



St Mary's School

Northampton

CATHOLIC SCHOOL IMPROVEMENT PLAN

2023

**CEWA'S VISION**

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

**SCHOOL'S VISION**

St Mary's School provides an education that endeavours to equip each child with the Christian values and life skills necessary to meet the challenges of a changing world.

St Mary's Mission and Values

**Mission:**

- Create an environment where all children feel safe and valued.
- Help children to know Jesus.
- Provide opportunities for children to learn how to pray.
- Provide opportunities for children to experience meaningful liturgical experiences.
- Provide opportunities for each child to develop to their full potential - spiritual, intellectual, physical and emotional.
- Develop in children a sense of pride in themselves and their community.
- Create an atmosphere which promotes dignity and respect for all and values each member's contribution.
- Support parents and caregivers in their role as prime educators of their children.
- Foster an awareness and appreciation of the environment and take responsibility for its care.

## Values:

- We believe in building and nourishing each other's personal **Faith** relationship with Christ.
- We believe in providing a purposeful and stimulating curriculum which provides a **Challenge** to our students, through quality teaching and learning that is tailored to meet the needs of individual students.
- We believe that all individuals and our environment are to be valued and worthy of **Respect**.
- We believe a culture for learning is nurtured and sustained by cooperation, collaboration and **Teamwork** among students, parents/caregivers, staff and other invested groups.

# St Mary's School Northampton

STRATEGIC INTENTS |

2020-2023

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.

Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance &amp; development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal achievement</i>	Achievable <i>What actions will we take to achieve the goal?</i>	Relevant <i>How does the goal connect to your school's Plan?</i>	Time Bound <i>What are the timeframe milestones?  Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal.  Key school-based personnel: Who is responsible for ensuring we are on track?</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>How will we ensure we are on track and have not taken our eyes off the goals?</i>
Catholic Identity									
School Parish Relations	QCS 101 Systematic Evangelisation	School and parish continue to develop strong relationships  Regular presence of Parish Priest in the school and in classes.	Embedded Evangelisation Plan understood by all staff.  Parish priest and teaching staff work in conjunction to deliver RE units of work.  Regular mass celebrations, liturgical singing and sacramental programs.  Ongoing Altar Serving Training for Year 5/6 students.	RE Programs linked with Parish Priest involvement.	Linked to Evangelisation Plan  Link to Catholic Identity CEWA strategic directions.	2020 Evangelisation plan created.  2020 Semester 2 onwards: Program meeting discuss Parish involvement. Minimum once per term.  Addition of RE news in newsletter/ Northampton News  Addition of Parish news into school newsletter Examples: -Catholic Traditions and customs. -Religious fun page *word sleuth *matching church symbols to words  2021 Joint school parish community event.	Key documents including Evangelisation Plan created and communicated.  All staff	Parish involvement is evident in programs.  Parish priest is present at assemblies and other school events.  Students and parents are familiar with parish practices.	Focus during termly programming meetings using integrated mentality

