



# 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.

### MORAL PURPOSE

St Thomas More Catholic Primary School is a Christ centred community developing the whole child, with a focus on clear expectations and academic success for all students.

# STRATEGIC INTENTS | 2024 - 2025

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
Develop staff knowledge around Catholic gestures, symbols and traditions	<ul style="list-style-type: none"> <li>Develop the visibility of Catholic symbols within the school</li> <li>Teachers, staff and students demonstrate their knowledge and understanding of Catholic gestures, symbols and traditions</li> <li>Increased attendance and participation at masses by staff and students (e.g. Eucharistic ministers, readers)</li> <li>Improved BRLA results</li> </ul>	
To develop Christian persons who contribute to the life and mission of the Church.	<ul style="list-style-type: none"> <li>Involvement in Christian social justice and outreach programs within the community.</li> </ul>	



## EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Develop staff understanding of the need for consistency of pedagogy and high impact teaching strategies across the school in all learning areas.	<ul style="list-style-type: none"> <li>Consistency of pedagogy and high impact teaching strategies across all teacher's teaching and learning programs</li> <li>Teachers use data to inform their classroom practice and evaluate the effectiveness of their teaching and learning program</li> <li>Improvement in students' Literacy and Numeracy skills, through improved NAPLAN results.</li> </ul>	
Teaching and learning experiences enable students to develop future-focused skills.	<ul style="list-style-type: none"> <li>Contemporary learning skills, such as creativity, collaboration, communication, inquiry and critical thinking skills are embedded through all teacher's teaching and learning programs.</li> </ul>	



## COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
St Thomas More Catholic Primary School is promoted as the school of choice within the broader Margaret River community	<ul style="list-style-type: none"> <li>Positive word of mouth occurs within the broader Margaret River community</li> </ul>	
Increased parent, caregiver and wider community involvement in the school (P&F, Koomal Dreaming, Undalup Association, Specialist agencies, Nature conservation, Sports etc)	<ul style="list-style-type: none"> <li>Parents volunteering to assist with school events, committees and in the classroom.</li> <li>Family attendance at school events has increased</li> <li>Koomal Dreaming and the Undalup Association are regularly involved in our school</li> <li>Year 3, Year 4 and Year 6 students are involved in Nature Conservation Margaret River, with the Adopt a spot and other programs</li> </ul>	



## 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.	<ul style="list-style-type: none"> <li>Staff adhering to set budgets</li> <li>Increased enrolments for those seeking a Catholic education.</li> <li>The school has a balanced budget</li> <li>More recycling/sustainable practices across the school</li> </ul>	
Improve the performance management and staff appraisal processes within the school	<ul style="list-style-type: none"> <li>Clear process of performance management linked to AITSL Standards, inclusive of staff and peer reflection</li> <li>Staff capacity is developed</li> </ul>	



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>	Involvement in Christian social justice and outreach programs within the community.  Staff to give witness to their faith and share this with others.	To encourage staff to become Extraordinary Ministers of the Eucharist and to be involved in masses through reading.  To invite staff to be active members of liturgical celebrations  To invite staff to attend weekend and family masses on a regular basis  To engage staff in conversations about their faith and faith development	By the end of 2024  Ongoing  Ongoing  Ongoing	The training program to be run through the diocese  Parish Priest  School Chaplain  Leadership team  CEWA RE Consultant  St Thomas More Parish Council	At least 2 staff have been trained to become Extraordinary Ministers of the Eucharist  Staff attend liturgical celebrations and understand its meaning and importance	Staff List created of Extraordinary Ministers  Staff attendance at mass has increased over the year
<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 of the Mass.	Professional Development and sharing of knowledge about the Sacraments  Staff marking of the BRLA	Ongoing	Staff Prayer – highlight feast days and rituals  Written Information (on SharePoint for easy access)  ‘Together at One Altar’ website	Strong staff understanding of Catholic gestures used during the celebration of the Eucharist as well as their knowledge of the mass.	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:** 2024

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?



