



St Cecilia's Catholic School Balgowlah

School Improvement Plan 2016-2018

	Date	Date (revision 1)	Date (revision 2)	Date (revision 3)
Principal's endorsement Fran Taylor	16 October 2015	Feb 2016	Feb 2017	
School Consultant's endorsement Anne Duncan	16 October 2015			
This SIP has been developed in consultation with the following stakeholders:	Rosemary Vellar, Christine Rheinberger, Virginia Ryan, Carmel Kriz, Anne Duncan, School Board, Staff			

School Profile/Context for St Cecilia's Catholic School Balgowlah

<p>Vision</p> <p><i>What do we believe is the purpose of our school?</i></p>	<p>Vision Statement</p> <p>At St Cecilia's Catholic School we are committed to working together within a happy, Christian, learning environment reflecting the Gospel values in the pursuit of excellence.</p>
<p>Values</p> <p><i>What are our core values?</i></p>	<p>Our core Catholic values are:</p> <ul style="list-style-type: none">RespectHopeJusticeServiceCelebration
<p>Context</p> <p><i>What information do I wish to convey to the reader about the context of the school?</i></p> <p><i>What is important about our environment at this point in time?</i></p> <p><i>What are the influences/barriers that will impact on our school community into the future?</i></p>	<p>St Cecilia's is proud of their excellent academic achievement as evidenced by the 2014 and 2015 NAPLAN results. The staff are willing to participate in professional learning that challenges more traditional methods of teaching and to embrace co-teaching as a way of changing practice in order to improve student outcomes.</p> <p>Professional learning that enhances the teaching and learning journey at St Cecilia's has been a major priority, particularly in the areas of <i>Challenge Based Learning (CBL)</i> and Mathematics, through the Extending Mathematical Understanding (EMU) program.</p> <p>The challenge is to ensure with growing enrolments that the focus remains on the individual and a growth mindset. The data shows that there are many high achievers amongst the student body and the needs of these children as well as low ability learners must be addressed and met.</p>

SIP Overview: 2016-2018

Domain	Background data	Targets	Key Improvement Strategies
<p>Mission 3-year goal:</p> <p>To strengthen the connection between God's Mission and student action</p>	<p>Student's <i>Call to Action</i> responses do not reflect a universal understanding of God's Mission across the school.</p>	<p>By the end of 2016, students can demonstrate the connection between their learning and God's mission through class assessments in RE, HSIE and English.</p> <p>By the end of 2017, teaching programs will detail the connection between God's mission and student learning in the respective KLA.</p> <p>By the end of 2018, students can design and implement actions which demonstrate God's mission and student action with relevant connections to community underpinned by Inquiry.</p>	<ol style="list-style-type: none"> 1. PL in how to live out God's mission across all KLAs incorporating prayer 2. PL in RE assessment encompassing consistency in grade allocation and accessibility for students to access the full range of grades. Development of RE marking rubrics to assist students with their progress 3. Continue to strengthen the connection between Inquiry and God's mission.
<p>Learning & Teaching 3-year goal:</p> <p>To increase student action and agency through greater engagement in Inquiry</p>	<p>AGAT data shows a high percentage of gifted and high achieving students</p> <p>NAPLAN data shows consistent favourable results.</p> <p>NAPLAN growth in Mathematics is not at acceptable levels (45.5% of students > expected growth levels as opposed to Reading 81.8%)</p>	<p>By the end of 2016, student writing samples will demonstrate greater sophistication and creativity using the NAPLAN writing rubric.</p> <p>By the end of 2017, NAPLAN numeracy expected growth will be greater than 70%.</p> <p>By the end of 2018, all students are co-constructors of their learning underpinned by Inquiry measured through student reflections and co-operative group guides.</p>	<ol style="list-style-type: none"> 1. Implement strategies targeting gifted and high achieving students. 2. Investigate teacher point of need with regard to these gifted and high achieving students 3. PL on student action and agency incorporating for example, 'cultures of thinking' (Ron Ritchhart) 4. PL on the NAPLAN writing rubric & the Literacy continuum. 5. Continued PL and further development of the CBL framework for common understanding.
<p>Pastoral Care 3-year goal:</p> <p>To continue to develop the skills of resilience of each student.</p>	<p>Counselling reports and anecdotal reports for parents indicate a high number of referrals to the counselling due to anxiety.</p> <p>A number of students access external private counsellors.</p> <p>Teachers report issues of anxiety within the classroom and playground.</p>	<p>By the end of 2016, targeted students will show progress in terms of their SEL assessment level.</p> <p>By the end of 2017, students can identify their short and long term SEL goals in consultation with their teachers and parents.</p> <p>By the end of 2018, all students demonstrate and reflect on their interactions with others with respect to their SEL class and/or individual goal as actioned through Inquiry projects.</p>	<ol style="list-style-type: none"> 1. Gather baseline data using the SEL continuum 2. Implement the SEL plan with CSO Education Officers using the SEL continuum 3. PL on resilience skills within the peer support program 4. Embed the components 1, 2, and 3 of KidsMatter 5. Investigate ways to authentically engage parents in their child's learning and wellbeing