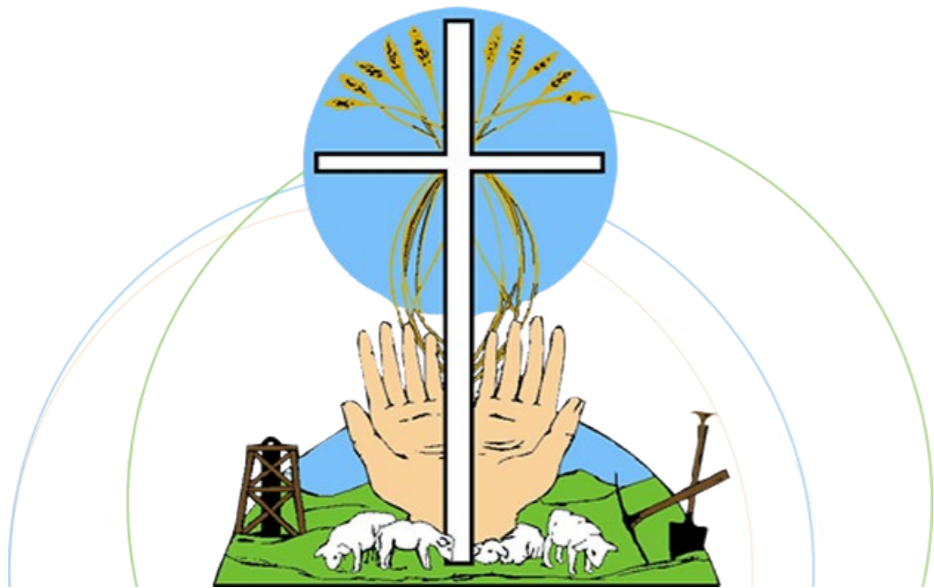


St Marys School Improvement Plan 2021

The School Improvement Plan (SIP) is intended to help St Mary's School put the Strategic Plan (2020-2023) into operation each year by identifying the key SMART Goals that are intended to be achieved.

It is completed in conjunction with all staff based upon school qualitative and quantitative data sources.



Faith – Respect – Challenge - Teamwork

<p>2019 - 2021 CECWA Strategic Directions</p>	<p style="text-align: center;">CATHOLIC IDENTITY (Discipleship) Inspiring Christ-centred Leaders</p> <p>A Contemporary models of Gospel leadership that are inclusive, flexible and responsive to the increasing requirements of church, governments and society.</p> <p>B Shared leadership and governance practices that embrace Catholic Social Teaching Principles emphasising common good, participation, subsidiarity and co-responsibility.</p> <p>C Inclusive leadership formation and development reflecting the commitment and diverse talents of staff, students, parents and community members.</p>	<p style="text-align: center;">EDUCATION (Learning) Catholic Schools of Excellence</p> <p>A Effective communities developing students as whole Christian persons.</p> <p>B Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.</p> <p>C Shared understanding and commitment to a Catholic Vision for Learning across all schools.</p> <p>D Commitment to providing high quality Religious Education.</p>	<p style="text-align: center;">COMMUNITY (Engagement) Pastoral Catholic Communities</p> <p>A Inclusive communities welcoming and supporting students with diverse learning and social needs.</p> <p>B Shared understanding and commitment to the Transforming Lives Strategy 2025.</p> <p>C Open processes for conversation and engagement with all members of CEWA communities and their local Church.</p> <p>D Services to enhance the safety and wellbeing of students and staff across all contexts.</p>	<p style="text-align: center;">STEWARDSHIP (Accountability) Accessible, Affordable and Sustainable System of Schools</p> <p>A Initiatives ensuring the accessibility, affordability, sustainability and growth of schools.</p> <p>B Transparent and inclusive processes for distributing resources which build equity and co-responsibility across all schools.</p> <p>C Responsiveness to the diverse needs of students.</p>
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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</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</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. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Evangelisation Plan (EP) Focus	- Current EP expired in 2018	- Update EP	- EP updated & implemented	GDC PL attended by Principal & Senior Teacher - Staff Meetings & PLCs: Once per semester	Religious Education Policy 2-B6 - St Mary's School Strategic Plan	- By the end of S1 the GDC will be written and communicated to the school community.	- Joanne Harris (CEWA Religious Education Consultant) - CEWA RE Team - Father Larry (Parish Priest)	- New EP shared with parents and implemented at St Mary's School - New EP uploaded to School Website
	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</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</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. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Curriculum Focus Literacy: Grammar and Punctuation	T4 2020 PLC voiced concerns in all year groups of low knowledge in grammar and punctuation	Improve grammar and punctuation understanding and practice Increase knowledge and skills for staff during PLCs Reflect specific teaching strategies in Literacy Plan	Writing piece and focus on a specific rule/ understanding PAT testing Pre- and post-assessments Evident in teacher programs	Upskilling staff Designated lessons for grammar and punctuation Specifically, designated PLCs	Observations and programs	Ongoing	All teaching staff Principal checking during planning meetings Spelling Essentials book	Post-assessments Evidence in writing samples Improvement in spelling, reading and comprehension
	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</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</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. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Curriculum Focus Numeracy: Mental Maths	Mental Maths book were ceased in 2020. There was a need for a replacement which catered for students individual learning in line with the school Vision for Learning.	Within the Numeracy Plan creating a mental maths yearly plan (school and home)	Separate plans visible for home and school Documents are live on SharePoint	Consult with staff and numeracy key teacher Plan draft version ready for 2021 T1	Link to school Numeracy Plan Link to other relevant plans	End of 2020 Implementation by 2021	Key teacher in Numeracy Principal	Document is created Pre and post testing (1minute basic number facts test)

