

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL



STRATEGIC PLAN

2015 – 2017

BELIEF

HARMONY

RESPONSIBILITY

PRINCIPAL'S FOREWORD

It is with a great deal of pleasure, and a sincere sense of gratitude to all members of our school community for its work, that I present to you our Strategic Plan which will enact the direction of Our Lady of Lourdes over the next three years, 2015-2017. The Strategic Plan brings to fruition a wealth of self - evaluation and whole school analysis and as such builds on our current strengths and future directions. It outlines **Where we have come from (Traditions), Where we are at (Present) and Where we wish to head (Future Perspective)**. The Strategic Plan thus incorporates feedback from all stakeholders within our community, especially students, staff and our parent community. Ongoing self-evaluation tools such as the **School Climate Surveys** and **Quality Catholic Schooling Tool** have provided a lens in which to reflect upon our practices and in the identification of future goals. Likewise, the contributions of our two parent bodies, the **School Board** and the **Parent & Friends' Association** has been, and continues to be, invaluable to supporting our school's continued growth in our **Catholic Identity, Education, Stewardship and Community**. This could not be achieved without the passion and dedication of our staff and the positive and friendly attitudes of our students.

In understanding the context of our Strategic Plan it is important to acknowledge our core business, which is to provide a quality Catholic education for our students. The **Bishops' Mandate** for Catholic schools in Western Australia invites all members (Staff, students, parents and families and the Parish) to relate personally with Jesus himself. His teachings and Gospel values are the educational norms that permeate Catholic school life. Each member of the Catholic school community strives to give Christian witness through words, attitudes and actions. The ethos of the Catholic school contributes to students developing a Gospel vision for society as they learn to live a Gospel inspired life. One of the key roles of Catholic schools is to help parents in the education of their children and especially in their development as young men and women ready to make a positive contribution to society.

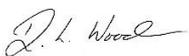
Building on our strong faith, our school likewise commits to all Federal and State legislative requirements, including the **Melbourne Declaration on Educational Goals for Young Students (2008)**, which ensures:

1. Australian schooling promotes equity and excellence; and
2. That all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The **School Curriculum and Standards Authority of Western Australia** provides curriculum, assessment and reporting guidelines for schools. Our Strategic Plan fundamentally has identified actions that ensure that we address the accountability requirements of Federal and State governments. Moreover, our school is an important part of the Catholic Education system in Western Australia. As well as receiving the support of our system, we recognise our responsibilities to be contributors to Catholic education in the State. Our Strategic Plan captures system directions and expectations. In the lifespan of our Strategic Plan, the **Catholic Education Commission of WA** has its own intents focusing on Learning, Engagement, Accountability and Discipleship (LEAD). Our Strategic Plan is aligned closely to LEAD.

In conclusion, I present to all within our school community the directions contained within this Strategic Plan, that will ensure that we are committed to ongoing improvement which are fundamentally concerned with our Catholic beliefs and values, educational responsibilities to students and in catering for the professionalism of staff and nurturing strong ties with our families and the Parish in which we belong. As we move into our implementation phase, I thank all within our community for your assistance in devising this Strategic Plan and in your support of our school improvement processes.

Yours faithfully,



Dan Wood

School Principal

VISION STATEMENT

Our Lady of Lourdes Catholic Primary School seeks to offer excellence in education, enlivened by the Life and teaching of Jesus Christ in a school community where the dignity of each person is valued.

Our Lady of Lourdes Vision Statement encompasses the education and well-being of the “whole” child. It acknowledges the individuality of each child and the opportunities each child has to progress and develop. The curriculum needs to be broad and balanced engaging the children in activities that are appropriately challenging and in contexts meaningful to the students own lives.

Central to the philosophy of the Vision Statement is the emphasis on a strong Christian education which flows through all aspects of school life. Further to this the strong relationship between home, school, parish and community ensures that shared values and beliefs create the best possible learning environment for students.

MISSION STATEMENT

Our Lady of Lourdes School seeks to provide educational excellence through the integration of Faith, Life and Culture.

Our Mission as a Catholic school founded under the traditions of the Mercy Sisters is to empower all members of our community, especially the students entrusted to our care, to be active and fully informed citizens recognising the integration of our faith beliefs in an evolving and enriched multi-cultural society.

SCHOOL CREST & MOTTO



The symbols of Mary, Jesus and the Holy Spirit encourage us to reflect on the strength of the Holy Family and recognise our need to be compassionate, caring and respectful community members. Close links are also drawn with the special relationship between Mary and Jesus recalling especially the devotion to Mary in our school and parish. Representation of Jesus and the Holy Spirit relates to the Trinity and reminds us that God is with and within us each and every day.

The Mercy Cross is deeply rooted in the traditions of our school as the Sisters of Mercy founded the school. The values of the Mercy Sisters continue to enlighten and guide our school community.

‘Honor Pretiosior Auro’ – ‘Honour is more Precious than Gold’

Our motto reminds us to look to Jesus Christ, whose life and teaching inspire us to live with honour, seeking justice for all.

