



St Paul's Mount Lawley

St Paul's Catholic Primary School Mount Lawley

CATHOLIC SCHOOL IMPROVEMENT PLAN

2022

CEWA'S VISION

SCHOOL'S VISION

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

St Paul's Catholic Primary School is committed to Christ-centred education, inspired by the vision of the Sisters of Our Lady of the Missions and the teachings of St Paul, empowering us to seek the truth and grow in knowledge from darkness into the light of Christ.

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

| Goal(s): | Success Indicators: | Links to QCE Elements: |
|---|--|--|
| 1. Enhance opportunities for personal faith development | Willingness of teaching and non-teaching staff to share faith stories and participate in /lead staff prayer. | 1.1b the integration of faith, life and culture. 1.1d: providing abundant and meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community. |
| 2. Embed the school values of Excellence, Perseverance, and Integrity in all areas of the curriculum so that they are alive in the actions of our students, with a strong focus on kindness and gratitude | Student Code of Conduct is embedded and known well by all students. | 2.1 Curriculum inspired by principles of Catholic Education |
| 3. Provide opportunities for vulnerable, poor and marginalized to access Catholic Education | Enrolment of Indigenous students, families experiencing financial constraints or those genuinely seeking a Catholic education. Budget allowance for families in financial constraint. | 3.2 We partner with and support parents and caregivers as the first educators of their children. |



EDUCATION Catholic Schools of Excellence

| Goal(s): | Success Indicators: | Links to QCE Elements: |
|---|--|---|
| 1. Continue implementation of Scope and Sequence documents for literacy and numeracy across all year levels | Scope and Sequence in Reading, Writing and Numeracy across all year levels accessed by teaching staff. | 2.1 We seek to ensure that the curriculum, delivered through all learning areas, practises effective, contemporary pedagogy. |
| 2. Improve pedagogy and performance in literacy, especially Writing and Reading | Improvement in data trend, particularly for NAPLAN classes | 2.1 We seek to ensure that the curriculum, delivered through all learning areas, practises effective, contemporary pedagogy. |
| 3. Adhere to the charter for Early Childhood Education and implement it consistently to comply with system (NQS) requirements | Standards assessed at Met level. Effective programs of work from Pre K-2. | 2.3d Utilise a wide instructional range that reflects contemporary pedagogies that engage, challenge and progress student learning; |



COMMUNITY Catholic Pastoral Communities

| Goal(s): | Success Indicators: | Links to QCE Elements: |
|--|--|---|
| 1. Employ communication methods that develop strong relationships across the whole school community | Feedback from community regarding ease of access of information for various aspects of the school | 3.2 We partner with and support parents and caregivers as the first educators of their children. 3.3 We partner with parishes and their Christian faith communities especially with regard to the celebration of the sacraments. |
| 2. Increase student and staff engagement in their own learning | PD for staff is relevant to improving practice, knowledge and understanding. Engagement and feedback re learning process is positive. NSI Survey | 2.2 We commit to provide every student with high quality Religious Education. This requires active promotion and appropriate resourcing of Religious Education as the first learning area in every Catholic school, implementing the program promulgated by the Diocesan Bishop 2.3 Catholic Vision for Learning |
| 3. Actively seek ways to work collaboratively and strengthen relationships between the school, parish and home | Increased level of attendance at school masses, prayer services, and sacramental workshops. | 3.2 We partner with and support parents and caregivers as the first educators of their children. 3.3 We partner with parishes and their Christian faith communities especially with regard to the celebration of the sacraments. |