Education									
Vision for Learning Embedded in school practice	CEWA strategic Directions  QCS 304, 305	Develop and embed working Vision for Learning Document based on CEWA model.  Update and Embed 5 teacher practice document which is visible in every classroom.	The integration and communication of the document to staff and community.  School performance data indicates that students are being extended into the upper quartile of standardised achievement.  Classrooms and school grounds reflect the Vision clearly	Dedicated PLC's related to vision and 5 teacher practices.	Enhance student's achievement and Well-being  Link to CEWA Strategic Directions	2020: Vision for learning developed  2021: Teacher practices evident through observations/programs.  2022/23: Teacher practices embedded in school operations  Focus on Vision for learning through SIP document each year.	All Staff  CEWA consultants.	Staff know and understand our vision for learning and can speak about it to members to our community.  5 teacher practices are evident in programming, school operations and classroom design.  Learning intentions and Success Criteria displayed in classrooms.	Evident in SIP documents  Focus in staff PLC's
Community									
Community partnerships	QCS 201  Parent survey Data  Staff survey data	Build on our current community partnerships and explore new opportunities with local businesses and community groups.  Regularly create opportunities for the school community and wider community to visit and interact with the school.	Expanded community partnerships  Regular formal/informal opportunities for parental and community involvement in the school.	Community involvement linked to teaching and learning programs.  P&F mixed activities between fundraising and community building events.	Focus on developing community through CEWA strategic directions	2020 Link to community involvement in programming meetings. Community development opportunities post COVID.  Addition of class news in newsletter  2021 explore new opportunities for community outreach.  2020-2022 Regular opportunities (formal and informal) for parent involvement in the school.	All staff  St Mary's P&F  School Board	Staff to show evidence of community outreach in programs.  Continued presence at Brookview and Meals on Wheels  Calendar of events for parent/ community involvement in Term planners	P&F Meeting at the start of the year highlights importance of community building.  Program meeting criteria includes community check.
Stewardship									
School practices and operations reflects sustainability	QCS 304  Climate Survey data	Our programs and practices reflect sustainability.  Recycling program is embedded including a mentality of reduce, reuse and recycle.	Recycling program is embedded in the school. Regular newsletter items focussed on sustainability. School programs links to sustainable practice.	Communicate to staff, students and parents. Focus on sustainability during Science and other programs.  Investigate 3 <sup>rd</sup> party sustainability programs (e.g Wastewise) and potential grants. Link with Science.	Link to Stewardship goal in CEWA strategic directions.  Strong link with community involvement	2020: Start with a focus in programs  2021: Staff member assigned as sustainability coordinator. Looking for opportunities to develop sustainable initiatives  2020-2023: Recycling program and drop off is embedded and well communicated in the school.	Sustainability coordinator (Kelsey, Science)  All staff	All members of the community can articulate how we show sustainable practice.  Recycling program is embedded into the school environment.	Evidence of sustainable practice in programming documents.  Evidence in SIP documents
Below is a list of example ideas put forward by the community to achieve the Strategic Plan goals above.									
Please note: <ul style="list-style-type: none"><li>This list is non exhaustive and provides a guide for the Strategic Plan integration.</li><li>Every example does not have to be completed during the 3-year period</li></ul>									
Catholic Identity		Education		Community		Stewardship			
'Church' presence within the classroom		Music classes/lessons		Mindfulness Education		Creating an effective recycling program			
Creating a choir for Masses.		School-wide programs for literacy and numeracy		Free book swap at the front of our school		Worm farm			

Catholic practices for Non-Catholic families. For example - what is the sign of the cross and why is it done, what can be expected in a Mass.	Online platform of communications for all classes (Seesaw)	Pioneer Lodge community out reach.	Appreciation of climate change and how we can make a difference
Students on cleaning roster for church through Year 5.6 leadership councils	School intervention program to support students who are struggling or need extension in Literacy and Mathematics.	Proactive in the Community	Sustainability through Science
	School Uniforms move from skirts to skorts	Regular posts on Social Media	Waterwise and Sun Safety
		Specific ways to bring our Dads into the school: Dads to visit the school once a term.	
		Students contribute to the information put into Northampton News: Jokes, poems, recipes	
		Community/Parish community invited to school functions/ feast days	



In considering the school's Strategic Intent over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the [Accreditation for CEWA SharePoint](#) may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