SCHOOL VALUES & PRINCIPLES

Our Vision, Mission and Motto provide the context for the living out of our core values and associated principle.

BELIEF

❖ We believe that God made and loves each of us uniquely.

HARMONY

❖ We work and play in harmony with all members of the school community.

RESPONSIBILITY

❖ We each accept our personal responsibility at all times.

SCHOOL GOALS

Our Lady of Lourdes' School Goals are established in order to demonstrate how our Vision, Mission, Motto, Values and principles are enacted upon, and thus guide our decision making processes and strategic directions:

1. Provide an atmosphere which reflects Christ's teaching and projects him as a life model through the integration of faith, life and learning.
2. Provide students with a positive outlook for the future through the development of their confidence and self-esteem.
3. Encourage parents to play an active role in their child's education.
4. Affirm, respect, and develop the individuality and uniqueness of each child, staff member and school community member.
5. Provide a broad, balanced and developmentally appropriate curriculum that utilises the best practices of teaching and learning, making use of the latest technologies and educational research/ development.
6. Developing our traditions and rituals along with a school culture which acknowledges events and celebrations.
7. To have sufficient infrastructure, facilities and equipment which support the strategic ambitions for teaching and learning and provide for a safe and secure working and learning environment.

WHERE ARE WE FROM? OUR HISTORY & TRADITIONS

Our Lady of Lourdes Catholic School is a single stream co-educational Primary School with a current enrolment of 210 children from Kindergarten to Year 6. The school, together with the Parish of O.L.O.L. was established in 1958 with Fr. Rupert Kelly as Parish Priest. The foundation teachers were three Sisters of Mercy who travelled each day from St Brigid's Convent West Perth. They were Sister Mary Angela, Sister Mary Alphonsus and Sister Mary Stephen. From 1997, lay principals and staff have taught at the school continuing to embrace the spirit and values of the Sisters of Mercy.

WHERE ARE WE AT? OUR PRESENT CONTEXT

Through our Religious Education Units of Work and Sacramental Programmes, we promote, embrace and enhance the children's Faith, Life and Culture. The school provides a holistic education that is developmentally appropriate. We promote excellence and support the children to reach their fullest potential. Due to a high percentage of children from Non-English speaking backgrounds, there is a major focus on Literacy and Numeracy, catering for the needs of all children. A vibrant Professional Learning Community exists amongst staff which focuses on the delivery of the best teaching methodology. It involves ongoing assessment and data gathering to direct the teaching/learning experience within the context of the Australian Curriculum as promulgated by the Schools Curriculum & Standards Authority of WA. Support and extension programmes enrich the broad and balanced curriculum that is provided for all students. Specialist lessons in Music, Dance, Swimming, Physical Education & Sports, Library, Italian and Information Technology are currently offered. The school has impressive ICT resources and a Maths/Science/Art Learning Centre. Our Early Childhood Education program is vibrant and promotes play-based learning through the effective implementation of the Early Years' Learning Framework. The school community works together to create an environment where diversity is valued and everyone is treated with dignity and respect.

WHERE ARE WE HEADED? OUR FUTURE PERSPECTIVE

In integrating faith, life and culture, Our Lady of Lourdes seeks to provide a broad, balanced and holistic education for 21st century learners. We want to develop confident and motivated learners regardless of children's varying abilities or home backgrounds. Alongside the delivery of curriculum content and knowledge we seek to foster in children skills for life, enabling them to think critically, demonstrate creativity, integrate technologies and be problem solvers. Our objective is therefore to provide a quality Catholic education for all children so that they are equipped with the knowledge, understanding, skills and attitudes to adapt to whatever future holds. Moreover, we wish to instil in children a globalised view of the world, recognising indigenous heritage and Australian multi-culturalism and our country's place in the world. This involves the importance of social justice themes. We want children to have positive interactions and relationship with their peers and with staff.

As a professional organisation our staff commit to ongoing professional learning that adapts to the demands and opportunities of educating in the 21st Century. Likewise, we recognise parents as partners and strive to find meaningful ways in which parents can be involved in their child's schooling.

QUALITY CATHOLIC SCHOOLS TOOL

The QCS Tool has fourteen components which are to be reviewed over a five year cycle. The schedule below outlines the review process for Our Lady of Lourdes School.

