

Quality Catholic School Improvement Plan 2024



For God and Country

MESSAGE FROM THE PRINCIPAL

It is my pleasure to present to you our *Quality Catholic School Improvement Plan for 2024*. It is the culmination of several months of review undertaken by the staff at St Mary's School. The reflection on our progress as a school, plus the feedback from our community, suggests we are making very good progress and that there is much to celebrate. We have also considered the emerging challenges and trends likely to be faced in the future in drafting this plan. This reflection suggests there are things we can still improve upon and others where an 'eye to the future' will help us maintain our strong reputation within our community.

This Strategic Plan is based on the Catholic Education Commission of Western Australia (CECWA) Strategic Directions for schools. It calls on schools to inspire Christ-centred leaders, be a Catholic school of excellence, be a Catholic pastoral community and to continue to be affordable, accessible and sustainable. A strategy that is grounded in the context of our Western Australian and Northampton community and the opportunities we face, is evident in our new Strategic Plan.

It should be noted that this plan does not outline everything that we do. There are a number of very successful programs and initiatives which are not referred to; these will continue. This plan only highlights the areas we are targeting for additional attention and focus.

I look forward to maintaining our strong partnership with parents and carers as we embark together *For God and Country*.

Mr Brett Love

Principal



Artist Maurette Drage – 'Students are learning on country'

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.

St MARY'S 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 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 belonging to a 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.

Faith – Respect – Challenge - Teamwork



Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & 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									
Authentic Invitations with God and active participation in liturgical experiences	Systematic Evangelisation	Draft 2024-2027 Faith Formation Plan	The drafted plan will be presented to the school community	Leadership Team will attend the Evangelisation Planning Workshop	To provide evangelisation for our faith-based community	2024 When training is provided.	RE Consultant Leadership Team Staff	The EP will be embedded across the school	Evidence in QSIP Plans
		Involving students with Catholic discipleship	Timetabled within the Yr 5.6 class Ongoing Altar Serving Training for Year 4/5/6 students.	Consultation with Parish and Parish Priest Communication to Parish Council	Linked to Evangelisation Plan Strengthening relationship between school and parish	2024	Leadership Team Yr 5.6 class Principal Parish Council	Stronger presence of students within the Parish	Tracking meetings and parish council meetings
			Church opening and cleaning Regular communication with Parishioners and community members	Explicit teaching at the beginning of each mass Senior students Christian Council	Linked to Evangelisation Plan	2024-26	Principal Daniela Miotti Melinda Jupp	Responses Sacred Silence Appropriate behaviour	
		Inclusive liturgical experiences	Responses and actions demonstrate age appropriate understanding & participation	Consultation and developing with teachers to ensure the liturgy is engaging suitable	Linked to Evangelisation Plan	2024-2026	Principal	Active participation in Hymns	
		Students actively singing in Mass	Timetabled in Weekly Roster	Principal take whole school hymn singing lessons with EA and evangelization	Link to Catholic Identity CEWA strategic directions.	2024-2026	Principal Daniela		
		Explicit liturgical focus before each Mass	Draft a list of mass protocols	Make goals visible to students and community in newsletter		2024-2026	Principal	Stronger connections to Parish and community outreach agencies	

Faith – Respect – Challenge - Teamwork

Education

Consistent High Impact & Data Informed Teaching & Learning Strategies	CEWA strategic Direction Documents	Implement the STMs Conditions of Learning Strategic Plan	Milestones Timeline Review Traffic Light System	Review meetings	Research based best practices	2024-2026	All Staff CEWA consultants.	Engaged students with their learning intentions	Leadership Team
	Align the CEWA Literacy Position Statement with our teaching practice	Consistent and accountable teaching and learning practices across school to reduce within-school variability	Support from Leadership Team	LI and SC Daily Reviews Syntax Project (grammar) Nancy Fetzer Writing Fluency		T1 2024 T2 2024 T3 2024 T2 2024	Leadership Team	Evidence of Daily Reviews and explicit teaching strategies within planning and lesson design	Leadership team and staff meeting regularly
	Align the CEWA Numeracy Position Statement	Using learning sprint models to enhance Science of Learning (SoL) practices across the school	Scope and Sequence of SoL strategies drafted across the year	Dedicated PLCs		Schedules PLCs (at least twice a term)	Classroom Teachers	Collaborative dialogue at PLCs on successes and challenges	Leadership team and staff meeting regularly
	Science of Learning practices embedded in teaching practice, particularly explicit direction and data informed	Data Informed Teaching and Learning practices embedded across the school	Elastik	Data Review PLCs	Data Informed Teaching Practices				

