Policies ■ Procedures ■ Information

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SCHOOL IMPROVEMENT

FOREWORD - PLANNING FOR IMPROVEMENT

Our School Improvement Plan, drawn from the School's Strategic Plan 2015 – 2019, details established School practices and procedures not embodied in the Strategic Plan, and is developed and implemented by the Executive Team. The School Improvement Plan articulates the key strategies intended to deliver improvement in our central mission **to nurture the whole person in a holistic approach.** By this approach to improvement the School will establish a sustainable process to reflect on the standards being achieved by our staff and students. Self-reflection, self-assessment and professional dialogue are important components of school improvement. The Strategic Plan and School Improvement Plan are dynamic documents and do not attempt to encapsulate all of the activities of the School. The School Improvement Plan is contextualised by the broad social and cultural mix of our student body and a curriculum that intends to prepare our students for their lives beyond formal schooling. In pursuing the education of the whole person, in mind, body and spirit, the school will seek to create a curriculum experience that acknowledges the importance of the interrelationship of learning to be, learning to know, learning to do, learning to live together and learning to live sustainably.

VISION, PURPOSE AND VALUES

The Peter Moyes Anglican Community School is one of the Anglican Schools Commission (ASC) system of schools. The School is named after Mr. Peter Moyes, the Commission's first Director and former Headmaster of Christ Church Grammar School whose vision in establishing the Commission was to develop affordable Anglican schools in Western Australia that provided a high quality, socially inclusive and caring Christian education. As an ASC School, we seek to demonstrate and advocate to our students, Staff and the wider community the worth of the ASC's six principal values:

- **Faith:** Living the Gospel values
- **Excellence:** Pursuing high standards in all things
- **Justice:** Demonstrating fairness, compassion and conviction
- **Respect:** Respecting self, others and our planet
- **Integrity:** Acting with honesty and openness
- **Diversity:** Promoting social inclusion and celebrating difference.

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These principal values have been used to develop the Vision, Values and Beliefs of the School. As a Christian community in the Anglican tradition, the School wishes to engender the following Vision, Values and Beliefs within our students, Staff and wider community:

- **Knowledge and Insight** - the pursuit of rational truth through learning
- **Equality and Compassion** - recognising the values needed to promote human equity, trust and acceptance of diversity
- **Integration and Wholeness** - recognising the importance of developing a purposeful mind, body and spirit
- **Confidence, Competence and Responsibility** - encouraging the potential in all to achieve and promoting personal accountability for actions and respect for the rights of others
- **Self-worth** - through the emergence of a self-esteem based on consideration and respect encouraging the acknowledgement of the worth of others

The contribution of the Parent community is fundamental to the School achieving its goals and objectives.

Our School seeks to focus on the needs and development of the whole person. These are incorporated in the range of activities experienced principally by our students and Staff, but also by our School families, in the formal and informal elements of the School's curriculum.

The School recognises and believes that:

- All students are able to learn;
- Learning is best conducted in a safe environment, where mistakes can be made without ridicule;
- The focus of School life must be a holistic one that includes the full and balanced development of each member of the School community intellectual, aesthetic, emotional, moral, physical, social, and spiritual.
- A healthy balance must exist between the demands of School and home life for students, Staff and parents.
- Learning best occurs when the learner integrates experience, imagination, information and application.
- Regular support and assistance to learning is vital for teachers, students and parents.
- Students are recognised, appreciated and accepted for their uniqueness.

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IDENTIFYING FOCUS AREAS FOR IMPROVEMENT

At Peter Moyes Anglican Community School we constantly strive to improve. The School engages is a cycle of assessment, review, reporting and planning. This approach permeates across all aspects of the School.

The Australian Council for Educational Research has produced a National School Improvement Tool (2012) aimed at assisting schools to identify areas of current practice that may need improvement. This tool has been used by members of the Executive Team to first identify and then target areas for improvement. Three key areas for improvement have been identified: Curriculum, the Staff Appraisal Process and Professional Development.

This School Improvement Plan describes these focus areas, detailing specific aspects that will be targeted to achieve tangible and measurable improvements within set time frames.

For each focus area specific objectives have been identified with related goals. Key performance indicators will be reviewed according to the realistic timeframes set, with listed staff responsible and accountable for ensuring deadlines are met and objectives achieved.

FOCUS AREA 1: Curriculum

Context

At Peter Moyes Anglican Community School we aim to provide a dynamic curriculum designed to meet the individual needs of all our students. We do this by maintaining a scoped and sequenced curriculum consistent with the achievement standards detailed in the required Curriculum to provide opportunities for all students to engage meaningfully with school as they seek to achieve their potential. Inclusivity is an important objective for the School and we seek to offering a curriculum that supports students with specific learning needs and those high achieving students.

