



# ST MARY'S SCHOOL

2019

## SCHOOL IMPROVEMENT PLAN

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

<p><b>2019 - 2021 CECWA Strategic Directions</b></p>	<p><b>CATHOLIC IDENTITY (Discipleship)</b> Inspiring Christ-centred Leaders</p> <p><b>A</b> Contemporary models of Gospel leadership that are inclusive, flexible and responsive to the increasing requirements of church, governments and society.</p> <p><b>B</b> Shared leadership and governance practices that embrace Catholic Social Teaching Principles emphasising common good, participation, subsidiarity and co-responsibility.</p> <p><b>C</b> Inclusive leadership formation and development reflecting the commitment and diverse talents of staff, students, parents and community members.</p>	<p><b>EDUCATION (Learning)</b> Catholic Schools of Excellence</p> <p><b>A</b> Effective communities developing students as whole Christian persons.</p> <p><b>B</b> Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.</p> <p><b>C</b> Shared understanding and commitment to a Catholic Vision for Learning across all schools.</p> <p><b>D</b> Commitment to providing high quality Religious Education.</p>	<p><b>COMMUNITY (Engagement)</b> Pastoral Catholic Communities</p> <p><b>A</b> Inclusive communities welcoming and supporting students with diverse learning and social needs.</p> <p><b>B</b> Shared understanding and commitment to the Transforming Lives Strategy 2025.</p> <p><b>C</b> Open processes for conversation and engagement with all members of CEWA communities and their local Church.</p> <p><b>D</b> Services to enhance the safety and wellbeing of students and staff across all contexts.</p>	<p><b>STEWARDSHIP (Accountability)</b> Accessible, Affordable and Sustainable System of Schools</p> <p><b>A</b> Initiatives ensuring the accessibility, affordability, sustainability and growth of schools.</p> <p><b>B</b> Transparent and inclusive processes for distributing resources which build equity and co-responsibility across all schools.</p> <p><b>C</b> Responsiveness to the diverse needs of students.</p>
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<b>Focus Area</b>	<b>Informed by Evidence</b> <i>Qualitative and quantitative</i>	<b>Specific</b> <i>Performance &amp; development goal to be achieved (stated simply)</i>	<b>Measurable</b> <i>Evidence that will be used to demonstrate progression and goal</i>	<b>Achievable</b> <i>What actions will I take to achieve the goal?</i>	<b>Relevant</b> <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>	<b>Time Bound</b> <i>What are the timeframe milestones?</i>  <i>Timeframe within which the goal will be achieved</i>	<b>Resources</b> <i>Support/resources that will be required to achieve the goal.</i> <i>Key personnel: who is responsible / ensuring we are on track</i>	<b>Success Criteria</b> <i>How will you know you have been successful (quantitative and measurable)?</i>
<b>Evangelisation Plan (EP) Focus</b>	- Current EP expired in 2018	- Update EP	- EP updated & implemented	- PL attended by Principal & Senior Teacher  - Staff Meetings & PLCs  - Source other EPs from other schools	- Religious Education Policy 2-B6  - St Mary's School Strategic Plan	- By the end of T3, the staff, School Board and parent body will have reviewed and revised St Mary's School EP	- Damien O'Malley (CEWAG 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

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<b>Aboriginal Education Plan (AEP) Focus</b>	<ul style="list-style-type: none"> <li>- Aboriginal Education Improvement Map (AEIM) not completed at whole staff level</li> <li>- AEP not in alignment and reflective of AEIM</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an AEP and support documents using the CEWA AEIM process.</li> </ul>	<ul style="list-style-type: none"> <li>- AEP developed, communicated and implementation by all staff</li> </ul>	<ul style="list-style-type: none"> <li>- Establish working party (staff, parents, Grace Lewis)</li> <li>- Liaise with Grace Lewis in regards to AEIM process</li> <li>- Schedule time Pupil Free Day/PLC</li> </ul>	<ul style="list-style-type: none"> <li>- Aboriginal Education Policy 2-B3</li> <li>- CECWA Strategic Direction</li> </ul>	<ul style="list-style-type: none"> <li>- T1 Group established and AEIM process commences</li> <li>- T2/T3 AEP produced and communicated</li> <li>-T4 Implementation of AEP by all staff commences</li> </ul>	<ul style="list-style-type: none"> <li>- GECKOs Coordinator</li> <li>- Working Party</li> <li>- Grace Lewis (CEWAG Aboriginal Education Consultant)</li> </ul>	<ul style="list-style-type: none"> <li>- AEP produced, communicated and implemented</li> <li>- Increased AEIM self-assessment rating</li> </ul>

