, emcompassing tools to support, enhance and integrate students learning, yearly												
Share reviewed whole school Scope and Sequence with staff												
Investigate Digtial Citizenship (cyber safe practices) across the school												
Implement Digtial Citizenship (cyber safe practices) across the school												
Upskill staff on digital hardware and software in the school Scope and Sequence through PLCM's												
Meet once a semester with the year level cohorts to identify issues, plan intervention or guidance and support their												
capability												
Develop 5 year plan of ICT capital for whole school												
Implement 5 year plan for ICT capital												
Catholic Identity												
Transformation Owner: Brigid (APRE) and Daniel												
CI 1.1 Enhance opportunities for social justice and action												
<u>Leader: Denise H</u>	<u> </u>		1	T	T	T	ı	ı	T	ı	1 1	
Investigate CEWAs Social Justice policies to guide school planning					_							
Plan Social Justice Actions in our school					_							
Implement Action Plan and Timeline, through student ministries, to promote Social Justice (term focus)												
Review Social Justice Plan and outcomes												
CI 2.1 Enhance opportunities for faith formation (staff and students)												
Leader: Valma												
Record current Faith Formation practices and determine the Faith formation needs of our staff and students												
Develop and implement a Faith Formation and Prayer Plan and Timeline									-			
Review Faith Formation Plan and outcomes												
CI 2.2 Review and enhance the catholic culture of LCPS												
Leader: Cath												
Review and define our Catholic Practices with a focus on our CHRIST Values												
Establish and plan how to share how others live our CHRIST Values												
Develop a cohesive Catholic Pastoral Care Framework - inclusive of all relevant policies and practices												
Communicate Pastoral Care Framework to staff and community												
CI 3.1 Enhance connections and engagement between the school and parish Leader: Brigid (APRE) (TO Daniel)												
Sustain regular active participation in the Parish Pastoral Council and feedback to school community via newsletter and												
staff memo												
Investigate opportunities and plan for ways to unite our school and parish (1-2 events every year which do this)												
Lead a semester Family Mass at our parish (non-Sacramental classes)												