Outside of the formal curriculum the School offers a wide variety of co-curricular activities to complement the class room based curriculum.

Any curriculum is a diverse and dynamic document. Our goal with this improvement plan is to target those areas of the curriculum that we have identified for improvement.

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FOCUS AREA 1: Curriculum

Objective	Specific Goals	Strategy / Action	Responsibility	Timeframe	Key Performance Indicators
C 1 Complete the implementation of Phase three of the Australian Curriculum.	C 1.1 Successful implementation of the curriculum within deadlines.	Regular whole school Professional Development Days focusing on Curriculum development Assessing and reporting against national standard	Associate Principals Heads of Department	Full implementation by the end of 2018.	Curriculum and Assessment Unit Planning documents stored in Curriculum Folders. Curriculum implemented in all classes.
	C 1.2 Annual review all Learning Areas programs to ensure compliance with Curriculum requirements.	Structured meetings and committees which have a designated curriculum brief Feedback from the SCSA Ongoing development of PP- Yr 10 scope and sequence documents	Associate Principals Heads of Department Teachers in Charge	Annually	Internal moderation meetings to discuss quality and standard of students work across whole school, incorporated into existing Learning Area meetings
	C 1.3 Review Health and Physical Education (HPE) programmes in line with the required Curriculum.	Development of a scope and sequence for Protective Behaviours Evidence of inclusion in Health programmes from PP-10	Associate Principals Head of Health and Physical Education Primary School Teachers in Charge Pastoral Care leaders	Commence 2018 and to be completed by 2019	Finalisation of HPE programmes according to ACARA and SCSA requirements.

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C 2 Develop modifications to the curriculum to meet the diverse needs of all students	C 2.1 Explore ways to enhance support for students with special needs and learning disabilities.	Review and improve the format of IEP's and CAP's. Develop School data base and NCCD. Pathways chosen at end of schooling e.g. further study, apprenticeships, entry into the work force Structured annual handover of key student information	Associate Principals Head of REACH Department Teaching Staff	Annual review	Feedback from parents, students and teachers. Improved effectiveness of IEP's and CAP's. Enhancement of student learning outcomes.
	C 2.2 Further develop programmes to target high achieving students	Evidence of a CAP's. Documented differentiation in teaching learning programmes. Analysis of assessment data. Structured annual handover of key student information.	Associate Principals Head of REACH Department Teaching Staff	Full review and assessment of existing strategies in 2018. Fully consolidated across the whole school by 2019 with annual review	Analysis of Semester Reports. Feedback from parents, students and teachers.
C 3 Develop and refine pedagogy aligned to the latest research in teaching and learning.	C 3.1 Explore and develop inquiry based learning. Enhance core competencies in literacy and numeracy in K-12.	Evidence in teacher programming. Classroom observation. Establish a Teaching and Learning. Effective teaching strategies. Feedback to teaching staff of what students are expected to learn	Associate Principals Heads of Department Teaching Staff	Ongoing	Analysis of standardized testing (NAPLAN, OLNA, MYAT, PAT etc.) and Semester Reports.

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C 4 Refine processes for analysis of student learning and progress.	C 4.1 Data on student achievement is used to inform whole school and classroom curriculum planning.	Implement Data Tracking Team to develop analysis methodology and practices. Enhance identification of student intervention needs in K-2. Further use NAPLAN and other data to inform programme development. Analysis of cohort grade distributions in semester reporting. OLNA analysis Data feedback from the SCSA. Phase and cross-phase moderation between year levels and departments.	Associate Principals Head of Department Head of REACH Teaching Staff	Ongoing.	Retention, storage and comparison of data and trends over time Yearly NAPLAN, OLNA, MYAT and PAT analysis and summary. Use of My School Website.

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FOCUS AREA 2: Staff Appraisal

Context

High quality teaching and support staff are essential components of a successful community school. Attracting and retaining staff of the highest caliber is therefore is of paramount importance. Peter Moyes Roe Anglican Community School has a diverse range of teaching and support staff, who are provided with an environment that fully supports and recognises the valuable contributions that each and everyone makes to the successful running of the School.

To maintain the high standard required by the School support is provided to its staff through appropriate ongoing appraisal and professional development throughout their employment at the School. Performance Management is a continuous process, best undertaken by observation of professional practices in a culture of professional support and guidance. On-going staff performance review is viewed as a means of enhancing the professionalism of teachers and teaching support staff members.

