

# School Improvement Plan (SIP) 2019 - St Brigid's School, Bridgetown



	<b>Informed by Evidence</b> <i>Qualitative and quantitative</i>	<b>Specific</b> <i>Performance &amp; development goal to be achieved (stated simply).</i>	<b>Measurable</b> <i>Evidence that will be used to demonstrate progression and goal.</i>	<b>Achievable</b> <i>What actions will I take to achieve the goal?</i>	<b>Success Criteria</b> <i>How will you know you have been successful?</i>	<b>Reflection at the conclusion of 2019</b>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Curriculum Plan shows Y5 and Y3 students still less than the CEWA, WA and National average by more than 10 NAPLAN units.</li> <li>Classroom observations highlight inconsistent practice in numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Growth between Y3 and Y5 NAPLAN to be higher than national mean.</li> <li>Develop a dedicated numeracy lessons structure which embeds proficiencies and problem solving approach.</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN data, maths samples, PatM for Y1-6 and MAI for <u>all</u> early year students, and 'at risk' (Y3-Y6).</li> <li>Peer observations.</li> <li>Data wall (PATM).</li> </ul>	<ul style="list-style-type: none"> <li>Targeted intervention within the classroom (growth points – MAI).</li> <li>Cluster Sprint focus on the targeted outcomes.</li> <li>Consistent numeracy programming.</li> <li>CEWA Numeracy Pilot Program.</li> </ul>	<ul style="list-style-type: none"> <li>Moderated results.</li> <li>Growth between Y3-Y5 is more than 5 above NAPLAN units than the national mean.</li> <li>Data wall.</li> <li>All staff will be using Numeracy dedicated time/block.</li> </ul>	•
<b>Writing</b>	<ul style="list-style-type: none"> <li>Maintain growth (0.8) from Yr 3 to 5 in Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate an understanding of the outcomes to progress through 'Brightpath' bands.</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN data, moderated Writing samples (Brightpath).</li> </ul>	<ul style="list-style-type: none"> <li>Maintain narrative and introduce recount and persuasive with moderation across the school.</li> <li>In-school 'Brightpath' workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Continued growth between Y3-Y5 is more than 5 units above the National mean.</li> </ul>	•
<b>Aboriginal Improvement</b>	<ul style="list-style-type: none"> <li>Our school needs to make greater links between the land and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Move from 'Culturally Aware' to 'Culturally Competent' across all areas of LEAD.</li> <li>'Waste Wise' School.</li> </ul>	<ul style="list-style-type: none"> <li>Measure waster and data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Clint Freeman (link with local members of community).</li> <li>Cycle of Land.</li> </ul>	<ul style="list-style-type: none"> <li>We will have moved to 'culturally competent'.</li> <li>'Waste Wise' Accreditation.</li> </ul>	•
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>BRLA results indicated a low level content knowledge in Y3 and Y5.</li> </ul>	<ul style="list-style-type: none"> <li>Every child to learn prayers as listed in the school handbook.</li> <li>Teachers to dedicate the appropriate level of time to RE instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher made tests.</li> <li>Classroom timetables.</li> <li>BRLA scores will increase to levels of CEWA (60%) cohort.</li> </ul>	<ul style="list-style-type: none"> <li>School celebrations; more use of a variety of prayers.</li> <li>Use language appropriate to the celebration.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of prayers increase.</li> <li>BRLA to increase.</li> </ul>	•
<b>ECE</b>	<ul style="list-style-type: none"> <li>Early Years Charter and Philosophy requires updating, alongside staff induction.</li> </ul>	<ul style="list-style-type: none"> <li>Update the existing Early Years Philosophy and Charter.</li> </ul>	<ul style="list-style-type: none"> <li>EA Appraisal checklist</li> </ul>	<ul style="list-style-type: none"> <li>Regular ECE meetings</li> <li>Learning Sprints</li> <li>Staff Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>All staff are informed and reflective practice is observed.</li> </ul>	•

## QCS Component links for 2019

**101 Systematic Evangelisation Planning:** an articulated evangelisation plan with priorities, strategies and outcomes for staff, students and the school community.

**202 Wider Community Partnerships:** to enhance student learning and wellbeing by partnering with other education and training institutions, local businesses and community organisations.

**304 Targeted use of School Resources:** The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all.