Leschenault Catholic Primary School MILI	ESTONES TI	IMELINE																			
Leschenaut Catholic Filmary School Wild	ESIGNES III	IIVIELIIVE		-	2023							2024						2025			
	Te	erm 1	Ter	rm 2	Ter	m 3	Te	rm 4	Ter	rm 1	Ter	2024 rm 2	Term 3	3	Term 4	Term 1		Term 2	Tern	n 3	Term 4
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Paviau 1	Review II	Review I	Review II	Review I Rev	view II Pevie	w I Poviow II	Review 1 Review	v II Poviov	v I Review II	Review I	Review II	Review I Review I
Education -Develop a shared Vision for Learning which aligns with the CEWA Vision for Learning					_				iteview 1	INEVIEW II	INEVIEW I	iteview ii	Neview 1	view ii įkievie	w i neview ii	Neview 1 Neviev	VII INEVIEW	VI INEVIEW II	INEVIEW I	iteview ii	Neview 1
Transformation Owner: Shevaun																					
E1.1 Embed and support Talk for Reading in all year levels																					
<u>Leader: Leisa</u>																					
Embed a consistent approach to planning using an agreed proforma in Years 3 - 6 Embed the uniform assessment tools for each year level for Reading Fluency in Years 3-6									-												
Refine the whole school Literature Progression (Scope and Sequence) 3-6 yearly	~																				
Share refined whole school Literature Progression (Scope and Sequence) 3-6 with relevant staff																					
Continue to promote and direct staff to the Literature Spine and update as required																					
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Ensure all relevant staff have completed Professional Learning offered by DSF by Term 3 of each year	~																				
E1.2 Embed and support Talk for Writing in all year levels																					
Leader: Sonia																					
Confirm consistent approaches to planning by check-ins with teachers at PLCM's, building a school data base of available programs	5							1					I								
across the years																					
Meet once a semester with the year level cohorts to identify issues, plan intervention or guidance and support their capability	[	1			-											$\vdash$					
Monitor the use of and analyse data from a uniform assessment tool (No More Marking)  Investigate and refine whole school feedback cycle for writing during each phase of the writing process including assessment									1				+			<del>                                     </del>				-	
Share refined school feedback cycle with relevant staff	~															<del>                                     </del>	$\dashv$	+	1		
Investigate opportunities for Invention/Free Writing across the school																					
Seek feedback on effectiveness whole school Invention/Free Writing activities  Consolidate and refine a whole school Scope and Sequence once a year		+			-				-		-		+		-		-	-		-	
Ensure all staff have completed Professional Learning offered by DSF by Term 3 of each year																					
Develop and implement consistent editing practices across the school in writing tasks (Aligning with spelling and phonics initiatives	5)												T								
E1.3 Develop a consistent structured synthetic Phonics and Phonemic Awareness program across K-2					<u> </u>																
Leader: Marina																					
Review and audit current practices (lesson structure and resources)																					
Use review to adopt consistent structured K-2 Phonic and Phonemic awareness programs  Implement consistent Phonics program across K-2									-												
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Review current reading (phonics) assessment practices																					
Develop a consistent approach to reading assessment and tracking for K-2(1)		-			-																
Monitor that there is a consistent implementation of Phonics and Phonemic Awareness programs by check-ins with teachers once a term at PLCM's	a																				
E1.4 Review current methods and develop a consistent teaching of spelling in Years 4-6																			1		
<u>Leader: Lauren W</u>																					
Review spelling programs available and gather information regarding evidence based programs  Trial and implement an evidence based spelling program for implementation										1											
Develop a consistent approach to planning across Years 3-6	_																				
Meet once a semester with the classroom teachers to identify issues, plan intervention or guidance and support their capability	1																				
Upskill upper primary teachers through PLCM's in Phonics and Phonemic Awareness program used in K-2 to ensure consistency of	+	+			+				-												
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Develop resources to support students when spelling during in class activities																			$\Box$		
E2.1 Implement a consistent approach to the teaching of Numeracy																					
<u>Leader: Bridget</u>																					
Research evidence based whole school numeracy program																					
Select and trial Top Ten in K-2 Provide Professional Learning to all staff for whole school numeracy program									_						+		+				
		_		İ																	
Review current programs (Top Ten and Stepping Stones) for implementation for the following year																					
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Use Best Performance and Power BI to review data regarding student effect sizes and implications in future grouping and planning	,				1											
Leadership Team to conduct annual accountability meetings to review class data		1		L	L											
E4.1 Build consistent teaching and assessment practices in Religion Education <u>Leader: Brigid (APRE)</u>																
Review current practices in the teaching and assessment of Religious Education																
Develop expectations for teachers in the planning and teaching of Religious Education								_								
Implement expectations for teachers in the planning and teaching of Religious Education  Use the Judging Standards to develop expectations for teachers for assessment in Religious Education	+	+	1	+	+	<del>                                     </del>							+			
Implement expectations for teachers for assessment in Religious Education to align with the Judging Standards																
Annual review of BRLA data and implement planning sessions to target areas of growth																
Conduct annual review of assessment data and Religion Education planning through meetings with APRE once a semester  Community - Extend the existing positive culture of community through enriching relationships				<u> </u>	L											
Transformation Owner: Bree (AP Admin)  C1.1 Improve and maintain communication processes and systems between school, home and the wider community																
Leader: Bree (AP Admin)																
Audit current and preferred communication platforms being utilsed by staff and classrooms	4															
Establish consistent communication guidelines across the school  Monitor communication methods implemented by all staff across the school	_				T	<del>                                     </del>										
Review communication practices throughout the school																
C2.1 Maintain formal reporting practices and procedures to enhance home school communication																
Leader: Bree (AP Admin)																
Determine and outline reporting expectations for teachers in teacher handbook			1													
Review and update guidelines and schedule for Semester reports annually  Demonstrate evidence of differentiation using Individual Learning Plans and communicate progress to parents		+			-	+ +				+		<del>                                     </del>	-			
C 3.1 Develop staff "Cultural Competency" of indigenous language, culture and perspectives and engage with our local																<u> </u>
indigenous communitiy Leader: Carla																
Establish meeting point (Yarning Circle) within the school to bring our community together as equals																<u> </u>
Identify cultural customs that carry historical significance and embed them into our annual calendar												$\vdash$				
Implement words and phrases into our daily language and embed these practices into our current rituals  Utilise the skills of CEWA employees to upskill the school community in Cultural Competencies																
Apply actions that promote indigenous themes around our school that are are visible to the community																
C4.1 Enhance engagement within the school community <u>Leader: Jasman</u>																
Audit the existing opportunities for the school community to engage at a classroom / school level				I												
Seek feedback from the school community on preferred engagement opportunities																
Develop a schedule of events that provide an opportunity for community engagement  Implement a timeline for the effective promotion of school events					-										_	
Develop a schedule of incursions which engage the community and support whole school initiatives																
Stewardship - Continue to develop staff capability and accountability																
Transformation Owner(s): Kristy and Lisette S1.1 Review and develop the Wellbeing Plan for LCPS																
Leader: Emma																
Review and update LCPS Wellbeing Plan annually																
Implement LCPS Wellbeing Plan					1											
Audit and review current practices of consequence management in classrooms  Establish a consistent Behaviour Management approach using tools from RULER				1					1 1			t	-			
		1														
Implement a consistent Behaviour Management approach using RULER																
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mplement a consistent Behaviour Management approach using RULER  mplement the RULER approach to develop staff emotional intelligence  mplement the RULER approach to develop student emotional intelligence  Continue to support teachers through PLCM's to embed practices in the LCPS Wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school state of the LCPS wellbeing Plan (Visible Wellbeing) across the school sch																

