



St Mary's College

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2022

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

We are recognised as a place of reconciliation in the way we live and promote social justice.

Our Mission: In partnership with families, we inspire all to learn, be creative and to have a listening heart.

Our Values: Courage, Love, Respect, Acceptance, Resilience



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS:

A College community with an optimistic faith, listening heart, and a strong sense of who we are.

LINKED TO QCE ELEMENT/S:

1.1 & 1.2

SUCCESS INDICATORS

Increase understanding of the College's context, Faith, Story and Witness including induction programs, and raising cultural awareness.

Develop a stronger appreciation of the importance of an optimistic Catholic faith.

Develop understanding of ecological sustainability and how we can bring that to life in our community as communicated in

EDUCATION Catholic Schools of Excellence

GOALS:

A complete K-12 learning journey with high levels of student achievement.

LINKED TO QCE ELEMENT/S:

2.1 & 2.3

SUCCESS INDICATORS

Raise the standards and expectations K-12 through data informed practice and the development of 21st century skill development.

Develop a consistent and clear Vision for Learning at each stage of the K-12 journey including the attributes of the St Mary's College Graduate and the attributes of the St Mary's College teacher.



COMMUNITY Catholic Pastoral Communities

GOALS:

Foster a community that is accessible, inclusive, supportive and one that affirms diversity.

LINKED TO QCE ELEMENT/S:

3.1 & 3.2 & 3.3

SUCCESS INDICATORS

Maintain and strengthen a College community that is accessible, inclusive, supportive, one that affirms diversity and is culturally safe.

Utilising the CEWA Transforming Lives Strategy and Federal Government aspirations of closing the Gap to improve student retention and ultimately student graduation rates, whilst increasing pathway opportunities for success in vocational, tertiary and workplace environments post school.



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS:

A sustainable college that meets the needs of the St Mary's College community.

LINKED TO QCE ELEMENT/S:

4.2 & 4.3

SUCCESS INDICATORS

Utilising the new funding formulae for the College to ensure the future financial stability of the College.

Develop a stronger understanding of risk and compliance.



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 2022- 2025

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS <ul style="list-style-type: none">Examples of expressing the divine withinRaising awareness of the presence of Jesus	<ul style="list-style-type: none">* Staff participation in planning, running and leading retreats, liturgies, masses and prayer to continue to develop.* Staff understand how to engage appropriately in sacraments and run staff prayer (ongoing)* Staff have opportunity to participate in voluntary retreat	<ul style="list-style-type: none">* Heads of House prepare and lead House Masses* Heads of House leading the preparation or the students for mass and liturgy.* Staff participate and lead aspects of retreats* PL is run for staff to develop understanding of the elements of the mass, how to participate, sign of the cross, what prayer is appropriate, understanding the Angelus* Form a staff retreat committee to design	<ul style="list-style-type: none">* Begin immediately with support from Head of Faith & Mission* Begin immediately with support from Head of Faith & Mission* Embed in faith story and witness and Head of Faith & Mission to run workshops over year as required to develop staff knowledge and competence* Begin planning semester 1 with hope to enact semester 2	<ul style="list-style-type: none">* A resource detailing the essential elements of the Mass* Consultation with Head of Faith & Mission to ensure all elements are completed* Consultation with outside agencies for ideas/resources to enrich retreat experiences* Information for staff on the cornerstones of the Catholic faith and the mass as an expression of faith as well as the Angelus* Other schools who run successful staff	<ul style="list-style-type: none">* Heads of House prepare and organise House masses with minimal support* Retreats are run internally that are spiritually rich, have a clear theme and purpose and are engaging for the students* Staff understanding of key aspects of the Catholic faith and the mass, and prayer improve. This forms part of faith story and witness so ongoing formation occurs even with staff turn over.* The running of a successful staff retreat that enriches staff understanding of their own spiritual journey	<ul style="list-style-type: none">* Head of Faith & Mission and Deputy Principal Pastoral Care to monitor and report progress to the Principal
CALL TO FAITH <ul style="list-style-type: none">ThemesBeliefs	<ul style="list-style-type: none">* Deepening our communities' understanding of the interlinks between our Catholic Faith and Aboriginal spirituality, the connections and intersections	<ul style="list-style-type: none">* Onboarding of staff during induction process to importance of Catholic traditions and cultural expressions of faith.	<ul style="list-style-type: none">* Ongoing	<ul style="list-style-type: none">* Induction* Faith, Story Witness* Professional Learning opportunities	<ul style="list-style-type: none">* Staff develop a rich appreciation and cultural competency in understanding the interconnections between our Catholic Faith tradition and Aboriginal spirituality.	<ul style="list-style-type: none">* College Leadership to monitor
CALL TO GROW IN DISCIPLESHIP <ul style="list-style-type: none">Apostle's CreedSacramentsLife in ChristChristian Prayer	<ul style="list-style-type: none">* Teach the stories of the House Patrons and their relationship with Jesus and how we can draw inspiration from their example. How do these expressions of faith link to our College values, K-12* Improving secondary students accessibility to sacramental programs	<ul style="list-style-type: none">* Heads of House and Assistant Principal's utilise the witness of the House Patrons in liturgies, House masses, assemblies to illustrate the example of their relationship with Jesus to inspire students own spiritual growth.* Communication with secondary students about participation in sacramental programs	<ul style="list-style-type: none">* Ongoing	<ul style="list-style-type: none">* Stories of the House Patrons* Religious members of our community who have expert knowledge* Sacramental Programs	<ul style="list-style-type: none">* Richer integration of House patrons k-12 as sources of connection with the story of Jesus for students* Increased number of secondary students participating in sacramental programs	<ul style="list-style-type: none">* College Leadership to monitor