Community

Incorporate authentic Aboriginal perspectives	Aboriginal Resources	Draft & implement the goals and activities identified in the school's Aboriginal Education Improvement Map (AEIM) including:	Drafted AEIM plan has been embedded and presented to the school Community	Community involvement linked to teaching and learning programs.	Value the importance of aboriginal identity and culture within STMs	2024-2026	All staff	Evidence in programmes	Reviewing with CEWA Aboriginal consultant and STMs Staff
	CEWA Transforming Lives Document analysis Building a Culturally Responsive Teaching Workforce 2023 Climate Survey data	<ul style="list-style-type: none"> ✓ Increase cultural competencies and in particular knowledge and respect for the Nhanda traditions; ✓ Raise awareness of cultural sensitivity; ✓ Develop a school Bush Tucker garden; ✓ Upskill teachers to incorporate Aboriginal Perspectives into appropriate curriculum areas 		Consultation with CEWA Aboriginal Consultant				Integration of cultural sensitivity within the school	

Stewardship

School practices and operations reflect sustainability Based on 'Laudato Si'	2023 Climate Survey data	Our programs and practices reflect sustainability.	Online training		Link to Stewardship goal in CEWA strategic directions.	2024: Staff member assigned as sustainability coordinator. Looking for opportunities to develop sustainable initiatives	Sustainability coordinator	All members of the community can articulate how we show sustainable practice.	Evidence of sustainable practice in programming documents.
	Pope Francis' Encyclical Letter Laudato Si	STMs to become Accredited Waste Sort School Waste Sort Program embedded across the school Ongoing training for Wastesort Coordinator	Form committee Develop a Sustainability vision Undertake accreditation Waste Audit undertaken.		Strong link with community involvement	Container for Change school account	All staff Laudato Si Encyclical Letter		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:
This list is non exhaustive and provides a guide for the Strategic Plan integration.
Every example does not have to be completed during the 3-year period

Catholic Identity	Education	Community	Stewardship
2024-2026 Evangelisation Plan	Conditions of Learning Strategic Plan	Aboriginal Education Improvement Map	Waste Sort Programme
	Elastik Data Informed Software	Employ Aboriginal Teacher Assistant	
	Non-Negotiable T&L Charter		





In considering the school's Strategic Intentions 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
Pre-Evangelisation: Raising Religious Awareness	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
CHRISTIAN WITNESS: BEHAVIOUR EXPRESSING THE DIVINE LIFE WITHIN The community life of the school	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

INTRODUCING CHRIST: How will our school community proclaim Jesus is Risen and offers his power for people's needs?	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
	Focus (What)	Diagnosis (Why)	Strategy (How)	Responsibility (Who)	Success Indicators
THE CALL TO GROW IN DISCIPLESHIP: <i>Christian experiences of God:</i> <i>The Apostles' Creed: I believe in the forgiveness of sins. 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
	Focus (What)	Diagnosis (Why)	Strategy (How)	Responsibility (Who)	Success Indicators
THE CALL TO GROW IN DISCIPLESHIP: <i>Prayer</i>	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

Faith – Respect – Challenge – Teamwork

CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<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>
Authentic Invitations with God and active participation in liturgical experiences	Refer to the Evangelisation Plan				➔

EDUCATION Catholic Schools of Excellence

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved .</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<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 2024	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 Laura Principal
Investigate Maths instruction based on explicit teaching and daily reviews	Learning Sprints focussed on Explicit practice based on point of need, Student data, teacher feedback Regular PLC Meetings	Ongoing through 2024	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 NOS 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. NOS 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 Structure with IEP document creation and review	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.

Aboriginal Education Improvement Map: Perspective Focus	Integrating Aboriginal culture through: Welcome signage, lessons across all learning areas, where appropriate. Employment of an ATA	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
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COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<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 Conditions of Learning Strategic Plan across the school.	Refer to the Conditions of Learning Plan				→

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<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 maintenance plan	Carpark refinished and revitalised Security System upgraded	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 practices and operations reflects sustainability	STMs to become Accredited Waste Sort School Waste Sort Program embedded across the school Ongoing training for Wastesort Coordinator	2024 2025 Ongoing			



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.
2023	Sounds Write Training
2023	Character Strengths Training
2023	Conditions of Learning Plan Drafted for Implementation in 2024
2024	Sounds Write Training
2024	Berry Street Training
2024	

Faith – Respect – Challenge – Teamwork