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<b>Curriculum Plan Focus</b>	<ul style="list-style-type: none"> <li>- 2017/2018 focus on Literacy</li> <li>- MAI testing undertaken but info is not being fully Utilised</li> <li>- Is the test being delivered correctly?</li> </ul>	<ul style="list-style-type: none"> <li>- Upskill teaching staff in delivering the test</li> <li>- Undertake PL in the MAI as a staff and the follow up strategies that can be used to promote student growth</li> </ul>	<ul style="list-style-type: none"> <li>- Video staff delivering the test</li> <li>-PLC sessions to review samples of work and strategy implementation using MAI info</li> </ul>	<ul style="list-style-type: none"> <li>- Book PL for MAI revision</li> <li>- Continual checking in with teachers to see how they are going with using the MAI data, booklet &amp; strategies</li> </ul>	Assessment & Reporting Policy & Schedule	<ul style="list-style-type: none"> <li>- PL to be scheduled for ASAP</li> <li>Teachers to complete MAI by end of T1</li> </ul>	<ul style="list-style-type: none"> <li>- MAI Resources</li> <li>- CEWA Consultants</li> <li>- Helen Carrier (CEWAG School Support Consultant)</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement in 2020 student data</li> <li>- Use of strategies in teaching programmes</li> </ul>

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Curriculum Plan Focus	- Digital Technologies in Focus (DTiF) Project Outline	<ul style="list-style-type: none"> <li>- Continue to upskill teaching staff</li> <li>- Collect mid project data re current implementation of DT</li> <li>- Continue to unpack content, knowledge and skills of DT Curriculum</li> <li>- Develop and upskill staff with rich learning tasks</li> <li>- Continue to upskill teacher content, knowledge, including glossary</li> <li>- Continue introduction of SAMR Model</li> <li>- Conduct Parent Information Sessions</li> <li>- Continue to integrate with LEADing Lights</li> </ul>	<ul style="list-style-type: none"> <li>- Collected samples from relevant parties</li> <li>- Increase in the use of DT within the classroom</li> </ul>	- Work in consultation with Deanne Poole in regards to rich tasks & integration	- ACARA DTiF three year project involvement	<ul style="list-style-type: none"> <li>-T1 host a parent information session</li> <li>-T2 &amp; T3 develop rich learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Deanne Poole (ACARA Consultant)</li> <li>- Michelle Lloyd CEWA DT Consultant</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher programmes (integration of DT in other learning areas)</li> <li>- Increased use of Digital tools within the classroom (teacher DWP)</li> </ul>

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<b>Early Years Focus</b>	<ul style="list-style-type: none"> <li>- NQS QIP not updated since 2016</li> <li>- Staff not updated with changes to NQS &amp; QIP</li> </ul>	<ul style="list-style-type: none"> <li>- Complete a group Reflection with all Early Childhood Teachers and Education Assistants on school NQS &amp; QIP</li> <li>- Complete a Principal Audit</li> <li>- Update school NQS QIP</li> </ul>	<ul style="list-style-type: none"> <li>- NQS QIP updated</li> <li>- Staff upskilled on new changes and how to use the QIP as a working document</li> </ul>	<ul style="list-style-type: none"> <li>- Establish working party (staff, Grace Lewis (CEWAG))</li> <li>- Liaise with Grace Lewis (CEWAG) &amp; Fran Italiano (CEWA) in regards to NQS QIP process</li> <li>- Schedule PLCs to work on updating NQS QIP</li> </ul>	<ul style="list-style-type: none"> <li>- Mandated document</li> <li>- Policy</li> <li>- School Registration requirement</li> </ul>	<ul style="list-style-type: none"> <li>- End of T1 have NQS QIP updated</li> <li>- End of T1 have NQS QIP displayed in the office</li> </ul>	<ul style="list-style-type: none"> <li>- Grace Lewis &amp; Fran Italiano - provide support with an updated NQS template.</li> <li>- Grace Lewis - provide support with writing/updating school NQS QIP</li> <li>- PLCs to upskill all staff</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are using NQS QIP as a working document</li> <li>- NQS QIP updated, produced &amp; communicated</li> </ul>

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<b>Student Wellbeing</b>	<ul style="list-style-type: none"> <li>- MMG Survey Data (School Climate Survey)</li> <li>- Staff discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate various Student Wellbeing programs, strategies and/or initiatives</li> <li>- Select and adopt a whole school approach to Student Wellbeing</li> <li>-Communicate the program to the parents and community</li> </ul>	<ul style="list-style-type: none"> <li>- School Policy regarding the implementation</li> <li>- Notes in teaching programmes and DWP</li> </ul>	<ul style="list-style-type: none"> <li>- Establish working party</li> <li>- Liaise with other schools in regards to resources and history</li> <li>- Schedule PLCs to work on investigation and implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Strategic Plan</li> <li>-Evangelisation Plan</li> </ul>	<ul style="list-style-type: none"> <li>- End of T2 have investigation completed</li> <li>- End of T2 have whole school approach implemented and communicated</li> </ul>	<ul style="list-style-type: none"> <li>- CEWAG staff</li> <li>- Kate McConkey (SDERA)</li> <li>- PLCs to upskill all staff</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school approach shared with parents and implemented at St Mary's School</li> </ul>



**Informed by evidence from:**

- CECWA Strategic Directions (when finalised)
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis: e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Tool
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

**ONGOING EVALUATION**

Spiral of Inquiry (Timperley, Halbert & Kaser 2014)