## STAFF Evangelisation Planning 2022-2024

	Focus (What)	Diagnosis (Why)	Strategy (How)	Responsibility (Who)	Success Indicators
<b>Pre-Evangelisation: Raising Religious Awareness</b>	Understanding the Ritual, Symbols and Importance of Liturgical Celebrations.	Staff and students require deeper knowledge of these sacred rituals to build understanding and relevance.	At each mass, one aspect of the mass will be explained in the introduction gradually building understanding throughout the year.	Teachers REC Principal Priest	Observation on entering and leaving church.  Level of participation  Level of understanding and respect  Deepening the understanding of rituals and gestures and why we do them e.g. Why do we bless ourselves and what does it mean?
	Focus (What)	Diagnosis (Why)	Strategy (How)	Responsibility (Who)	Success Indicators
<b>CHRISTIAN WITNESS: BEHAVIOUR EXPRESSING THE DIVINE LIFE WITHIN The community life of the school</b>	Continuing our culture of Witness through community interactions and events.	Demonstrate behaviour, that is thoughts, words and actions, which reflect their personal relationship with God. Activities that allow staff to be Christ-like as they go about their daily duties and life at school, and in the wider community	Staff Meetings/PLC Staff and Guest Speakers, Professional Development Days, Various Liturgical Events, Staff Christian Service	Teachers REC Principal	Staff attendance records Staff discussion observations Staff participation observation Individual staff discussions Specific examples of practice Staff Accreditation records
	Focus (What)	Diagnosis (Why)	Strategy (How)	Responsibility (Who)	Success Indicators

<b>INTRODUCING CHRIST: How will our school community proclaim Jesus is Risen and offers his power for people's needs?</b>	Integration of our School Values and Fruit of the Spirit cycle through Liturgical Celebrations	Witness of our school values and FOS in our staff and students daily lives.	Masses and liturgies Sacraments Class Masses Integrated in newsletter write ups and communications to parents	Teachers REC Principal	Staff discussion observations Staff participation observation Staff feedback - written Individual staff discussions Specific examples of practice Staff Accreditation records
	<b>Focus (What)</b>	<b>Diagnosis (Why)</b>	<b>Strategy (How)</b>	<b>Responsibility (Who)</b>	<b>Success Indicators</b>
<b>THE CALL TO GROW IN DISCIPLESHIP: <i>Christian experiences of God:</i></b>  <i>The Apostles' Creed: I believe in the forgiveness of sins.</i> <i>Experience of the Spirit: Yearning for inner peace</i>	I believe in the forgiveness of sins. Experience of the Spirit: Yearning for inner peace	Drawing staff and students into an understanding of a forgiving God and Jesus' example of this. Further how this can translate to St Mary's and in our actions/words.	Staff Meetings/PLC Staff and Guest Speakers Professional Development Days Various Liturgical Events Staff Reflecting using the Teacher Resource RE Book. (Start of Year) Daily Interactions Conflict Resolution: Restorative Practice.	Teachers REC Principal	Class Posters FOS/commandments. Relationships within the school. Observations Discussions Annual review of practices. Responsiveness to almsgiving and caring for environment by staff, students & community Annual review of practices
	<b>Focus (What)</b>	<b>Diagnosis (Why)</b>	<b>Strategy (How)</b>	<b>Responsibility (Who)</b>	<b>Success Indicators</b>
<b>THE CALL TO GROW IN DISCIPLESHIP: <i>Prayer</i></b>	Understanding of what prayer is, how to lead prayer in its different forms and make it relevant to the students lives	To deepen to staff and therefore student understanding of prayer, relevance and development over the course of development through the year levels.	Introduce Staff to the Prayer Scope and Sequence Staff Meetings/PLC Staff and Guest Speakers Professional Development Days	Teachers REC Principal CEWA Consultant	Student participation in prayers Publishing prayers in the Newsletter Teacher knowledge of Scope & Sequence of Prayers to be taught Assessment of prayer knowledge by classroom teachers in RE

# Improvement Goals

School: \_\_\_\_\_

Year: \_\_\_\_\_

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

## INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

### ONGOING EVALUATION



## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
School-Parish Relations	Regular visits by Parish Priest in classes and across the school. School masses and liturgies to be celebrated in different spaces (classrooms, church and outdoors)	As relevant throughout the year	Parish Priest and Principal Class teachers	Regular timetabled visits Whole school/Class masses/liturgies in calendar with locations	Principal, Priest and Dan