Evaluate student growth in Literacy and Numeracy to determine if there is a need to review teacher practices														
Review current models for efficacy														
Investigate evidence based intructional models and their specific application														-
Provide relevant PD and school visits to support development of instructional model	+ +													
Establish a consistent evidence based instructional model across the school														
Embed a consistent evidence based instructional model across the school														
S 5.2 Utilise ICT to develop capabilities and educational outcomes		<u> </u>	 <u> </u>							 <u> </u>				
Owner: Luke														
Review LCPS Scope and Sequence, emcompassing tools to support, enhance and integrate students learning, yearly							1	1						
Share reviewed whole school Scope and Sequence with staff														
Investigate Digital Citizenship (cyber safe practices) across the school														
Implement Digitial Citizenship (cyber safe practices) across the school														
Upskill staff on digital hardware and software in the school Scope and Sequence through PLCM's														
Meet once a semester with the year level cohorts to identify issues, plan intervention or guidance and support their capability														
Develop 5 year plan of ICT capital for whole school														
Implement 5 year plan for ICT capital														
Catholic Identity - Integrate Faith, Life and Culture in our school community														
Transformation Owner: Brigid (APRE) and Daniel														
CI 1.1 Enhance opportunities for social justice and action														
<u>Leader: Denise H</u>			 	 	<u> </u>									
Investigate CEWAs Social Justice policies to guide school planning														
Plan Social Justice Actions in our school														
Implement Action Plan and Timeline, through student ministries, to promote Social Justice (term focus)														
Review Social Justice Plan and outcomes														
CI 1.2 Enhance opportunities for faith formation (staff, students and community)														
Leader: Valma														
Record current Faith Formation practices and determine the Faith formation needs of our staff and students														
Develop and implement a Faith Formation and Prayer Plan and Timeline														
Review Faith Formation Plan and outcomes														
CI 2.1 Review and enhance our the catholic culture of LCPS Leader: Cath														
Review and define our Catholic Practices with a focus on our CHRIST Values														
Establish and plan how to share how others live our CHRIST Values									1					
Develop a cohesive Catholic Pastoral Care Framework - inclusive of all relevant policies and practices														
Communicate Pastoral Care Framework to staff and community														
CI 3.1 Enhance connections and engagement between the school and parish														
Leader: Brigid (APRE) (TO Daniel)														
Sustain regular active participation in the Parish Pastoral Council and feedback to school community via newsletter and staff memo														
Investigate opportunities and plan for ways to unite our school and parish (1-2 events every year which do this)														
Lead a semester Family Mass at our parish (non-Sacramental classes)														

## Leschenault Catholic Primary School KPIs

Vision Statement or Moral Purpose:

Leschenault is a C.H.R.I.S.T. centred community that inspires every individual to think, to learn and to strive for academic excellence

Aspiration (for 2022- 2025): To be achieving at or above like schools in Literacy and Numeracy

Metric used to measure progress	Baseline Performance 2022	2023 Interim Target	2024 Interim Target	2025 Interim Target
	Year 3 LCPS: 404 National: 439	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 10	Decrease the gap between LCPS and the national mean by 10
To achieve above national schools in Reading	Year 5 LCPS: 479 National: 510	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 10	Decrease the gap between LCPS and the national mean by 10
	Year 3 LCPS: 400 National: 423	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 7	Decrease the gap between LCPS and the national mean by 7
To achieve above national schools in Writing	Year 5 LCPS: 477 National: 485	Decrease the gap between LCPS and the national mean by 5	Achieve at National mean	Increase gap between LCPS and the national mean by 5
To achieve above national schools in Grammar and Dunctuation	Year 3 LCPS: 406 National: 433	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 8	Decrease the gap between LCPS and the national mean by 8