Improvement Goals

School: St Mary's College

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



Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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 will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <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>* Ongoing formation of staff - nurturing and supporting the personal faith journey of staff.</p> <p>* Ongoing formation of students - nurturing and supporting the personal faith journey of students</p>	<p>* Better integration of local Aboriginal spiritual story and the interconnections with our Catholic Faith in Faith Story and Witness.</p> <p>* Better mapping staff Accreditation</p> <p>* Voluntary staff retreat</p> <p>* PL - staff understanding of important aspects of faith and Aboriginal connections</p> <p>* Relevant retreats linking to integral ecology/Earth Care</p> <p>* Community liturgies to celebrate important milestones with families</p>	<p>* Semester 1</p> <p>* Ongoing</p> <p>* Form committee Term 1, action Term 4</p> <p>* Organise Ministry Day - Dr. Miriam</p> <p>* Ongoing</p>	<p>* Faith, story Witness, ATA's</p> <p>* Head of Faith & Mission, My HR and plan for staff</p> <p>* External religious to contribute to retreat</p> <p>* Organise Dr. Miriam</p> <p>* Laudato Si Platform</p> <p>* Jacqui Redmond</p> <p>* Head of Faith & Mission</p>	<p>* Richer understanding of Staff</p> <p>* More staff fully accredited and understanding their professional responsibility</p> <p>* Deepening of faith following staff retreat</p> <p>* Greater appreciation of staff following PL</p> <p>* Students develop greater sense of how they can contribute to caring for place and people as an expression of faith</p>	<p>* College Leadership Team to monitor via MyHR and PGP processes.</p>
<p>* Integral Ecology - Developing a comprehensive understanding how how we can better look after our people and place and be more connected to our global community referring to Laudato Si</p>	<p>* Guided by Jacqui and committee</p> <p>* Completion of integral ecology survey</p> <p>* Linking student leadership to caring fro place and people</p> <p>* Developing students as Eucharistic Ministers</p>	<p>* Ongoing</p>	<p>* Jacqui Redmond</p> <p>* Laudato Si Platform</p> <p>* ATA's</p> <p>* Parish</p>	<p>* Developed understanding of ecological sustainability in a culturally competent way.</p> <p>* Student Eucharistic Ministers</p>	<p>* College Leadership team to monitor</p>