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

| Goal(s): | Success Indicators: | Links to QCE Elements: |
|---|--|--|
| 1. Implement a Capital Development Plan to meet needs of the school and students in the 21st Century | Capital Development Plan (CDP) approved | 4.3b are constructed and maintained in a manner which gives witness to and reflects genuine Christian simplicity and the spirit of Gospel poverty; |
| 2. Review staff appraisal methods – mentoring and co-coaching, shoulder-to-shoulder learning, peer coaching | Staff appraisal fair, transparent and supportive. <ul style="list-style-type: none"> We will give positive feedback to reinforce good performance identify and discuss areas for growth so staff can improve practice set goals that will develop your staff to achieve your business objectives Aligned to AITSL standards, Strategic Plan and CEWA Vision for Learning | 4.1 b provide staff with opportunities to engage with professional learning and development; |



In considering the school's Strategic Intent 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

| 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 within • Raising awareness of the presence of Jesus |  | | | | | |
| CALL TO FAITH <ul style="list-style-type: none"> • Themes • Beliefs | | | | | | |
| CALL TO GROW IN DISCIPLESHIP <ul style="list-style-type: none"> • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer | | | | | | |

Improvement Goals



School: St Paul's Catholic Primary School, Mount Lawley

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 Inspiring Christ-centred Leaders

| Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring Process and Progress |
|--|---|---|--|--|--|
| <i>Performance & 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> |
| 1. Enhance opportunities for personal faith development | <ul style="list-style-type: none"> Staff participation in Faith Development days | Annually | <ul style="list-style-type: none"> Organisation of Faith Day focus and presenter e.g. prayer and meditation. | <ul style="list-style-type: none"> Feedback from staff pre and post Faith Day NSI Survey Staff willingness to participate Attendance Register | Leadership team |
| | <ul style="list-style-type: none"> Staff prayer | Review each term | <ul style="list-style-type: none"> Prayer roster | <ul style="list-style-type: none"> NSI Survey Anecdotal evidence of staff attendance | Leadership team |
| | <ul style="list-style-type: none"> Attend/lead sacramental preparation workshops | Annually | <ul style="list-style-type: none"> Sacramental preparation resources | <ul style="list-style-type: none"> Attendance Register | Leadership team |
| | <ul style="list-style-type: none"> Fulfil Accreditation and Ongoing Renewal requirements | Annually | <ul style="list-style-type: none"> Appropriate PD e.g., Accreditation | <ul style="list-style-type: none"> Attendance Register Staff progressing to complete Accreditation | Leadership team |
| 2. Embed the school values of Excellence, Perseverance, and Integrity in all areas of the curriculum so that they are alive in the actions of our students, with a strong focus on kindness and gratitude | <ul style="list-style-type: none"> Promote values in all communications. | Ongoing | <ul style="list-style-type: none"> Embed in planning documents Shared during school radio each week | <ul style="list-style-type: none"> Values are recognised and identified by students across all year levels. | All staff |
| | <ul style="list-style-type: none"> Leadership opportunities for upper year students to promote House values during House days each term. | Review each term | <ul style="list-style-type: none"> Celebrated during House Days each term Assembly focus Share in school communications to home e.g. Seesaw | <ul style="list-style-type: none"> Assembly agendas with evidence of House Values discussed by students Seesaw samples with evidence of House Values discussed by students from each class | All staff |
| | <ul style="list-style-type: none"> Review Student Code of Conduct with focus on positive behaviours and attitudes | By the end of the year | <ul style="list-style-type: none"> Current Student Code of Conduct Code of Conduct Executive Directive | <ul style="list-style-type: none"> Agenda of meeting with students Completed updated Student Code of Conduct | Leadership Team |
| 3. Provide opportunities for vulnerable, poor and marginalized to access Catholic Education | <ul style="list-style-type: none"> Discussion with vulnerable families to ensure affordability and access to education at St Paul's. | Ongoing – particular emphasis in Term 1 and 3. | <ul style="list-style-type: none"> Communication to school community. | <ul style="list-style-type: none"> Positive communication and record of families assisted. | Finance Manager Principal |