## EDUCATION Catholic Schools of Excellence

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved .</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Continued focus on Explicit learning in Literacy based on the Science of Reading methodology.	Learning Sprints focussed on Explicit practice based on point of need, Diebels data, teacher feedback Regular PLC Meetings	Ongoing through 2023	Mentoring and support from LSC and Mentors. Registration and advertising to staff of relevant PD opportunities. Embed Engagement Norms	Improvement in Dibels data. Feedback data from Mentors and LSC.	Dan and Aimee Principal
Investigate Maths instruction based on explicit teaching and daily reviews	Learning Sprints focussed on Explicit practice based on point of need, <b>Student data</b> , teacher feedback Regular PLC Meetings	Ongoing through 2023	Mentoring and support from LSC and Mentors. Registration and advertising to staff of relevant PD opportunities. Embed Engagement Norms	Improvement in Maths data. Feedback data from Mentors and LSC.	Maths Learning Area Leader: Laura Principal
ECE Goal: Consistent approach from EA and Teaching staff regarding Teaching and Learning/ Intervention, including NQS application.	Termly (or as needed) Meetings with K-2 Team (Teachers/EA's)	Ongoing Semester 1 and 2	Ongoing meetings with ECE staff to ensure consistency of practice.	Observations in class. Audit documentations and improvement against the standard. NQS cleaning procedure signed regularly and checked by Principal. Improvement in student data.	ECE staff Aimee Principal
Intervention Goal: Whole School procedure for Tier 1,2 and 3 interventions.	All ECE staff trained in Sounds Write Program. Intervention and in class work, overseen by LSC. Greater	Ongoing	Time for LSC to visit classes, speak with teachers/EA's regarding strategies and Tier 2 alignment to programs.	Increased growth against assessment data of Tier 2 and 3 students.	Aimee and Principal in consultation with Jackie McMahon/ Michelle Alexander.



	Structure with IEP document creation and review				
Aboriginal Education Improvement Map: Perspective Focus	Integrating Aboriginal culture through: Welcome signage, lessons across all learning areas, where appropriate. Ongoing development of ATA to support learning of ATSI students.	Ongoing	GECKOS Coordinator, ATA New lower/middle primary Cengage resources purchased. CEWA Consultant working with staff.	Regular CEWA consultant Marion in at the school	Principal to work with CEWA Aboriginal Education Team and ATA (Tamaia)

## COMMUNITY Catholic Pastoral Communities

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Wellbeing Focus: Implementation and consistent integration of the RULER program across the school.  Upskilling of Wellbeing base knowledge and self-awareness.	Staff upskilled in RULER approach to pass on knowledge to all staff. Staff/parent PD to increase knowledge and understandings Areas of school assigned as RULER zones where students can work through emotions	Staff and parent PD: Semester ½ Staff and student training Term 3/4	Key staff given time to complete training. PD/staff meeting given to implementation and well-being upskilling	Visual indicators of the program around the class and school. Conversations in class (Health/PE) Areas of the school dedicated to Social/Emotional understandings. (Buddies)	RULER lead staff: Carisa Deb Perich (Wellbeing consultant) Principal Jackie McMahon

## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Ongoing development of remaining areas of the school impacted by the cyclone and 10 year maintenance plan	Carpark refinished and revitalised Security System upgraded ICT Infrastructure Project. Grassed area reticulation review and upgrade as required. Door to flexi room office/3.4/5.6 breakout space, glass inserted.	Semester 1/2	Principal to allocate budget/ Extra Funds from CEWA/Reserve funds.	All areas/items are finished and in use.	Principal Finance Officer.



### School Improvement Review and Progress Milestones

Date	Progress, notes and key points
2017-2019	Digital Technologies ACARA DTiF Project
2017-	Lyn Sharett Visible Learning Collective
1999-	Fruits of the Spirit
2020	Literacy and Numeracy Plan
2020	Vision for Learning
2021	Ruler Program Introduced
2021	Learning Sprints and Science of Reading Integration
2022	Spelling Mastery Introduced
2022	Intervention Program Developed
2022	Initial Sounds Write Training for staff.