YEAR CYCLE	QCS COMPONENT TO BE REVIEWED
YEAR 1 (2015)	<ul style="list-style-type: none">- Engagement with the School Community- Effective Pedagogical Practices- Pastoral Care of Students
YEAR 2 (2016)	<ul style="list-style-type: none">- Analysis and Discussion of Data- Differentiated Teaching & Learning<ul style="list-style-type: none">- Staff Wellbeing
YEAR 3 (2017) <i>The final year of our Strategic Plan</i>	<ul style="list-style-type: none">- Systematic Evangelisation Planning- An Explicit Improvement Agenda
YEAR 4 (2018) <i>(First year of the new Strategic Plan)</i>	<ul style="list-style-type: none">- Systematic Curriculum Delivery- Targeted use of School Resources- Wider Community Partnerships
YEAR 5 (2019)	<ul style="list-style-type: none">- A Culture that Promotes Learning<ul style="list-style-type: none">- An Expert Teaching Team- Integrating Catholic Faith, Life & Culture

STRATEGIC INTENT

STRATEGIC DIRECTION (LEAD)	SCHOOL GOALS	KEY IMPROVEMENT STRATEGIES
<p>Education (Learning)</p> <p>Enhance student achievement and wellbeing (LEAD)</p>	<p>Provide a broad, balanced and developmentally appropriate curriculum that utilises the best practices of teaching and learning, making use of the latest technologies and educational research/ development.</p> <p>Provide students with a positive outlook for the future through the development of their confidence and self-esteem.</p> <p>Affirm, respect, and develop the individuality and uniqueness of each child, staff member and school community member.</p>	<p>Staff provide a broad, balanced and differentiated curriculum relating to the Australian Curriculum and Early Years Learning Framework (EYLF).</p> <p>Students are confident, independent and self-motivated learners able to meet the demands of 21st century learning and life.</p> <p>The school utilises leading edge technology to promote collaborative, innovative and flexible learning.</p>
<p>Community (Engagement)</p> <p>Increase student and staff engagement in their own learning and faith formation (LEAD)</p>	<p>Affirm, respect, and develop the individuality and uniqueness of each child, staff member and school community member.</p> <p>Provide students with a positive outlook for the future through the development of their confidence and self-esteem.</p>	<p>Staff provide a safe learning environment in the provision of a holistic education helping students strive to reach their full potential (Spiritual, Academic, Personal, Social & Emotional).</p> <p>Further enhance professional performance management processes.</p> <p>School improvement processes provide opportunities for distributed leadership.</p>

<p>Stewardship (Accountability)</p> <p>Enhance parental engagement in their child's learning and faith formation (LEAD)</p>	<p>Encourage parents to play an active role in their child's education.</p> <p>Affirm, respect, and develop the individuality and uniqueness of each child, staff member and school community member.</p> <p>To have sufficient infrastructure, facilities and equipment which support the strategic ambitions for teaching and learning and provide for a safe and secure working and learning environment.</p>	<p>Review and enhance communication with parents including improved sharing of student performance data.</p> <p>Increase parental involvement in their child's learning and school activities.</p> <p>Maintain and expand on whole school self- evaluation processes and targeted priorities.</p> <p>Implement a cycle of policy review and development to ensure consistent and continuous assessment and evaluation of policy documentation in line with CECWA policy updates.</p> <p>Prioritise the formulation of a Capital Development Plan and associated Maintenance Plan for the school.</p> <p>Establish a plan for sustainability and environmentally friendly practices at the school, including learning activities for students.</p>
<p>Catholic Identity (Discipleship)</p> <p>Develop our people to be leaders in Catholic Education's mission (LEAD)</p>	<p>Provide an atmosphere which reflects Christ's teaching and projects him as a life model through the integration of faith, life and learning.</p> <p>Develop our traditions and rituals along with a school culture which acknowledges events and celebrations.</p> <p>Provide a broad, balanced and developmentally appropriate curriculum that utilises the best practices of teaching and learning, making use of the latest technologies and educational research/ development.</p> <p>Affirm, respect, and develop the individuality and uniqueness of each child, staff member and school community member.</p>	<p>Establish deep and effective programmes in Religious Education including incorporation of rich and diverse liturgy and prayer life.</p> <p>Ensure that a dynamic and effective relationship between the school and parish exists.</p> <p>Celebrate, nurture and promote harmonious relationships within and beyond the school community, including respect and appreciation for indigenous and multi-cultural themes.</p> <p>Be a beacon of social justice within the local, national and global community.</p>

EDUCATION (LEARNING)

Enhance student achievement and wellbeing (LEAD)