FOCUS AREA 2: Staff Appraisal

Objective	Specific Goals	Strategy/action	Responsibility	Timeframe	Key Performance Indicators
A 1 Maintain high quality teaching and staff performance through the support and development of staff.	A 1.1 Review Teacher Staff Appraisal process.	Review Appraisal documents and obtain input from teachers to inform improvement. Utilise AITSL Standards to develop appraisal process for School Leaders and Heads of Department. Formalise the inclusion of classroom observation as part of the review process.	Principal Associate Principal Heads of Department Teachers	Commence in 2018 with completion in 2019.	Successful development of the Appraisal Process.

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	A.1.2 Implement and monitor New Staff Appraisal documentation in line with AITSL standards and EBA conditions.	Modify documentation to reflect evolving roles and responsibilities. Alignment of document with AITSL Teacher standards to compliment and to TRBWA requirements. Mentoring partnerships for new staff are established and reviewed.	Principal Associate Principals Heads of Department.	Commence 2018. Review and feedback end 2018 Consolidate as a School practice from 2019 and ongoing.	Use of new staff appraisal documentation across all phases, Learning Areas. Appraisal process implemented for all non-teaching staff.
	A 1.3 Review and Modify ongoing Staff End of Year Review Documentation.	Initiate a goal setting model to incorporate directions for Professional Development planning. Provide opportunities for staff to document evidence for career advancement as per AITSL Teacher Standards. Develop and implement a consistent approach across the School for End of Year reviews.	Principal Associate Principals Heads of Department.	Commence term three 2018	Feedback from Heads of Department.

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A 2 Maintain high quality staff performance of non-teaching staff through the support and development of staff.	A 2.1 Develop and implement a Non-Teaching Staff Appraisal process for all staff.	Develop an Appraisal process and documentation to reflect the various roles and responsibilities on non-teaching staff. Provide opportunities for staff to document training requirements and evidence for career advancement.	Business Manager	Commence in 2018 with completion in 2019.	Successful development and implementation of the Appraisal Process.

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FOCUS AREA 3: Professional Development

Context

At Peter Moyes Anglican Community School we are committed to ongoing improvement of all facets of the school. All staff are encouraged to improve their skills and knowledge through seeking and engaging in a model of continuous self-improvement through the provision of school based and external professional development. Opportunities to develop knowledge, skills and engage in leading pedagogy based on latest research on teaching and learning are provided as part of an ongoing professional development plan for the School and staff. Access to professional development opportunities aligned to professional development plans is encouraged and supported by the School through provided professional development, staff sourcing of valid professional opportunities and outsourcing and delivery at local, national and international levels to enhance relevant and current trends in education.

FOCUS AREA 3: Professional Development					
Objective	**Specific Goals**	**Strategy/action**	**Responsibility**	**Timeframe**	**Key Performance Indicators**
PD 1 Review Professional Development (PD) planning processes.	PD 1.1 Define whole school, department and individual PD goals into a School Professional Development Plan. Utilse a three year PD planning process.	PD Audit of 2018. End of Year Reviews and Appraisals and incorporate Executive Team recommendations. Incorporate New 2018 staff required PD. Link curriculum initiative requirements to PD Plan, including exploration of current and innovative pedagogy and statutory or system requirements.	Associate Principals Heads of Department Teachers in Charge	Commence 2018 and review annually,	Ongoing use and implementation of Professional Development Spreadsheet to plan for effective professional learning

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		Establish a K-12 Curriculum and Professional Development Committee.			
	PD 1.2 Provide opportunities for staff to participate in local, national and international forums	Increase in professional development budget. Alignment of Departmental professional development plan and school priorities. Implement and promote the School Council PD Scholarship.	Associate Principals Heads of Department Teachers in Charge	Ongoing	Feedback from participants to the Curriculum and Professional Development Committee (CCPD) via Line Manager. Number and quality of Applications for the Scholarship. Participation rate for teachers in forums.
PD 3 Develop Professional Learning systems within the School	PD 3.1 Create opportunities for teachers to learn from each other by providing additional mentoring opportunities across Departments and in other ASC schools.	Appraisal document reviews Identification and utilization of expertise within the school Opportunities for classroom observation of 'expert' teachers Written feedback from lesson observation, incorporating teacher reflection	Associate Principals Heads of Department Teachers in Charge	Ongoing	Sharing of PD resources at Department and Phase Level Use of expert teachers to model good practice

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	PD 3.2 Provide opportunities for Primary and Secondary teaching staff to share subject knowledge	Development of PK-12 scope and sequence documents. Regular collaboration meetings PK-12.	Associate Principals Heads of Department Teachers in Charge	Ongoing implementation. Annual Review.	Department meeting minutes. CPD Committee minutes.

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