## 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>
Develop staff knowledge around Catholic gestures, symbols and traditions	<ul style="list-style-type: none"> <li>Prayer spaces are in a prominent location in every classroom and has the correct coloured cloth, with a bible, candle and crucifix</li> <li>Staff demonstrate how to make the sign of the cross and have high expectations for students to do this before and after prayer</li> <li>Staff participate in weekly staff prayer and/or staff rosary during May and October and teach prayers and the rosary to students.</li> <li>Professional development in knowledge for staff linked to REA data.</li> <li>Develop a scope and sequence of gestures and traditions from the RE Curriculum.</li> </ul>	<p>Daily</p> <p>Daily</p> <p>Weekly</p> <p>Yearly</p> <p>End of 2024</p>	<p>Leadership Team to regularly check classrooms</p> <p>Religion programs</p> <p>Regular attendance and participation at staff prayer, with resources easily located on SharePoint.</p> <p>2023 REA Data</p> <p>RE Curriculum - Scope and Sequence has been developed for staff.</p>	<p>Consistency in prayer spaces being used effectively</p> <p>Staff and students are demonstrating gestures and traditions correctly</p> <p>Improvement in 2024 REA results as compared to 2023.</p> <p>Increased involvement of staff and students in prayer</p>	Principal / Assistant Principal will analyse with staff REA results and use these to determine future learning needs.
To develop Christian persons who contribute to the life and mission of the Church.	<ul style="list-style-type: none"> <li>An understanding that the school has a value focus aligned to a charity agency each term that staff and students are actively involved in.</li> <li>Promotion of the school's value focus and charity agency by Year 6 social justice leaders at Assembly and other times of the school year</li> <li>Use of school resources to help develop student knowledge and understanding (Audit of teacher resources)</li> </ul>	<p>Beginning of each term</p> <p>Each week</p> <p>Beginning of each term</p>	<p>Staff Handbook</p> <p>Caritas Australia</p> <p>Catholic Care</p> <p>Catholic Mission</p> <p>St Vincent de Paul</p>	<p>You can see and hear the Catholicity of the school by the words and actions used by staff and students.</p> <p>Audit of teacher resources has been completed</p>	Principal / Assistant Principal will work with the Year 6 teacher and Social Justice leaders for the consistency of promoting the school's value focus and charity focus at Assemblies, etc.

## EDUCATION

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
Performance & development goal to be achieved (stated simply).	What actions will we take to achieve the goal?	What are the timeframe milestones? Timeframe within which the goal will be achieved.	Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.	How will we know we have been successful? (quantitative and measurable)?	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?
To improve Aboriginal perspectives across the curriculum	<p>The integration of Aboriginal perspectives into all Learning Areas of the curriculum from Kindergarten to Year 6</p> <p>The Aboriginal Sensory Garden is enhanced, maintained and utilised.</p> <p>Staff to incorporate 'Place-based' education into their programs utilising outdoor areas/local environment.</p> <p>Partner with a local organisation to provide students with greater understanding of Aboriginal perspectives and incorporate indigenous words within the school environment.</p>	<p>At least 2 lessons in each Learning Area over the course of 2023.</p> <p>Ongoing</p> <p>At least 2 lessons in each Learning Area over the course of 2023.</p> <p>By the end of 2024</p>	<p>Discuss at Program Meetings with Principal / Assistant Principal</p> <p>Groundsperson</p> <p>Key Teacher Aboriginal Perspectives (KTAP) to share resources with staff Undalup Association Koomal Dreaming</p>	<p>Teaching program reflecting lessons</p> <p>Increased student understanding of Aboriginal perspectives.</p> <p>Student understanding of Aboriginal perspectives is more greatly reflected in learning.</p>	<p>Key Teacher Aboriginal Perspectives (KTAP) Leon Ridgeway and the Aboriginal Education Team Leadership Team</p>
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.	<p>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.</p> <p>Conversations at Program Meetings regarding the opportunities for outdoor and indoor learning.</p> <p>Planning with another teacher to be held accountable.</p>	Ongoing	<p>Early Childhood teachers (3YO Kindergarten to Year 2) Early Childhood PLC Meetings to reflect on NQS standards Instructional Coach</p>	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' literacy and numeracy skills, knowledge and understanding	<p>Staff's capacity is developed to improve student engagement and achievement in Math and English by providing students with rich problem solving, creativity and critical thinking tasks enhanced by explicit teaching.</p> <p>Whole staff Professional Development in both Literacy and Numeracy</p> <p>Lowering teacher variance and implementing high impact strategies into teaching and learning programs in every classroom.</p> <p>Implement daily reviews for literacy and numeracy, using evidence-based research</p> <p>Upskill, structure and streamline how teachers use data to inform their classroom practice and result in improved teaching and learning</p>	<p>Ongoing</p> <p>Term 2 and Term 3</p> <p>Ongoing</p> <p>From Term 3, 2024</p> <p>Ongoing</p>	<p>CEWA Teaching and Learning team Numeracy key teacher Leadership Team School resources reviewed and improved Fogarty Foundation</p>	<p>Evidence of daily Literacy blocks, Guided Reading and Spelling</p> <p>Staff Development of Numeracy skills and strategies at the end of 2024</p> <p>Student Literacy and Numeracy results increase and show improvement in NAPLAN over time.</p>	<p>Leadership Team to monitor Literacy and Numeracy programs and visit classrooms to observe lessons.</p> <p>Whole staff time spent looking at school data</p>
Integration of technology into the curriculum	<p>Use of Key Teacher (Technologies) to improve teacher knowledge, understanding and skills with integration of technology</p> <p>Incorporate best practice using technology into teaching and learning programs</p>	<p>Ongoing sessions focused on Technology, such as Microsoft Office and using the iPad in the classroom</p>	<p>Key Teacher (Technology) to share information and resources with staff</p>	<p>An increase in integration of technological processes in the classroom teaching and learning programs</p> <p>iPad devices are seen as a learning tool and used as such</p>	<p>Leadership Team to monitor programs and visit classrooms to observe lessons.</p>