KEY IMPROVEMENT STRATEGY	FOCUS YEAR	TARGET AREA	RESPONSIBILITY	SUCCESS CRITERIA
Staff provide a broad, balanced and differentiated curriculum relating to the Australian Curriculum and Early Years Learning Framework (EYLF).	YEAR ONE	<p>Target and enhance the teaching and learning of Numeracy to improve student outcomes:</p> <p>To improve Numeracy Progress, particularly in the four proficiency strands, and NAPLAN results.</p> <p>To outline Numeracy Dedicated Time: minimum time allocation, common key teaching & learning principles/ effective pedagogy (Early, Middle & Upper Primary years).</p> <p>Enhanced teacher use of assessment data for improving future learning, additionally focusing on the compliant disengaged (link to moderation).</p> <p>Identify core principles within the Curriculum and Assessment Policy and relate to planning, teaching and assessment of Numeracy.</p> <p>Review the teaching and learning of spelling, grammar & punctuation with the introduction of a systematic and sustainable spelling, grammar and punctuation programme across the school.</p> <p>Apply changes to the EYLF and/ or Australian Curriculum as mandated, with reviews and updates from SCSA WA, the Federal Government and Catholic Education Commission of WA.</p>	<p>Principal</p> <p>Numeracy Coordinator</p> <p>Cluster Coordinators (K-2, 3-6)</p> <p>Coordinator of Professional Learning & Assessment</p> <p>Coordinator of Professional Learning & Assessment</p> <p>Literacy Coordinator</p> <p>Coordinator of Professional Learning & Assessment</p>	<p>Minimum of 80% of professional learning, including PLCs, to be devoted to Numeracy focus.</p> <p>Numeracy Dedicated Time provides a unified delivery of essential skills, knowledge and key understandings across the school in a developmentally appropriate context.</p> <p>Moderation of student’s work and teacher assessment data is utilised to inform medium and short term planning in the Numeracy area and is reflected in an interactive data wall.</p> <p>A portfolio of A-E work samples is established aligning with SCSA and ACARA samples.</p> <p>Core principles of teaching and assessment are met in the Numeracy learning area.</p> <p>A specific scope and sequence for Spelling and Grammar & Punctuation is in place from Kindy to Year 6 that is developmentally appropriate and relates to EYLF and the Australian Curriculum.</p> <p>Mandated changes to the curriculum take immediate effect. Non- essential changes are identified and planned for in future strategic directions.</p>
	YEAR TWO	<p>Devise a Gradual Release Model for Numeracy and reassess the one for Literacy.</p> <p>Implement a sustainable Numeracy intervention programme across the school.</p>	<p>Numeracy Coordinator</p> <p>Literacy Coordinator</p> <p>Coordinator of Professional Learning & Assessment</p>	<p>Numeracy and Literacy lessons cater for modelled, shared and independent learning experiences.</p> <p>A Numeracy intervention programme is in place that meets the needs of identified students.</p>

Staff provide a broad, balanced and differentiated curriculum relating to the Australian Curriculum and Early Years Learning Framework (EYLF).	YEAR TWO	<p>Students are encouraged to proof read and edit their own work (and that of their peers) in order to improve spelling, grammar and punctuation.</p> <p>Teachers moderate writing samples in order to identify future teaching and learning goals making use of Australian Curriculum scope and sequences and the A-E grading scale.</p> <p>Review, enhance and publish a whole school assessment and reporting cycle capturing formative and summative data sources, including teacher moderation exercises.</p> <p>Evaluate the effectiveness of IEP and CAP documentation, their implementation in classroom learning and their review.</p>	<p>Literacy Coordinator</p> <p>Cluster Coordinators</p> <p>Coordinator of Professional Learning & Assessment</p> <p>Special Educational Needs/ Student Diversity Coordinator</p>	<p>Meaning, structure, spelling, grammar and punctuation in children's writing improves as they are encouraged to proof read and edit their own work.</p> <p>A consistent approach to the moderation of children's writing occurs, culminating in a folio of samples, which provides meaningful data for each child's future learning goals.</p> <p>A comprehensive assessment and reporting cycle is in place that caters for summative and formative practices in student assessment.</p> <p>IEP or CAPs are an integral tool in the provision of effective and relevant student learning goals.</p>
	YEAR THREE	<p>Expand opportunities for the integration of Numeracy and Literacy across the curriculum.</p> <p>Expand opportunities for investigations in the Science curriculum.</p> <p>Research the provision for a Gifted and Talented Program and prioritise actions that arise.</p>	<p>Literacy & Numeracy Coordinators</p> <p>Science Coordinator</p> <p>Coordinator of Professional Learning & Assessment</p>	<p>Appropriate integration of Numeracy and Literacy is delivered successfully in the learning environment.</p> <p>The teaching of Science in all classrooms includes opportunities for investigative learning.</p> <p>A sustainable and data informed program for extending students' learning in core curriculum areas is established.</p>
	YEAR ONE	<p>Review the selection and use of textbooks (Maths, Spelling, Grammar & Punctuation) in relation to their place and purpose in explicit teaching and in providing a quality learning environment.</p> <p>Develop students' problem solving, reasoning, understanding and fluency in the Numeracy learning area.</p>	<p>Cluster Coordinators</p> <p>Principal</p> <p>Numeracy & Literacy Coordinators</p>	<p>Textbooks assist in the consolidation of curriculum content rather than driving explicit teaching and engaged learning experiences for students.</p> <p>Students are confident, proficient and resilient risk takers in their Numeracy learning.</p>
Students are confident, independent and self-motivated learners able to meet the demands of 21 st century learning and life.	YEAR TWO	<p>Inquiry model for learning established across the curriculum. Less teacher talk in lessons and more engaged learning.</p> <p>Collaborative learning and graphic organisers are fostered through meaningful learning experiences.</p>	<p>Coordinator of Professional Learning & Assessment</p> <p>Principal</p> <p>Cluster Coordinators</p>	<p>An inquiry model for learning is prioritised, valued and enhanced in relevant curriculum areas.</p> <p>Lessons cater for collaborative learning experiences for students.</p>
	YEAR THREE	<p>Promotion of peer learning, feedback and self-assessment.</p>	<p>Coordinator of Professional Learning & Assessment</p> <p>Cluster Coordinators</p>	<p>Assessment for Learning values the place of individual and collaborative student self-assessment and feedback.</p>
	YEAR ONE	<p>Effective integration of ICT in Numeracy lessons.</p> <p>Utilisation of Maths 300 as a teaching and learning tool linked to APPRAISE/ PAT-M focus.</p>	<p>ICT Coordinator</p> <p>Principal</p> <p>Numeracy Coordinator</p>	<p>Mathletics is utilised effectively across the school as a teaching and learning tool.</p> <p>Teachers' planning documents include appropriate ICT learning experiences in the Numeracy area.</p> <p>Training in the use of Maths 300 occurs and the software is introduced into the Numeracy learning area.</p>
The school utilises leading edge technology to promote collaborative, innovative and flexible learning.	YEAR TWO	<p>Further embed collaborative ICT integration in meaningful curriculum activities.</p>	<p>ICT Coordinator</p>	<p>Learning in i-Pad / ICT Masterclasses is implemented in classroom learning experiences.</p>
	YEAR THREE	<p>Produce an overview of effective teaching and learning ICT strategies for each year level.</p>	<p>ICT Coordinator</p>	<p>A scope and sequence captures essential learning experiences in ICT across the school.</p>

