

# St Thomas More Catholic Primary Margaret River

## CATHOLIC SCHOOL IMPROVEMENT PLAN

### 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

Inspiring life-long learners to live their faith and contribute positively to our world.

### MISSION STATEMENT

St Thomas More Catholic Primary School is a faith community growing together that seeks to develop the potential of each person. We act in a purposeful way where children are offered opportunities to know and love Jesus, to seek wisdom and to develop respect for the rights and dignity for all.

### CORE VALUES

- \* We are a faith-filled community
- \* We have a respectful and inclusive environment
- \* We provide a balanced and comprehensive curriculum that offers opportunities in a diverse range of areas
- \* We provide an awareness of Social Justice through love and service to others
- \* We treat everyone with equality and fairness

# STRATEGIC INTENTS | 2022 - 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.



## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
To develop a stronger Catholic Identity within the school.	Teachers preparing whole school masses, class masses, class liturgies and class reconciliations (age appropriate) on a regular basis with greater participation of students.	1.1d
	Development of a whole school outdoor sacred space for quiet reflection, that includes Catholic iconography and symbols.	1.1f



## EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
To become the primary school of choice in the Margaret River area through the provision of programs that incorporate best practice and diverse learning experiences through a broad, balanced and developmentally appropriate curriculum using 21st Century learning principles to improve student engagement and achievement.	Consistency across years levels in the teaching of whole-school programs. Improvement of Literacy and Numeracy skills. Using data to inform teaching practice. Implementation of future focused learning and 21st Century pedagogies incorporating inquiry-based learning and higher order thinking skills. Improvement of identified NQS standards.	2.1



## COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
To improve and maintain the Wellbeing and Mental Health of staff and students	School Climate Survey that shows improved student and staff wellbeing. Wellness Day for staff, Wellness Week for staff and students, Peer Support groups for students	3.1a, 3.1c 3.3b
Develop wider community involvement within the school (Koomal Dreaming, Specialist agencies, Nature conservation, Sports etc)	Positive student interactions within the wider community.	3.3b



## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
Creating a more sustainable school with increased enrolments and a balanced budget	Staff adhering to set budgets Increased enrolments for those seeking a Catholic education	4.3a
Increase Sustainability practices across the school	More recycling/sustainable practices across the school	4.2



In considering the school's Strategic Intents 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 Formation Planning

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<b>WITNESS</b> <ul style="list-style-type: none"> <li>Examples of expressing the divine within</li> <li>Raising awareness of the presence of Jesus</li> </ul>	To develop a spirit of Christian Service amongst staff  Staff developing respectful relationships with others	Encourage staff to become Extraordinary Ministers of the Eucharist  To invite staff to be active members of liturgical celebrations  Holding staff accountable for their words and actions.  Team building / Wellness PD day	By the end of 2022  Ongoing  Ongoing  Term One, 2022	The training program to be run through the diocese  Parish Priest  School Chaplain  Leadership team	Staff have been trained to become Extraordinary Ministers of the Eucharist  Staff attend liturgical celebrations and understand its meaning and importance  Staff have respectful relationships with each other  A Team building / Wellness PD day is held in Term One, 2022	Check in with leadership team once a term at Leadership meetings
<b>CALL TO FAITH</b> <ul style="list-style-type: none"> <li>Themes</li> <li>Beliefs</li> </ul>	To develop staff faith and knowledge of Catholic themes, beliefs and traditions	Staff PD  Staff Prayers - develop staff's knowledge  Celebration of Feasts and events throughout the year, and followed up in the classrooms  Provision of resources and activities that can be used in the classroom to develop student's understanding	Yearly  Weekly  Ongoing	CEWA Faith Formation Team  CEWA RE Consultant  APRE providing learning resources for student formation prior to feasts and events	Stronger staff knowledge of Catholic themes, beliefs and traditions which is then passed onto student's knowledge  Development of staff prayers  Improved BRLA results	Resources and information are provided for student and staff formation prior to feasts and events.
<b>CALL TO GROW IN DISCIPLESHIP</b> <ul style="list-style-type: none"> <li>Apostle's Creed</li> <li>Sacraments</li> <li>Life in Christ</li> <li>Christian Prayer</li> </ul>	To develop staff's understanding of gestures used during the celebration of the Eucharist as well as their knowledge	Short Staff  PD Further explanations of what is happening during the Mass, following Liturgical celebrations	Yearly  Ongoing	Activities  Written Information  Video	Strong staff understanding of Catholic gestures used during the celebration of the Eucharist as well as their knowledge	Resources and information provided for students and staff prior to Eucharistic Liturgical celebrations.