EDUCATION Catholic Schools of Excellence

| Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring Process and Progress |
|---|--|---|--|--|--|
| <i>Performance & 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> |
| 1. Continue implementation of Scope and Sequence documents for literacy and numeracy across all year levels | <ul style="list-style-type: none"> Literacy Team to lead process of developing Scope and Sequence in Reading, Writing and Spelling. | By Term 3 2022 (Literacy) 2023 (Numeracy) | <ul style="list-style-type: none"> Review of Talk for Writing, Brightpath (Writing) and Sounds Write resources to ascertain all elements included over time | Planning to show adherence to scope and sequence. | Literacy Team Staff cluster |
| | <ul style="list-style-type: none"> Communication with staff during cluster meetings | Review each term | <ul style="list-style-type: none"> Agendas including emphasis of Scope and Sequence discussions | Cluster Meeting Minutes | Literacy Team Staff cluster |
| 2. Improve pedagogy and performance in literacy, especially Writing and Reading | <ul style="list-style-type: none"> All Pre-Primary to 6 classes to plan and implement Talk for Writing. | End of year | <ul style="list-style-type: none"> Talk for Writing, Brightpath (Writing) resources | Data trend shows upward movement. Anecdotal evidence of consistent use of language across all year levels Programs demonstrating Talk for Writing being implemented | All classroom teachers Cluster teams |
| | <ul style="list-style-type: none"> Early Years to plan and implement Sounds Write spelling program | End of year | <ul style="list-style-type: none"> Sounds Write spelling program resources | Data trend shows upward movement. Anecdotal evidence of consistent use of language across all year levels Programs demonstrating Sounds Write Spelling program being implemented | All classroom teachers Cluster teams |
| 3. Adhere to the charter for Early Childhood Education and implement it consistently to comply with system (NQS) requirements | <ul style="list-style-type: none"> Review of all standards and compliance to EYLF. | By end of Term 3. | <ul style="list-style-type: none"> Cluster meeting time Early Years team Previous QIP EYLF guidelines | Standards Met | Early Years coordinator and Assistant Principal Meeting 2-3 times a term |

COMMUNITY Catholic Pastoral Communities

| Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring Process and Progress |
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| <i>Performance & 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> |
| 1. Employ communication methods that develop strong relationships across the whole school community | Review access by members of school community to: newsletters, Seesaw, school website, email. Streamline information for ease of access. | Review annually | NSI Parent and Staff surveys | Feedback from surveys indicating ease of access to information Frequency of use of newsletters, Seesaw, school website and email. | Assistant Principal |
| 2. Increase student and staff engagement in their own learning. | Staff: SAT AITSL, Ongoing Staff Development Students: Goal setting, Reflection on learning. | Ongoing | Staff: AITSL SAT Students: Assessment portfolios, work samples, reflection NSI – Staff and Students | NSI surveys Anecdotal feedback. | Staff – self assessment Leadership – Ongoing Staff Development |
| 3. Actively seek ways to work collaboratively and strengthen relationships between the school, parish and home | Sacramental, prayer and liturgical planning for relevant year levels | Each term | Liturgies Prayer Roster Sacramental preparation e.g. catechism, workshops | Feedback from staff, students and parent community – NSI and informally | Staff – year level preparation AP- liaison with parish and parents |

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

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| <i>Performance & 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> |
| 1. Implement a Capital Development Plan to meet needs of the school and students in the 21st Century | Liaise with CEWA Infrastructure team, Site Architects and SAC to implement a CDP | Staged for each year, beginning planning in 2021 and building beginning in late 2022 | CEWA consultant SAC Leadership team | Approval of plan and budget for project | Site team CEWA Consultant Leadership Team and Finance Manager |
| 2. Review staff appraisal methods – mentoring and co-coaching, shoulder-to-shoulder learning, peer coaching | Develop/update Ongoing Staff Development process which embeds AITSL standard and pedagogy goals | Annual process | Teaching and Non-teaching staff Leadership team | Staff goals achieved | Leadership Team |