COMMUNITY (ENGAGEMENT)

Increase student and staff engagement in their own learning and faith formation (LEAD)

KEY IMPROVEMENT STRATEGY	FOCUS YEAR	TARGET AREA	RESPONSIBILITY	SUCCESS CRITERIA
Staff provide a safe learning environment in the provision of a holistic education helping students strive to reach their full potential (Spiritual, Academic, Personal, Social & Emotional).	YEAR ONE	Review and introduce an appropriate and sustainable personal, social and emotional wellbeing programme which complements Maslow's Hierarchy of Needs.	Health, Social & Emotional Coordinator	A specific and age appropriate, curriculum catering for health, personal, social and emotional themes is provided across the school.
		Implement the school's Bullying Policy and procedures including annual audits	Principal	The procedures for identifying, evaluating and/ or recording of bullying incidents follows school policy.
		Monitor the implementation of the Behaviour Management Policy.	Principal	Behaviour management processes are in line with the school policy.
		Full utilisation of SEQTA for recording pastoral care notes.	Principal	Pastoral care information is recorded by teachers on SEQTA.
		Establish a contemporary learning space in the current Library and ICT Room.	ICT Coordinator Library Officer	The Library and ICT Room are furnished and regularly utilised as contemporary learning spaces.
		Reintroduce Aussie of the Month award for the community.	Assistant Principal (RE, 3-6)	Aussie of the Month awards are presented at Monday assemblies each calendar month.
		Update classroom furniture in Year Five and Year Three.	Principal Year Three and Year Five Teachers	New desks, chairs and required storage is purchased in the Year Three and Year Five classrooms.
	YEAR TWO	Review scope, range and effectiveness of extra- curricular activities.	Principal	A comprehensive list of the school's extra-curricular activities is outlined including a value added statement.
		Review and enhance student leadership roles within the school.	Year Six Teacher	Student leadership roles promote opportunities for community service, individual accountability and collaboration.
		Update classroom furniture in Year Two.	Principal Year Two Teacher	New desks, chairs and required storage is purchased in the Year Two classroom.
YEAR THREE	Establish learning opportunities in the Early Years' outdoor physical environment.	Principal, Assistant Principal (K-2) & Cluster Coordinator (K-2)	A plan and timeline for the rejuvenation of the outdoor physical environment is established.	
	Update classroom furniture in Kindergarten and Pre-Primary.	Early Years' Staff, Principal	New furniture is purchased for Kindergarten and Pre-Primary that supports EYLF Principles and Outcomes.	
YEAR THREE	All staff to be first aid trained.	Health, Social and Emotional Coordinator	All staff have a current senior first aid certificate.	