1	TO achieve above national schools in Grannila, and Functuation				
KPIs for Overall Aspiration		Year 5 LCPS: 486 National: 499	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 5	Achieve at National mean
	To achieve above national schools in Spelling	Year 3 LCPS: 389 National: 418	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 8	Decrease the gap between LCPS and the national mean by 8
	To actilieve above flational schools in Spelling	Year 5 LCPS: 490 National: 505	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 5
	To achieve above national schools in Numeracy	Year 3 LCPS: 361 Numeracy: 400	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 11	Decrease the gap between LCPS and the national mean by 11
		Year 5 LCPS: 460 National: 489	Decrease the gap between LCPS and the national mean by 5	Decrease the gap between LCPS and the national mean by 8	Decrease the gap between LCPS and the national mean by 8

3/2/2023

Focus Areas	Description			Objectives	
E.	Provide high quality education focusing on academic excellence.	E1 Track and improve student performance in Literacy	E2 Track and improve student performance in Numeracy	E3 Support gaps in student's knowledge through standardised assessment and tracking	E4 1 Raise levels of achievement in the Bishops' Religious Literacy Assessment
C.	Build on exisiting culture of community through uild a connected, Christ centred and child focused school, in partnership with our parents	C1 Improve parent/teacher communication C2 to support student learning	2 Increase our engagment with our local indigenous community.	C3 Increase our engagement with parents and the broader community	
S.	Develop highly skilled, effective and professional staff.	S1 Prioritise Wellbeing and Mindfulness S2 for staff and students	Establish a culture of staff to staff and student to staff feedback	S3 Develop effective and consistent approaches to teaching and learning within the classroom	S4 Track and improve staff and student capabilities with ICT
CI.	Ensure all our actions and all we do reflect our Catholic Faith	CI1 Deepen our undertsanding of and act CI2 Dev for social justice	velop the faith formation of our staff and students	Cl3 Develop an effective partnership between our schoo and our parish	al .

		KPI Table			
Education					
Objectives	Metric used to measure progress	Baseline Performance 2022	2023 Interim Target	2024 Interim Target	2025 Final Target
E1	See KPI's in Overall Aspiration above		See KPI's in Overall Asp	ration above	
E2	See KPI's in Overall Aspiration above		See KPI's in Overall Asp	ration above	
E3	PAT testing suite (Reading, Spelling, Grammar and Punctuation, Numeracy) and No More Marking (Writing) OLI and MAI??	awating 2022 results			
E4	Bishops Religious Literacy Assessment	LCPS Year 3: 366 CEWA: 402	Decrease gap by 6	Decrease gap by 10	Decrease gap by 10
		LCPS Year 5: 443 CEWA: 460	Decrease gap by 2	Decrease gap by 5	Decrease gap by 5

Community							
Objectives	Metric used to measure progress	Baseline Performance 2022	2023 Interim Target	2024 Interim Target	2025 Final Target		
C1	Tell Them From Me Parent Survey	lgains have been made from 2020 (6.9) to 2022	TBC- New School Assessment Tool to be used from 2023				
C2	OHI External Orientation section	OVERALL: 91. 79 -Student Focus 60 - Competitive Insights 77 - Business Partnerships 63 Government and Community Relations	Maintain current OHI scores	IMaintain current OHI scores	Maintain current OHI scores		

С3	Tell Helli Holli We Farent Survey	ENGAGEMENT: Parent Survey shows gains from 2020 (7.7) to 2022 (8.0). Teacher survey is steady showing 2020 (7.4) to 2022 (7.5)	TBC- New School Assessment Tool to be used from 2023		
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STEWARDSHIP					
Objectives	Metric used to measure progress	Baseline Performance 2022	2023 Interim Target	2024 Interim Target	2025 Final Target
<b>S1</b>	TTFM Teacher and Student Survey OHI Work Environment Section	Work Environment: 100 91 Open and Trusting 61 Performance Transparency 95 Operationally disciplined 90 Creative and entrepreneurial	Maintain current OHI scores and improve performance transparency (65)	Maintain current OHI scores and improve performance transparency (70)	Maintain current OHI scores and improve performance transparency (75)
<b>S2</b>	TTFM Teacher and Student Survey	Learning Culture: 8.0 and Collaboration: 7.9	TBC- New School Assessment Tool to be used from 2023		
\$3	OHI Direction and Accountability sections TTFM???	DIRECTION OVERALL: 99. 95 Shared Vision 99- Stategic Clarity. 91 Employee involvement ACCOUNTABILITY OVERALL: 90. 94 Role Clarity 73 Performance Contracts 42 Consequence Management 86 Personal Ownership	Maintain current OHI scores	Maintain current OHI scores	Maintain current OHI scores
<b>S4</b>	Technology section of TTFM Teacher Survey	Technology has improved from 2020 (5.7) to 2022 (6.2)			

Confidential Page 12