# Improvement Goals

**School:** St Thomas More Catholic Primary School, Margaret River

**Year:** 2022

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

#### FOCUSING

What does our focus need to be?

#### SCANNING

What's going on for our learners?

#### DEVELOPING A HUNCH

What is leading to this situation?

#### CHECKING

Have we made enough of a difference?

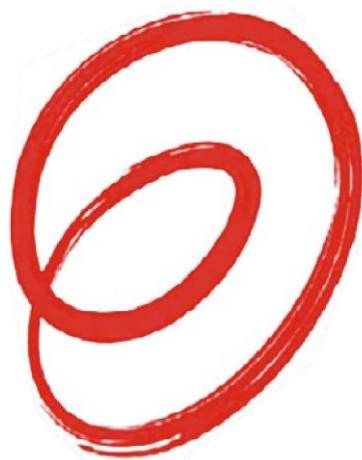
#### LEARNING

How and where can we learn more about what to do?

#### TAKING ACTION

What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)



## CATHOLIC IDENTITY

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; 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>
Consolidate understanding of student and staff knowledge of Catholic traditions, rituals, and prayers	Teachers' programs reflect explicit explanation of responses and actions used during Sacred Celebrations, prayers, etc.  Whole school lunch time prayers occur over the intercom each day.	Each term  Daily	Leadership Team to check Religion programs and discuss Catholic traditions, rituals, and prayers with teachers.  Year 6 Students to lead the whole school in prayer	BRLA results improved and be more in line with similar Catholic schools  Student Participation in prayer	Principal / Assistant Principal  APRE / Year 6 teacher
Development of a whole school outdoor sacred space for quiet reflection, that includes Catholic iconography and symbols.	Development of a whole school sacred space	End of 2022	RE Budget P&F Funding Andrew Lindsay (Groundsman) to assist with planting School Chaplain Leadership Team	A whole school sacred space / prayer garden has been established	Leadership Team Andrew Lindsay (Groundsman) Laurissa (School Chaplain)

## EDUCATION

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; 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>
To improve Aboriginal perspectives across the curriculum	The integration of Aboriginal perspectives into all Learning Areas of the curriculum from Kindergarten to Year 6  An Aboriginal Sensory Garden is established.	At least 2 lessons in each Learning Area over the course of 2022.  By the end of 2022	Discuss at Program Meetings with Principal / Assistant Principal  Key Teacher Aboriginal Perspectives (KTAP) to share resources with staff	Teaching program reflecting lessons that incorporate Aboriginal perspectives Increased student understanding of Aboriginal perspectives through in-class testing Aboriginal Sensory Garden is established	Key Teacher Aboriginal Perspectives (KTAP) Leon Ridgeway and the Aboriginal Education Team Leadership Team
To implement the requirements of the National Quality Standards across Early Childhood grades consistently and comprehensively (3YO Kindergarten to Year 2. To ensure that outdoor and indoor space is used consistently across all classes to engage every child in quality experiences in both built and natural environments.	Links in teacher's program documents and Daily Work Plans that show outdoor and indoor space used consistently across all learning areas and all class. Conversations at Program Meetings regarding the opportunities for outdoor and indoor learning. Planning with another teacher to be held accountable.	Ongoing	Early Childhood teachers (3YO Kindergarten to Year 2) Early Childhood PLC Meetings to reflect on NQS standards	All NQS standards continue to be met	Leadership to be involved in Early Childhood PLC Meetings to monitor progress of NQS Standards
To improve students' numeracy skills, knowledge and understanding	Staff's capacity is developed to improve student engagement and achievement in Math by providing students with rich problem solving, creativity and critical thinking tasks.	Ongoing	CEWA Teaching and Learning team Numeracy key teacher Leadership Team School resources reviewed and improved	Teaching programs reflect the provision of 21 <sup>st</sup> century pedagogy, including problem solving, creativity and critical thinking. Staff Development of Numeracy skills and strategies	Leadership Team to monitor Math programs and visit classrooms to observe lessons.
Developing a common understanding of Learning and Teaching – The Why, How and What	Development of School Wide pedagogy in alignment with the Vision for Learning 'Five Teacher Practices'	Ongoing	CEWA Teaching and Learning team Leadership Team All staff Teaching programs reflecting understanding	There is consistency of implementation of practice in all subject areas and year levels, with staff implementing quality teaching and learning strategies	Leadership Team to monitor programs and visit classrooms to observe lessons.

