



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA

2021 Marian Campus Quality Improvement Plan



NEWMAN COLLEGE
Educating in the Marist Tradition

Version No: 1

Person/s responsible for update: Lisa McClue

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School details

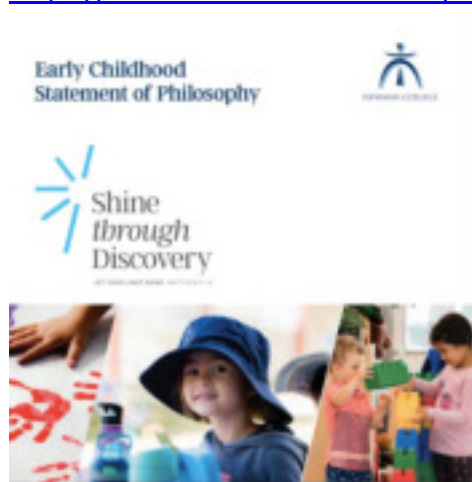
School name	Person responsible for submitting this QIP
Newman College	Lisa McClue Leader of Early Childhood
Principal contact details	Primary contact person (after principal)
Mr. John Finneran	Lisa McClue Leader of Early Childhood
School Address	Secondary contact person (after principal)
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Newman College Early Childhood Statement of Philosophy

Newman College is a Catholic school educating in the Marist tradition. We strive to animate our delivery of learning, teaching and wellbeing, as one which is innovative and creative, underpinned by contemporary and relevant pedagogy. Our Vision for Learning 'Shine through Discovery – Let your light shine (Matthew 5:16) inspires our faith and learning community to Challenge, Collaborate, Create and Celebrate who we are and what we seek to achieve. Our Early Childhood Statement of Philosophy strives to reflect how our College's pedagogical pillars are enacted within the context of our Pre-Kindergarten to Year 2 educational setting. It is a fluid and living document that changes as new insights are gained and practices are evaluated.

Please view our ECE Philosophy Statement at this link:

<https://www.newman.wa.edu.au/wp-content/uploads/2019/10/EARLY-CHILDHOOD-STATEMENT-PHILOSOPHY.pdf>



Area 1 Educational Program and practice

Quality Improvement Plan for QA1

Standard/ Element Number	Outcome sought	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible ?	Proposed time line
<p>Standard: 1.1 <u>Program</u></p> <p><i>Element</i> 1.1.1</p>	<p>The educational program enhances each child's learning and development</p> <p><u>Approved Learning Framework</u> <i>Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</i></p>		<ul style="list-style-type: none"> - Guided Planning sessions that centre around the implementation of a consistent literacy framework - Teacher Growth plans that have a focus goal for each individual teacher, focused on improving their individual pedagogical practices. - Mentoring/coaching through unit teacher peer collaboration - NQS focused meetings / Staff meetings that centre on building staff capacity and depth of understanding of best practice literacy education - Parent and Student Feedback that is early childhood focused and appropriate - Effective use of learning intentions and success criteria to empower students goals setting and learning growth. - Targeted feedback and feed-forward to students - Implementation of GATE program for identified students - Promote a culture of excellence and expectation that animates student aspirations for success. 	<ul style="list-style-type: none"> • Short Term programming and planning includes differentiation and links to assessment feedback • Guided planning sessions agenda has specific focus on embedding new literacy skills and frameworks into Unit planning. • Growth Plans have goal specific to individual teacher • Teachers engage in Peer observations and feedback • Regular celebraton of student success and achievements 	<p>Leader of Early Childhood</p> <p>Leader of Learning (EC)</p> <p>Vice Principal</p>	S1 and S2 2021
<p>Standard: 1.2 <u>Practice</u></p> <p><i>Element</i> 1.2.1</p> <p><i>Element</i> 1.2.2</p>	<p>Educators facilitate and extend each child's learning and development</p> <p><u>Intentional teaching</u> Educators are deliberate, purposeful, and thoughtfuol in their decisions and actions.</p> <p><u>Responsive teaching and scaffolding</u> <i>Educators respond to children's ideas and play</i></p>		<ul style="list-style-type: none"> - Peer classroom observations and professional dialogue on effective literacy educational practices - Feedback and Feedforward strategies embedded into the teaching and learning cycle - Leadership to continue 'Learning Walks' and classroom observations, leading to professional dialogue regarding a range of differentiation strategies - Staff meetings focused on a range of differentiation strategies, including individual teacher goals setting and feedback. 	<p>Planning documents demonstrate how teachers scaffold children's learning through the use of open-ended questions, engaging dialogue and flexible, hands-on differentiated learning experiences.</p> <p>Learning walks and Peer Teacher Observations demonstrate teachers integration of agency into the classroom learning space.</p>	<p>Leader of Early Childhood</p> <p>Leader of Learning (EC)</p>	Sem 2 2021

