

Leschenault Catholic Primary School School Improvement Plan 2022 - 2025

Vision Statement 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 at or above like schools in Literacy and Numeracy

	Objectives
<p>Education Provide high quality education focusing on academic excellence.</p>	<p>E1 Track and improve student performance in Literacy E2 Track and improve student performance in Numeracy E3 Reduce the number of students identified as at-risk through standardised testing and assessment tracking E4 1 Raise levels of achievement in the Bishops' Religious Literacy Assessment</p>
<p>Community Build a connected, Christ centred and child focused school, in partnership with our parents.</p>	<p>C1 Improve parent/teacher communication to support student learning C2 Increase our engagement with our local indigenous community. C3 Increase our engagement with parents and the broader community</p>
<p>Stewardship Develop highly skilled, effective and professional staff.</p>	<p>S1 Prioritise Wellbeing and Mindfulness for staff and students S2 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</p>
<p>Catholic Identity Ensure all our actions and all we do reflect our Catholic Faith</p>	<p>C11 Deepen our understanding of and act for social justice C12 Develop the faith formation of our staff and students C13 Develop an effective partnership between our school and our parish</p>

Initiatives (major work streams)

Education		
Owner: Shevaun		
Embed and support Talk for Reading in Years 3-6	Leaders: Leisa	Team: Anna
Embed and support Talk for Writing in all year levels	Leaders: Sonia	Team: Rachael W,
Develop a consistent structured synthetic Phonics and Phonemic awareness program across K-2	Leaders: Marina	Team: Laura, Justine, Stacey
Review current methods and develop a consistent teaching of spelling in Years 4-6	Leaders: Lauren W	Team: Denise M
Implement a consistent approach to the teaching of Numeracy	Leaders: Bridget	Team: Justine, Emma
Monitor and track student progress through standardised test results (ACER, WARP, WARL, NAPLAN, BRLA)	Leaders: Sarah	Team: Shevaun, Daniel, Bree
Build consistent teaching and assessment practices in Religion Education	Leaders: Brigid	Team: Emily, Bridget
Community		
Owner: Bree (and Daniel*)		
Improve and maintain communication processes and systems between school, home and the wider community	Leaders: Bree*	Team: Frances, Tania
Maintain formal reporting practices and procedures to enhance home school communication	Leaders: Bree*	Team: Luke
Develop staff "Cultural Competency" of indigenous language, culture and perspectives and engage with our local indigenous community	Leaders: Carla	Team: Lauren V
Enhance engagement within the school community	Leaders: Jasman	Team: Nicole, Rachel E
Stewardship		
Owner: Kristy* and Lisette*		
Review and develop the Wellbeing Plan for LCPS	Leaders: Emma	Team: Jasman, Kristy
Implement a feedback and coaching model	Leaders: Lisette	Team: Monica, Cadence
Implement consistent and effective learning and development practices across our Early Childhood classes (K-2)	Leaders: Tracy	Team: Susannah, Neeta
Develop an agreed framework of effective teacher practices (within lessons)	Leaders: Monica	Team: Sonia, Joanna
Utilise ICT to develop capabilities and educational outcomes	Leaders: Luke	Team: Sarah, Belinda
Catholic Identity		
Owner: Brigid (and Daniel*)		
Enhance opportunities for social justice and action	Leaders: Denise	Team: Trudy, Marcie
Enhance opportunities for faith formation (staff, students and community)	Leaders: Valma	Team: Brigid, Pia
Review and enhance our the catholic culture of LCPS	Leaders: Cath	Team: Lara
Enhance connections and engagement between the school and parish	Leaders: Brigid*	Team: Daniel