## COMMUNITY

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; 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>
Continue to improve and maintain the Wellbeing and Mental Health of staff and students	Continue Staff Wellness Day each year	Yearly, usually Term 1	Principal/AP/Chaplain Staff Certificates (Merit, birthday) Feedback from various stakeholders (students, staff, Leadership)	School Climate Survey	Principal/Assistant Principal  Review of student/staff wellbeing each term (staff meetings) or as the need arises.  Positive student feedback via questioning (above 80%)  Funding granted for the provision of a school Chaplain
	Continue Wellness Week	Week 9 Term 2		Positive Chaplain/Principal feedback from observations and discussions	
	Continue to apply for funding to contract a School Chaplain	Ongoing		Positive student feedback via questioning (above 80%)	
	Continue pastoral care of students – celebrations, staff meeting discussion, awards	Fortnightly Staff meetings, weekly assemblies		Funding granted for the provision of a school Chaplain	
Wider community involvement within the school (Koomal Dreaming, Specialist agencies, Nature conservation, Sports etc)	Continue to offer After-school sporting programs	Each term	LJ Soccer, MBA Sports, Sporting School grants  Mindful Margaret River Headspace  Music tutors, Timetabled in conjunction with staff, room availability Local Community members	Student participation Positive student interactions with the wider community	Principal in consultation with program operators  Uptake of the Tutoring program  Club program operates, with parent support and involvement
	Incorporate local community members for Wellness week	Week 9 Term 2 and as needed		Uptake of the Tutoring program	
	Offering of Music Instrumental tuition	Weekly, across the year		Club program operates, with parent support and involvement	
	Offer Clubs program				

## STEWARDSHIP

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; 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>
Increase enrolments	Stronger marketing – using Facebook (Community Noticeboard, Newspaper) Connecting to Day Cares/Pre Kindy centres Parents continue to recommend Contract Marketing consultant	2 newspaper articles per term Weekly Facebook post Start of 2023 – increased enrolments	Marketing Team	Increased enrolments – at least 20 new enrolments over the course of the year Increased media presence	Principal and Assistant Principal with the support of all staff
Balanced budget	Staff adhering to set budgets (inform staff of this) Being conscious of staffing costs, particularly relief costs	Each term review Mid-Year Budget review	Finance Officer School-based Accountant Budget File	Begin to have a balanced budget/creating a surplus Not being a school in High Risk of Financial Difficulty	Principal, Finance Officer and School-based Accountant – regular meetings SAC Meetings – Treasurer’s report Mid-Year Budget review
Increase Sustainability practices across the school	Developing a recycling program across the school – bins in each class for recyclables Giving food scraps to the chickens Utilising the Year 6 Environmental Committee to implement initiatives Become a WasteWise School	By the end of Term 1  Weekly, over the course of the year  By the end of Term 1	Recycling bin for each classroom – look into getting a Recycling Skip Bin Sustainability Committee (staff) Environmental Committee (students) WasteWise	Reduced waste More recycling/sustainable practices Awarded grants	Sustainability Committee (staff) Environmental Committee (students) Reviewed each term