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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 will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <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>* Develop a K-12 Vision for Learning</p> <p>* Improve outcomes for Numeracy K-10</p> <p>* Improve outcomes for Literacy K-10</p>	<p>* Develop a plan for implementation for Vision for Learning in consultation with CEWA to foster a genuine K-12 approach</p> <p>* Analysing data effectively to inform practice- K-12</p> <p>* Moderation of assessment Yr 6/7</p> <p>* Revisit literacy and numeracy intervention primary and secondary</p> <p>* Review differentiation on secondary</p>	<p>* Begin Term 1</p> <p>* Begin Term 1</p>	<p>* CEWA- Helen, discuss process</p> <p>* Vision for Learning PL</p> <p>* Gratten Institute Paper- Targeted teaching</p> <p>* Learning Areas</p>	<p>* Consistent and relevant pedagogy K-12.</p> <p>* Staff clarity on aims of Vision for Learning at each stage of journey.</p> <p>* Parent clarity on Aims of Vision for Learning</p> <p>* Improved NAPLAN data</p> <p>* Improved student outcomes and preparedness for Yr 7 transition</p>	<p>* College Leadership Team to monitor</p>
<p>* Broaden offerings for Senior School pathways in and out of college.</p> <p>* Improve consistency of trauma informed practice in Classrooms</p> <p>* IT- Developing staff competency in using iPads in classroom k-12</p>	<p>* Consult on possibilities in 2022 for senior school offerings, discuss, decide action plan for 2023</p> <p>Examine scope for career development program 9/10</p> <p>* Review and revise 8 effective strategies from 2021</p> <p>Embed Berry Street strategies</p> <p>Develop Tier 1 and 2 plan</p> <p>* Consolidate PL Plan with Pivotal and roll out</p>	<p>* Begin Term 1</p>	<p>* HOLAs - VET, TAFE, Notre Dame</p> <p>* Berry Street Resources</p> <p>* Jennifer Payne</p> <p>* Rose Mitchell & Pivital</p>	<p>* Retention of Year 9 into 10</p> <p>* Greater consistency across classrooms of trauma informed classrooms K-12</p> <p>* Improved use of iPads on secondary in particular for teaching and learning</p> <p>* Sustaining use of iPads for teaching and learning on primary</p>	<p>* College Leadership Team to monitor</p>

COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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 will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <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>
<div>* Marketing plan</div> <div>* Renewing and Refreshing links with Parish and other outside agencies</div> <div>* Increase opportunities for parents to come into College, participate in events and day to day</div>	<div>* Roll out Strategic Intents, style guide and formulate marketing plan with Lindsay Jackson</div> <div>* More invitations to key events to key stakeholders</div> <div>* More invitations to parents</div> <div>* Review SEQTA communication on secondary/ application of SEESAW across K-12 to improve secondary communication and role of facebook</div>	<div>* Begin term 1</div>	<div>* Lindsay Jackson- Strategic Intents and Style Guide</div> <div>* Communication platforms- SEQTA, SEESAW and role of facebook</div>	<div>* More consistency in style and marketing approach resulting in greater enrolments</div> <div>* Improved communication with community</div>	<div>* Principal & Business Manager to monitor</div>
<div>* Increase community understanding of Senior school pathways and excellent results St Mary's College achieves</div>	<div>* review and reflect on how such information is communicated</div> <div>* Meet and greet opportunities for parents with CLT and Senior Staff</div>	<div>* Begin term 1</div>	<div>* Digital communication platforms</div>	<div>* Greater engagement of families in secondary schooling choices for pathways and education</div>	<div>* Deputy Principal of Curriculum to monitor engagement</div>

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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 will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <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>
<div>* Capital Development Plan - Project Management of Stage 12.</div> <div>* Revise Budget and impact of Transitional funding</div>	<div>* Managing tender outcome with CEWA, Architects and Builder</div> <div>* Ensure scope of work continues as intended try not to reduce</div> <div>* Continue consultation with CEWA regarding impact for 2023 budget</div>	<div>* Ongoing</div> <div>* Semester 2</div>	<div>* Architects</div> <div>* CEWA TEAM</div> <div>* Business Manager/ Principal</div> <div>* CEWA Team</div>	<div>* Realising Stage 12 and completing</div>	<div>* Principal and Business Manager</div> <div>* Business Manager</div>
<div>* OH&S Implementation</div> <div>* Review and implement recommendations from Registration Audit</div>	<div>* Identify gaps in best practice and implement procedures</div> <div>* CLT review audit recommendations and ensure all are actioned</div>	<div>* Begin Term 1</div> <div>* Must be completed by Feb when review is due in order to obtain competence</div>	<div>* OH&S Officer</div> <div>* Audit recommendations</div>	<div>* Better compliance with OH&S from community</div> <div>* Better understanding of safety procedures</div>	<div>* College Leadership team to monitor</div>