## 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)	School Climate Survey	Principal/Assistant Principal  Review of student/staff wellbeing each term (staff meetings) or as the need arises.
	Continue Wellness Week	Week 9 Term 2		Chaplain/Principal feedback	
	Continue to apply for funding to contract a School Chaplain / Counsellor	Ongoing		Student feedback	
	Continue pastoral care of students – celebrations, staff meeting discussion, awards	Fortnightly Staff meetings, weekly assemblies			
	Participation and training in the Berry Street program				
Ensuring that our school community is inclusive of all, regardless of race, faith, culture, disability or family background.	Consult with parent groups regarding school events	Ongoing	Principal/AP/Chaplain Staff	Parent and Student climate survey feedback	Principal / Assistant Principal  Review of Parent and Student climate survey
	Incorporate and promote school events for Harmony Day, Reconciliation Week, Autism Day, NAIDOC Week				
Wider community involvement within the school (Koomal Dreaming, Specialist agencies, Nature conservation, Sports, Music tutors, etc)	Continue to offer After-school sporting programs	Each term	LJ Soccer, MBA Sports, Sporting School grants  Mindful Margaret River Headspace  Nature Conservation  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
	Incorporate local community members for Wellness week	Week 9 Term 2 and as needed			
	Year 3, Year 4 and Year 6 students are involved in Nature Conservation Margaret River, with the Adopt a spot and Place based programs	Weekly, across the year			
	Continue to offer Music Instrumental tuition				
	Continue to offer Clubs program				
Build and grow the capacity of the P&F  Increased parent involvement within the school on P&F events as well as parent committees for the School Fair and the Yearbook	Use Catholic School Parents WA (CSPWA)	Ongoing	Principal / Assistant Principal  Catholic School Parents WA (CSPWA)  P&F Executive	Forming of committees and roles within the P&F	Principal / Assistant Principal
	Develop clarity of roles and use of subcommittees within the P&F	Beginning of 2024		Increase of involvement from parents	
	Parents regularly volunteer to assist with school events, committees and in the classroom.	Ongoing		Improved fundraising and friendraising within the school and wider community	
	Family attendance at school events has increased	Ongoing			

## STEWARDSHIP

<b>Improvement Goals</b>  <i>Performance &amp; development goal to be achieved (stated simply).</i>	<b>Relevant Actions</b>  <i>What actions will we take to achieve the goal?</i>	<b>Timeframe</b>  <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<b>Resources</b>  <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<b>Success Indicators</b>  <i>How will we know we have been successful? (quantitative and measurable)?</i>	<b>Monitoring Process and Progress</b>  <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>
<p>Creating a more sustainable school with increased enrolments and a balanced budget.</p>	<p>Continue strong marketing in the community - using Facebook (Community Noticeboard, Newspaper) Continue connecting to Day Cares/Pre Kindy centres Parents continue to recommend St Thomas More verbally and on social media</p> <p>Staff adhering to set budgets Being conscious of staffing costs, particularly relief costs</p> <p>Developing a recycling program across the school – bins in each class for general waste, recyclables; FOGO Giving food scraps to the chickens Utilising the Year 6 Environmental Committee to implement initiatives</p>	<p>2 newspaper articles per term Weekly Facebook post Engage a marketing company</p> <p>Each term review class budgets Mid-Year Budget review</p> <p>Ongoing</p> <p>Weekly, over the course of the year</p>	<p>Principal / Assistant Principal Administration Officer</p> <p>Finance Officer School-based Accountant Budget File</p> <p>Recycling bin for each classroom – look into getting a Recycling Skip Bin Sustainability Committee (staff) Environmental Committee (students)</p>	<p>Increased enrolments – extra 10 enrolments on previous year Increased media presence</p> <p>Have a balanced budget/create a surplus</p> <p>Reduced waste More recycling/sustainable practices</p>	<p>Principal / Assistant Principal / Administration Officer (with the support of all staff)</p> <p>Principal, Finance Officer and School-based Accountant – regular meetings SAC Meetings – Treasurer’s report Mid-Year Budget review</p> <p>Sustainability Committee (staff) Environmental Committee (students) Reviewed each term</p>
<p>Improve the performance management and staff appraisal processes within the school</p>	<p>Developing professional growth goals that align with AITSL standards and the whole school pedagogical approach</p> <p>The staff appraisal process is refined and enhanced</p>	<p>Yearly</p> <p>End of 2024</p>	<p>Principal / Assistant Principal</p>	<p>Appraisal proforma has been developed</p>	<p>Principal / Assistant Principal</p>





## School Improvement Review and Progress Milestones

Date	Progress, notes and key points
12/10/2022	Reflected on goals. Made changes to CSIP.
17/10/2022	Developed new goals and strategies for CSIP
13/02/2023	Leadership conversation and review of CSIP
14/02/2023	Conversation with Viv and Kerrie regarding CSIP
20/10/2023	Reflected on goals at CEWA Planning Day and created new goals for 2024.
15/11/2023	Shared SIP with parent group at P&F meeting – goals for 2024