Further enhance professional performance management processes.	YEAR ONE	To enhance (Learning Conversations) teacher coaching strategies focusing on the numeracy learning areas (Learning Walks/peer to peer). Provide mentoring for provisionally registered teachers. Further embed the teacher performance management cycle into school strategic direction, linking with AITSL standards.	Leadership Team & Cluster Coordinators Assistant Principals Leadership Team	Teachers are engaged in meaningful observation, reflection and feedback as part of the school's teacher coaching strategy with particular emphasis in the Numeracy area. Provisionally registered teachers are effectively mentored, in order to attain full registration following TRBWA procedures. Principal and Teachers fully engage with the AITSL standards with clearly identified priorities for strategic improvement both individually and collaboratively,
	YEAR TWO	Prioritise and establish a plan for the professional learning of educational assistants. Review and update Learning Conversations strategy.	Principal Principal	Termly professional learning within the school context occurs for educational assistants, which is in line with strategic goals. A clearly outlined policy and set of procedures for teacher coaching is in place.
	YEAR THREE	Undertake internal review processes for staff in leadership positions.	Principal	Leadership Team is engaged in self-reflection and review with identified improvement goals established.
School improvement processes provide opportunities for distributed leadership.	YEAR ONE	Principal and Assistant Principals to undertake regional networking and leadership focusing on the Lencioni model. All staff undertake workshop on critical conversations. Followed up with ongoing review.	Leadership Team Principal	Leadership Team participates in regional networking focusing on the Lencioni Model. All staff attend a practical workshop focusing on Critical Conversations and gain a repertoire of practical applications for purposeful interactions.
	YEAR TWO	Improve transition and handover procedures. Review cluster leadership and curriculum coordinator roles.	Coordinator of Professional Learning, Curriculum & Assessment	SEQTA is utilised for transition and handover processes capturing accurate information. Review and modify the range of coordinator roles. Outline duty statement for cluster coordinators.
	YEAR THREE	Enhance the role of Cluster Leaders, Numeracy Coordinator and ICT Coordinator providing time, training and resources to implement school improvement processes.	Principal	Distributed leadership occurs which empowers individuals to lead teaching and learning in line with strategic directions.

STEWARDSHIP (ACCOUNTABILITY)

Enhance parental engagement in their child's learning and faith formation (LEAD)

KEY IMPROVEMENT STRATEGY	FOCUS YEAR	TARGET AREA	RESPONSIBILITY	SUCCESS CRITERIA
Review and enhance communication with parents including improved sharing of student performance data.	YEAR ONE	Introduce a new school website. Full utilisation of SEQTA for recording collaborative conferences. Trial CONEQT-P as a tool for sharing student attainment, including school reports.	ICT Coordinator, Principal, Admin Officer Principal, ICT Coordinator	A modern and functioning school website provides easily accessible information for the community. All parent communication is recorded on SEQTA. CONEQT-P is utilised to share school reports digitally with parents.
	YEAR TWO	Implement CONEQT-P fully. Provide a platform for sharing school performance data to a broader school audience.	Principal, ICT Coordinator Principal	Staff are confident in utilising the full features of CONEQT-P School performance data is shared to P&F, School Board and wider community.
	YEAR THREE	Review school website and other communication avenues.	Principal, ICT Coordinator	School website is updated with other communication channels explored to ensure convenient and regular information is shared with parents. .
Increase parental involvement in their child's learning and school activities.	YEAR ONE	Annual cycle of sending home students' books/ working core learning areas of RE, Numeracy, Literacy and Science established. Invite parents to participate in Maths learning in the classroom and improve Open Night experiences. Facilitate parent workshops focusing on the Numeracy learning area (Early Years and Middle & Upper Primary).	Coordinator of Professional Learning, Curriculum & Assessment Class Teachers Principal Numeracy Coordinator	The year calendar identifies dates when students' work is to be sent home for parent review. This process is adhered to by all staff in a timely manner. At least one parental activity per class per year in a Maths learning context occurs. Open Night activities include interactive Maths experiences for students and parents to participate in. One parent workshop (per age range) on Numeracy themes occurs during the year.
	YEAR TWO	Establish a staff and parent body to devise a purposeful homework policy. Provide parent workshops in ICT and Literacy.	Principal Coordinator of Professional Learning, Curriculum & Assessment ICT Coordinator Literacy Coordinator	A clear, concise and age appropriate homework policy sets out the principles and procedures for meaningful engagement between student and parent. One parent workshop on Literacy and ICT integration themes occurs during the year.
	YEAR THREE	Parent Conversation forums are held to discuss and review school strategic priorities.	Principal	A Parent Conversation forum takes place in Term One, Term Two and Term Three feeding in to the directions for a new strategic plan.
Maintain and expand on whole school self- evaluation processes and targeted priorities.	YEAR ONE	Implement the QCS Tool as an integral part of self- evaluation and strategic action. Full evaluation of the National Quality Standards (NQS) to be completed and appropriate Quality Improvement Plans in place. Address changes to the Early Years Learning Framework and Australian Curriculum as mandated at the national, state and system level. Each term identify core priorities and undertake a 'SPRINT' prioritisation or 'SCRUM' process, monitoring activities through to completion.	Principal Principal Assistant Principal (K-2) Cluster Coordinator (K-2) Principal Coordinator of Professional Learning, Curriculum & Assessment Cluster Coordinators Leadership Team	A cyclical process for self- evaluation, review and improvement planning occurs utilising the QCS Tool. A full audit of Early Years' practice is considered in relation to the NQS standards. Appropriate Quality Improvement Plans are established. Federal, State and System accountability measures are followed in a timely manner addressing changes to the curriculum, assessment and reporting. At the start of each term share with staff the 'SPRINT' and 'SCRUM' challenges and opportunities for the term and monitor through to completion.

