St Mary's College

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2023

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

St Mary's College

STRATEGIC INTENTS │ 2022-2025

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:
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.

CATHOLIC EDUCATION
WESTERN AUSTRALIA

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 • Examples of expressing the divine within • Raising awareness of the presence of Jesus	* 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	* 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	* 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	* 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	* 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	* Head of Faith & Mission and Deputy Principal Pastoral Care to monitor and report progress to the Principal
CALL TO FAITH • Themes • Beliefs	* Deepening our communities' understanding of the interlinks between our Catholic Faith and Aboriginal spirituality, the connections and intersections	* Onboarding of staff during induction process to importance of Catholic traditions and cultural expressions of faith.	* Ongoing	* Induction * Faith, Story Witness * Professional Learning opportunities	* Staff develop a rich appreciation and cultural competency in understanding the interconnections between our Catholic Faith tradition and Aboriginal spirituality.	* College Leadership to monitor
CALL TO GROW IN DISCIPLESHIP • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer	* 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	* 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	* Ongoing	* Stories of the House Patrons * Religious members of our community who have expert knowledge * Sacramental Programs	* 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	* College Leadership to monitor

Improvement Goals

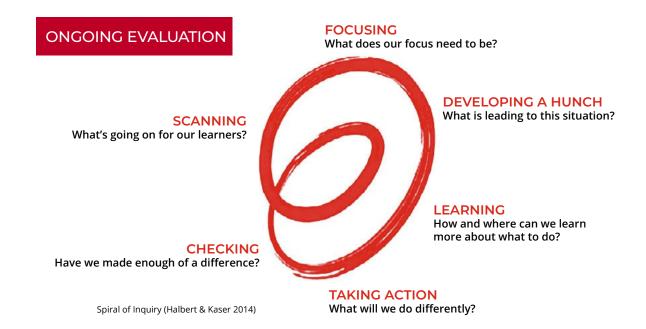## School: <u>St Mary's College</u>

Year: <u>2023</u>

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?

DEVELOPING A HUNCH
What is leading to this situation?

SCANNING
What's going on for our learners?

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

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones?* *Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal.* *Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *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?*
* Ongoing formation of staff and students - nurturing and supporting their personal faith journey	* Form wellbeing committee to work towards the development of a strategic wellbeing framework to support students.	* Begin Term 1	* Director of Wellbeing * CEWA Consultants	* Greater understanding (by staff, students and families) of the wellbeing and formation opportunities for students	* College Leadership Team to monitor
* To deepen the connection with the College orders and Founders	* Redesign the House Logos through a student consultation process, identifying the key elements of the House, one to represent the Founder, one God, and one for the local context of Broome.	* Throughout 2024	* Students * Parish * Lindsay Jackson - to refine and digitise final logos	* Relaunched House logos * Redesign House shirts	* Principal to monitor

EDUCATION

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones?* *Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal.* *Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *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?*
* Improve outcomes for Literacy & Numeracy K-10	* Develop Literacy & Numeracy Pillar Leaders on Primary to explore opportunity for Pillar Leader structure across the College. * Pillar leaders to focus on Improving outcomes for Literacy and Numeracy	* Begin Term 1	* Standardised testing Data * CEWA Consultants	* Improved Literacy and Numeracy outcomes	* Assistant Principals
* Broaden offerings for Senior School pathways in and out of college.	* Introduce Unipath program for Secondary students	* Begin Term 1	* University of Notre Dame	* Successful completion of Unipath program for students enrolled	* Deputy Principal of Curriculum to monitor

COMMUNITY

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *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?*
* Marketing plan * Expand relations with partnering agencies for a cross campus benefit	* Build and publish new College website, increase functionality and interactive nature of the website, including live calendar * Introduce Clontarf Program to the Primary Campus	* Begin Term 1 * Begin Term 1	* Lindsay Jackson marketing consultancy * Clontarf Academy staff and programs	* Improved communication with community * Improved attendance and engagement of Year 5 and 6 Aboriginal boys on Primary	* Principal & Business Manager to monitor * Assistant Principal to monitor progress
* Increase community understanding of Senior school pathways and excellent results St Mary's College achieves	* review and reflect on how such information is communicated * Meet and greet opportunities for parents with CLT and Senior Staff	* Begin term 1	* Digital communication platforms - website, SEQTA	* Greater engagement of families in secondary schooling choices for pathways and education	* Deputy Principal of Curriculum to monitor engagement

STEWARDSHIP

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *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?*
* Capital Development Plan - Project Management of Stage 12 & 13	* Managing tender outcome with CEWA, Architects and Builder * Ensure scope of work continues as intended try not to reduce	* Ongoing	* Architects * CEWA TEAM * Business Manager/ Principal	* Realising Stage 12 and completing * Realising Stage 13 ready for Secondary Library opening in 2024	* Principal and Business Manager
* Develop Workplace Health & Safety Committee, with a focus on increasing education and communication of Workplace Health and Safety matters	* Develop committee * Regular communication to staff regarding WH&S Matters	* Throughout 2023	* CEWA Workplace Health and Safety Team	* Well functioning committee * Increased ownership by staff of their role in Workplace Health and Safety	* Principal and Business Manager