Leschenault Catholic Primary School MILESTONES TIMELINE

	2022		2023				2024				2025			
	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														
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	Red	Yellow	Grey											
Embed the uniform assessment tools for each year level for Reading Fluency in Years 3-6	Yellow	Yellow	Grey											
Refine the whole school Literature Progression (Scope and Sequence) 3-6 yearly		Yellow	Grey							Grey				Grey
Share refined whole school Literature Progression (Scope and Sequence) 3-6 with relevant staff			Grey					Grey			Grey			
Continue to promote and direct staff to the Literature Spine and update as required				Grey				Grey				Grey		
Meet once a semester with the classroom teachers (3-6) to identify issues, plan intervention or guidance and support capability				Grey		Grey			Grey		Grey		Grey	
Ensure all relevant staff have completed Professional Learning offered by DSF by Term 3 of each year			Grey					Grey	Grey			Grey	Grey	
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 across the years	Green		Grey		Grey			Grey		Grey		Grey		Grey
Meet once a semester with the year level cohorts to identify issues, plan intervention or guidance and support their capability				Grey		Grey			Grey		Grey		Grey	
Monitor the use of and analyse data from a uniform assessment tool (No More Marking)	Red	Yellow		Grey		Grey			Grey		Grey		Grey	
Investigate and refine whole school feedback cycle for writing during each phase of the writing process including assessment			Grey	Grey	Grey									
Share refined school feedback cycle with relevant staff								Grey	Grey	Grey	Grey			
Investigate opportunities for Invention/Free Writing across the school	Yellow	Green	Grey											
Seek feedback on effectiveness whole school Invention/Free Writing activities		Green		Grey										
Consolidate and refine a whole school Scope and Sequence once a year		Yellow								Grey				Grey
Ensure all staff have completed Professional Learning offered by DSF by Term 3 of each year			Grey	Grey				Grey	Grey			Grey	Grey	
Develop and implement consistent editing practices across the school in writing tasks (Aligning with spelling and phonics initiatives)											Grey	Grey	Grey	Grey
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)	Yellow	Green												
Use review to adopt consistent structured K-2 Phonic and Phonemic awareness programs		Green												
Implement consistent Phonics program across K-2			Grey	Grey	Grey	Grey								
Implement consistent Phonemic Awareness program across K-2			Grey	Grey	Grey	Grey								
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)			Grey	Grey	Grey	Grey								
Review current reading (phonics) assessment practices	Yellow	Red						Grey	Grey					
Develop a consistent approach to reading assessment and tracking for K-2(1)										Grey	Grey	Grey	Grey	Grey
Monitor that there is a consistent implementation of Phonics and Phonemic Awareness programs by check-ins with teachers once a term at PLCM's			Grey	Grey	Grey	Grey		Grey	Grey		Grey	Grey	Grey	Grey
E1.4 Review current methods and develop a consistent teaching of spelling in Years 4-6														
Leader: Lauren W														
Review spelling programs available and gather information regarding evidence based programs	Green													
Trial and implement an evidence based spelling program for implementation			Grey	Grey	Grey	Grey								
Develop a consistent approach to planning across Years 3-6								Grey	Grey	Grey	Grey			

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																	
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 Numeracy 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 community																	
Leader: Bree (AP Admin)																	
Audit current and preferred communication platforms being utilised 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																	

Leschenault Catholic Primary School MILESTONES TIMELINE

	2023								2024								2025							
	Term 1		Term 2		Term 3		Term 4		Term 1		Term 2		Term 3		Term 4		Term 1		Term 2		Term 3		Term 4	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
Education -Develop a shared Vision for Learning which aligns with the CEWA Vision for Learning																								
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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
To achieve above national schools in Reading	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
	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
To achieve above national schools in Writing	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
	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 Punctuation	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

KPIs for Overall Aspiration	To achieve above national schools in Grammar and Punctuation	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
		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

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 existing culture of community through uild a connected, Christ centred and child focused school, in partnership with our parents	C1 Improve parent/teacher communication to support student learning	C2 Increase our engagmt 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 for staff and students	S2 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 undersanding of and act for social justice	CI2 Develop the faith formation of our staff and students	CI3 Develop an effective partnership between our school and our parish	

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 Aspiration above			
E2	See KPI's in Overall Aspiration above	See KPI's in Overall Aspiration above			
E3	PAT testing suite (Reading, Spelling, Grammar and Punctuation, Numeracy) and No More Marking (Writing) OLI and MAI??	awaiting 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	COMMUNICATION: Parent Survey: Significant gains have been made from 2020 (6.9) to 2022 (7.5)	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	Maintain current OHI scores	Maintain current OHI scores

C3	Tell Them From Me Parent 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
S1	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)
S2	TTFM Teacher and Student Survey	Learning Culture: 8.0 and Collaboration: 7.9	TBC- New School Assessment Tool to be used from 2023		
S3	OHI Direction and Accountability sections TTFM???	DIRECTION OVERALL: 99. 95 Shared Vision 99- Strategic 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
S4	Technology section of TTFM Teacher Survey	Technology has improved from 2020 (5.7) to 2022 (6.2)			