Maintain and expand on whole school self- evaluation processes and targeted priorities.	YEAR TWO	Facilitate, review and feedback School Climate Survey. Review, update and prioritise Quality Improvement Plans for Early Years.	Principal Principal Assistant Principal (K-2) Cluster Coordinator (K-2)	Biannual school climate surveys are undertaken, data reviewed, targets established and information distributed to the school community. Termly reviews of Quality Improvement Plans occur and are updated.
	YEAR THREE	Review and update Tally of Needs and Non-negotiables documentation. Finalise review of Strategic Plan and devise a new one.	Principal Leadership Team	A new Tally of Needs and updated list of non-negotiable practices acknowledges the core principles of teaching and learning for the school. An informed new Strategic Plan for 2018-2012 is produced.
Implement a cycle of policy review and development to ensure consistent and continuous assessment and evaluation of policy documentation in line with CECWA policy updates.	YEAR ONE	Provide an overview linking CECWA policy and School based policy alignment for review and implementation. Review and update the school's Reporting Policy making revisions to procedures from Kindergarten through to Year Six. Introduce an Acceptable Use of ICT (Staff) Policy.	Leadership Team Leadership Team Cluster Coordinators ICT Coordinator	School and system policy review process are aligned with school policies up to date. An updated Reporting Policy is in place. An Acceptable Use of ICT (Staff) Policy is disseminated to staff.
	YEAR TWO	Introduce a Healthy Foods' Policy	Canteen Manager Health, Social & Emotional Coordinator Principal	A Healthy Food's Policy establishes the principles and procedures for the promotion of healthy eating across the school.
	YEAR THREE	Consider policy review schedule and ensure all policies are up to date.	Leadership Team	All policies are up to date and a clearly articulated schedule for review is in place.
Prioritise the formulation of a Capital Development Plan and associated Maintenance Plan for the school.	YEAR ONE	Establish a School Board sub-committee to establish a Capital Development Plan (CDP) and structured Maintenance Programme for the school. Full Asset Register completed. Develop an ICT procurement plan for replacement technology. Installation of a new school bore Commit to a new painting contract for the school.	Principal School Board Capital & Maintenance Committee Leadership & Administration Team Principal & ICT Coordinator Principal School Board Capital & Maintenance Committee	A detailed CDP and Maintenance Programme is in place that attends to the foreseen capital works and ongoing maintenance (including a new bore, smoke alarms, upgrade of main student toilet block, decommission gas heaters, new perimeter fencing, re-bitumen playground/ parking surfaces, new playground, new water fountains, new window furnishings to classrooms, pin-up display boards to classrooms, re-roofing of buildings, replace doors to admin area and install security, new telephony and PA system, revised painting contract). A full asset register is established for the school's infrastructure. A planned programme for extending and replacing ICT hardware is in place and budgeted accordingly. A new school bore is installed for servicing the reticulation of school grounds. External and internal painting of the whole school is completed and an annual painting maintenance schedule is in place.
	YEAR TWO	Enhance the community space (flagpole) with the introduction of students' art work/ mural.	Principal Art Coordinator	The area around the flagpoles is a central community point for prayer, commemoration and community service with the inclusion of an art piece incorporating children's art work.
	YEAR THREE	Replace bitumen to play areas and old basketball courts. Plan for new school perimeter fencing, replacement of roof structures, classroom windows.	Principal School Board Capital & Maintenance Committee	Car parking and play areas are resurfaced where required. New perimeter fencing is installed around the school.

Establish a plan for sustainability and environmentally friendly practices at the school, including learning activities for students.	YEAR ONE	Review the school's Waterwise Program	Cross Curricular Priorities Coordinator	Waterwise themes are integrated within appropriate curriculum areas in all classes.
	YEAR TWO	Participate in the Sustainable Schools' Initiative.	Cross Curricular Priorities Coordinator	The school is an active participant in the Sustainable Schools WA initiative.
		Design and plan for a nature play area to replace the existing playground structures.	Leadership team	A fully costed and staged plan for the replacement of play equipment on the main school oval is established.
YEAR THREE	Install the new nature play area.	Leadership Team	There is a nature play area installed on the main school oval.	