	<i>and extend children's learning through open-ended questions, interactions and feedback</i>		- Continued focus on 'student agency' as a campus wide improvement agenda.			
Standard: 1.3 <u>Assessment and planning</u> Element 1.3.1	Educators and coordinators take a planned and reflective approach to implementing the program for each child <u>Assessment and planning cycle</u> <i>Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection,</i>		<ul style="list-style-type: none"> - Teachers utilize a range of assessment methods (summative, formative, diagnostic) in assessing students - Teachers utilize assessment data to inform teaching and learning program - Teachers discuss assessment data as a Unit during Guided Planning sessions, in collaboration with the Leader of Learning - Case Management meetings are utilized as a tool to discuss focus students - Continuation of data walls, as a tool for tracking and recording longitudinal data - Review of assessment methods and alignment across the primary years, where possible and applicable. 	<p>Educational assessments are made available to families in ways that are accessible, understandable and meaningful.</p> <p>Case Management Meetings are utilized as a tool to improve student outcomes</p> <p>Guided Planning sessions are utilized effectively for discussion of assessment data trends.</p>	Class Teachers Leader of Early Childhood Leader of Learning (EC)	Sem 2 2021

Area 2 Children's Health and Safety Quality Improvement Plan for QA2

Standard / Element Number	Outcome sought	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed timeline
Standard: 2.1 <u>Children's Health and Safety</u>	Each child's health and physical activity is supported and promoted		<ul style="list-style-type: none"> - Review of Fitness Friday initiative to include greater participation of families - Promotion of Fitness Friday activities as a tool for developing health, positive lifestyles - Teachers engage classes in regular movement breaks throughout the teaching day to promote physical activity 	<p>Teachers plan for and include movement breaks into their DWP</p> <p>Teachers plan for and promote Fitness Friday activities</p> <p>Teachers educate, promote and</p>	Leader of EC Leader of Marketing and Communications Class Teachers	Sem 1 2021

<i>Element</i> 2.1.3	<u>Healthy Lifestyle</u> <i>Healthy eating and physical activity are promoted and appropriate for each child</i>		- Continuation and promotion of Crunch and Sip initiative as a whole school practice.	deliver Crunch and Sip dedicated times every afternoon.		
Standard: 2.2 <u>Safety</u> <i>Element</i> 2.2.2	Each child is protected <u>Incident and Emergency Management</u> <i>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.</i>		- Update emergency procedure instructions across the campus. - Plan for and implement termly emergency drill practice schedule. - Staff review of emergency drill practices and update procedures accordingly. - Communication to families about school emergency procedures and plans to manage incidents.	<ul style="list-style-type: none"> Regular (1 per term) emergency drills. Updated emergency management instructions across campus. Newsletter inclusion of emergency procedures for parents 	<i>Leader of Early Childhood</i> Director of Community, Operations and Compliance	Sem 1 2021

Area 4 Staffing Arrangements

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
Standard: 4.2. <u>Professionalism</u> <i>Element</i> 4.2.1	School administrators, educators and staff are collaborative, respectful and ethical. <u>Professional Collaboration</u> <i>School administrators, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognizing each others strengths and skills.</i>		<ul style="list-style-type: none"> Staff engage in Guided Planning sessions once per term, led by Leader of Learning Units engage in weekly join planning sessions and discussions, to align practices. Teachers engage in Peer observations to foster open communication and growth focused on their own development and shared learning / knowledge Early Career Teachers are assigned a Mentor Teacher to support their teaching practices Teaching staff are utilized as lighthouse staff to lead and develop key learning areas (DTLE, Talk4Writing, Literacy) Teachers actively participate in ASIP groups to drive whole school improvement agenda. 	<ul style="list-style-type: none"> Guided Planning Sessions Timetabled Peer Observation schedule Appointment of Lighthouse staff 	<i>Leader of Early Childhood</i> Leader of Learning (EC)	Sem 1 2021