			Visible Assessment within the classrooms		Evidence within teacher programs			
	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</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</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. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Early Years Focus: QIP	QIP updated in 2020 Need for this document to continue in 2021, highlighting continuous improvement against the NQS	- Complete a group Reflection with all Early Childhood Teachers and Education Assistants on school 2020 QIP in T1. Use NQS verification to do this. - Update school QIP T1 - Complete a Principal Audit 2021 T2	- NQS QIP updated by T2 2020	- Establish working party (staff, CEWA assist) - Liaise with Geraldton CEWA consultant in regard to NQS QIP process - Schedule PLCs to work on updating NQS QIP	- Mandated document - Policy - School Registration requirement	- End of S1 have NQS QIP updated - End of S1 have NQS QIP displayed in the office	- CEWA - provide support with an updated NQS template. - CEWA- provide support with writing/updating school NQS QIP - PLCs to upskill all staff	- Staff are using NQS QIP as a working document - NQS QIP updated, produced & communicated. Accountability measure in place for QIP to be achieved each year,
	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</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</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. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Aboriginal Education focus	Aboriginal Education Improvement Map (AEIM) Perspective focus	Integrating Aboriginal Culture through: LOTE Culture lessons across a Term. Working with Mauretta Drage to finish Mural. Aboriginal local language integrated	Evidence through Programs, DWP and around the school. Audit of resources through Leon Ridgeway.	GECKOS coordinators (Kelsey) and Principal to create opportunities for integration and work with staff. Unpacking Aboriginal education resources in PLC's	- Aboriginal Education Policy 2-B3 - CECWA Strategic Direction	Term 1: Program evidence Term 3: Aboriginal Focus in LOTE Aboriginal resource utilised and integrated	Cengage resource for middle Primary. Feedback needed for ECE cengage purchase. (End of T1) Geckos Coordinators/Principal ensuring goals are met. Helen Carrier: Conduit focus through Leon.	Increased teacher knowledge regarding implementation. Gathering space is created and utilised. Aboriginal Perspectives integrated into planning.

		throughout the school.							
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Ongoing Projects

Date of Implementation	Project Title
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

Informed by evidence from:

- CECWA Strategic Directions
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis: e.g. Appraise & other achievement data, attendance,
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Tool
- School Cyclic Review
- School Climate Survey

ONGOING EVALUATION

Spiral of Inquiry (Timperley, Halbert & Kaser 2014)

wellbeing etc.