CATHOLIC IDENTITY(DISCIPLESHIP)

Develop our people to be leaders in Catholic Education's mission (LEAD)

KEY IMPROVEMENT STRATEGY	FOCUS YEAR	TARGET AREA	RESPONSIBILITY	SUCCESS CRITERIA
Establish deep and effective programmes in Religious Education including incorporation of rich and diverse liturgy and prayer life.	YEAR ONE	Review planning, teaching and assessment procedures for RE.	RE Coordinator	Teachers have detailed plans for the teaching of RE incorporating assessment procedures which inform future planning.
		Modify the Easter Paraliturgy celebration.	RE Coordinator Music Teacher	An age specific, relevant Easter Paraliturgy is celebrated.
		Re-establish a collection of age appropriate prayers for each class linking to modified Roman Missal translations.	RE Coordinator	A specific scope and sequence for prayers is in place for Kindergarten through to Y6.
		Modify pilgrim statue of Mary timetabling for 5 weeks in each class.	RE Coordinator	A timetable is sent to each class at the start of the year identifying the dates to send home the Pilgrim statue of Mary.
		Staff prayer to involve wider group of participants.	RE Coordinator	The majority of staff participate in staff prayer and reflection twice a term on a Tuesday morning (8.20am).
		A professional development day for staff integrating faith & knowledge component and linking to accreditation renewal.	Principal & RE Coordinator	Professional learning and spiritual renewal is linked to Accreditation requirements.
		Hymn singing for age phases PP-2, Y3-6 reflecting celebrations and liturgical seasons.	Music Coordinator & RE Coordinator	Separate hymn singing sessions cater for the age appropriate celebration of liturgical songs in line with liturgical calendar and/ or school dates.
	Prayer tables and sacred spaces are regularly changed to reflect liturgical seasons.	RE Coordinator	All classrooms have a prayer table which reflects the current liturgical season.	
	YEAR TWO	Develop and deepen the staff's ability to design rich, relevant and challenging learning tasks in RE.	RE Coordinator	PLC time is allocated to reviewing the effective implementation of the RE Guidelines including creating meaningful learning tasks.
		A review of the school's Evangelisation planning occurs.	Leadership Team Parish Priest	Revision is made to the Evangelisation Plan that complements strategic directions and reflects faith formation, religious knowledge & understanding and Christian witness at school.
		Performance Arts to include liturgical aspect.	Performing Arts Coordinator	Class (es) enter the Performing Arts Festival in a liturgical category.
	YEAR THREE	A professional development day for staff integrating faith & knowledge component and linking to accreditation renewal.	RE Coordinator	Professional learning and spiritual renewal is linked to Accreditation requirements.
Assessment activities in RE to reflect contemporary understandings of how best to teach and assess knowledge, skills and understandings in RE.		RE Coordinator	RE assessment to be content based that assesses objective outcomes and provides data for future planning.	
Promote wider parent participation in liturgical celebrations.		Principal & RE Coordinator	An increasing number of parents participate in liturgical celebrations.	
		A professional development day for staff integrating faith & knowledge component and linking to accreditation renewal.	RE Coordinator	Professional learning and spiritual renewal is linked to Accreditation requirements.

A dynamic and effective relationship between the school and parish exists.	YEAR ONE	Establish a plan and timescale for full transition to a parish based, school supported and family centred sacramental programme. Active altar serving programme is maintained.	Leadership Team Parish Priest Catechist Team Leader RE Coordinator & Parish Priest	A transition plan is established setting out the two-stage process for a parish based, school supported and family centred sacramental programme which reflects Archdiocesan policy. A minimum of three students in Year Four participate in the altar serving training.
	YEAR TWO	Implement Stage One of the transition plan for a parish based, school supported and family centred sacramental programme.	Leadership Team and Parish Priest	Stage One of transition plan for a parish based, school supported and family centred sacramental programme is implemented.
	YEAR THREE	Implement Stage Two of the transition plan for a parish based, school supported and family centred sacramental programme.	Leadership Team and Parish Priest	Stage Two of transition plan for a parish based, school supported and family centred sacramental programme is implemented.
Celebrate, nurture and promote harmonious relationships within and beyond the school community, including respect and appreciation for indigenous and multi-cultural themes.	YEAR ONE	Promote links with Servite College, especially transition of Year Six. A Pastoral Care Policy is established that reflects our Catholic ethos, school values and associated policy documentation (e.g. Behaviour Management Policy, Bullying Policy etc.).	Principal Year Six teacher Health, Social & Emotional Coordinator Leadership Team	Links between Servite College and school are strengthened, particularly for transition of Year Six students. A Pastoral Care Policy is in place.
	YEAR TWO	Update the school's Aboriginal Education Policy. Establish a Social Justice Committee of staff members to coordinate support for communities in need.	Cross Curricular Priorities Coordinator Principal	An Aboriginal Education Policy is in place. A Social Justice Team plans and coordinates school's support for communities in need.
	YEAR THREE	Establish a parent run pastoral care group to support new or existing families.	Principal	A parent group facilitates orientation/ welcome for new families to the school and provides pastoral support for families in need.
Be a beacon of social justice within the local, national and global community	YEAR ONE	Review charitable organisations supported throughout the year, prioritising Archdiocesan organisations.	Social Justice Team	A schedule to identify a cycle of support for charitable organisations is established over a two year period.
	YEAR TWO	Staff participate in professional learning around the theme of social justice.	Social Justice Team	Staff engage in social justice themes as part of professional learning during a one-day workshop.
	YEAR THREE	Social justice themes are embedded within the curriculum at an age appropriate level.	Social Justice Team	Teachers embed social justice themes in relevant curriculum contexts.