

(ASTP Wanalirri C.S. 2017) – Annual Reporting of Success Measures May 2018

Wanalirri Catholic School GIBB RIVER

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| 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 <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i> | Informed by Evidence <i>Qualitative and quantitative</i> | 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. <i>Key personnel: who is responsible / ensuring we are on track</i> | Success Criteria How will you know you have been successful (quantitative and measurable)? |
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| Focus 1 Professional Development LEAD Learning | Trauma Informed Practice is a key priority for Kimberley Catholic Schools | TIP is to be in evidence within all teaching and learning practice within the school. | TIP planning documentation | Develop context-specific ACF research project. | Strategic Plan: Targeted Individualised Planning QCS: 307 Differentiated Teaching and Learning | Project Presentation June 2018 | Dean and Michelle | Student surveys |

2018 Learning Assessment TIP is in evidence through daily routine and specific adjustments for individual students to encourage, assist, facilitate, acknowledge and celebrate learning. Reporting to parents has included demonstrations of “Brain Breaks” and information about TIP at weekly Assemblies and inclusion of promotional images and examples in regular newsletters.

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| Focus 2 Individualised Learning Plans LEAD Engagement | Specific goals for each student for improvement -lit, num, work habits, personal, 3-way goal. Make a shorter, more visible doc. | Update for students as they present/enrol. | Assessment & Reporting. Student self-reflection and goal setting. | Major focus on demonstration of learning and progress at weekly assemblies. | QCS: 303 A Culture That Promotes Learning 305 An Expert Teaching Team 306 Systematic Curriculum Delivery 307 Differentiated Teaching and Learning 308 Effective Pedagogical Practices | Dean, Michelle, students, families. Compare and review with all parties at each Open Day, and by teachers ongoing. (at end of each term or upon enrolment of new/returning students). | Co-ordination of all involved (student, teachers, families, fellow students) to inform and monitor student progress. | Student academic goals are achieved or closely approached. Students will enjoy school or happily re-engage when they return to WCS. |
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2018 Engagement Assessment Specific Goals became really important as attendance dropped and level groups became smaller. Planning in currently individualized and means levels are regularly taken separately to better focus on relevant goals. Goals greatly assisted regular students to maintain focus on their learning and new students to have immediate and relevant goals.

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| <p>Focus 3 Attendance Rigour LEAD Accountability</p> | <p>Curriculum Plan shows few students are attending school when away from this community. Attendance records show most short-term enrolments at WCS have above 90% attendance whilst here.</p> | <p>Maintain 90% plus for new enrolments whilst improving destination school enrolment and attendance.</p> | <p>Increase number of students immediately enrolling in other schools when leaving the community.</p> | <p>Give parents Aboriginal Liaison contact person for target school. Forward details to school/s as students depart this community. DDHS, FVDS, KDHS, Broome Primary, HRS Derby.</p> | <p>Vision: Providing the best possible opportunities to prepare students to succeed at high school. QCS: 201 Engagement with the School Community 202 Wider School Partnerships</p> | <p>By end Term 1 2018, list of Aboriginal Liaison contacts for nearby schools, shared with parents. Expectation of enrolment elsewhere expressed and known.</p> | <p>Principal- time. Newsletter information. Assembly and meeting information.</p> | <p>No student lacking transfer details within a week of departure from community.</p> |
| <p>2018 Accountability Assessment At current time (14/05/18) no student previously enrolled at WCS is yet to re-enroll at a destination school. All students, including those who had previously never been enrolled elsewhere (despite spending considerable time away from this community) are currently enrolled elsewhere. This is a great result which has been celebrated with community.</p> | | | | | | | | |
| <p>Focus 4 Enrolment Support LEAD Discipleship</p> | <p>Enrolment of returnees to the community is hampered by claims of "not staying" as well as irregular attendance of recent returnees. Attendance data highlights transience as biggest single issue.</p> | <p>Enrolment is expected, immediate, supported, celebrated.</p> | <p>Increase number of students (100%) immediately re-enrolling and attending regularly</p> | <p>Visit families and students immediately upon return. Take books and attendance chart.</p> | <p>Vision: The school works "with the community to provide an education". QCS: 201 Engagement with the School Community 202 Wider School Partnerships 303 A Culture That Promotes Learning</p> | <p>By end 2018, list of Aboriginal community members will insist new and returning families bring children to school immediately for re-enrolment.</p> | <p>Community members, Dean, Michelle.</p> | <p>The first time we see new / returning students will be with their parents at school for enrolment.</p> |
| <p>2018 Discipleship Assessment Attendance data is regularly and routinely shared with community members. New and returning students are contacted immediately upon return to invite them back to school. The expectation of school attendance is communicated effectively through personal contact, newsletters, and assemblies.</p> | | | | | | | | |

Informed by evidence from:

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)