



# St Mary's Primary School Kalgoorlie

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

At St Mary's Primary School we work in partnership with families and the Goldfields Community, to provide a Christ-centred and child focused school of excellence, where children are nurtured and empowered to reach their full potential. +

### St Mary's Core Values (STARS)

Support one another  
Trust one another  
Accept one another, are  
Responsible and  
Show respect



# STRATEGIC INTENTS | 2022-2024

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.

## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
To enhance the conditions for learning in a disciplined, safe and welcoming environment	All staff implementing the whole school behaviour plan. Less children in the red zone being referred to Leadership	1.1b. 2.3 a
To increase awareness and understanding of Church traditions and rituals	All Staff following RE Guidelines. More evidence of prayer being incorporated into the day.	1.1 f. 1.1 d
To foster a community that reflects the Catholic social teaching principles	Core Values are displayed and discussed in every classroom. Fundraising ventures targeting people in need are well supported.	1.2a

## EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
To improve student Literacy and Numeracy achievements in K-6	Consistent Literacy and Numeracy blocks timetabled Well designed Literacy and Numeracy blocks.	2.3
To reduce in-school variability in the teaching of Literacy and Numeracy	Whole school Instructional Model developed and used by all Staff. Template developed by Staff for Literacy and Numeracy blocks.	2.3
To increase staff confidence and capacity to analyse data to monitor students' progress	PLC are used to discuss student data. Staff are using data to inform their planning and intervention.	2.3

## COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
To support staff development and professional growth	Professional Learning Plans are developed for all Staff	4.1b
To develop competencies and skills to promote a culture of well-being in our school community.	OHI score to be in at least the second quartile.	3.1c 3.2
To embed an Aboriginal perspective in our school.		3.1d

## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
To develop accountability protocols and processes for all our staff	Whole School Instructional Model. Agreed template for Literacy Dedicated Time and Numeracy Dedicated Time. Planning Documents contain Non negotiable elements.	4.1b. 2.3 d
To build staff capacity to apply effective pedagogy to cater for the diverse needs of students.	IEP's written for Students with diverse needs. Extension and intervention planning in all year levels.	2.3 d

In considering the school's Strategic Intentions 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 2022-2023

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<b>WITNESS</b> <ul style="list-style-type: none"> <li>Examples of expressing the divine within</li> <li>Raising awareness of the presence of Jesus</li> </ul>	<p>Investigate effective initiatives that promote a whole school focus integrating Gospel values throughout our School life.</p> <p>The school will provide opportunities in order to assist school staff in deepening their personal relationship with God.</p>	<p>Trial some initiatives in a cluster group. Feedback to Leadership and Staff</p> <p>Induction Mass at the beginning of the year.</p> <p>Faith, Story and Witness program</p> <p>Weekly Staff prayer once a week in the Chapel</p> <p>Staff Masses once a Term</p> <p>Personal Faith Goal as part of Professional Growth Plan.</p> <p>Prayer to begin Staff and Cluster meetings</p> <p>Invite Father to school events and meetings forming a close bond with the school.</p> <p>Organise Retreat Day PD with Staff with a faith focus</p>	2023	<p>Information on school programs like "Make Jesus Real"</p> <p>CEWA RE Team</p>	<p>Greater attendance at Staff Prayer Mass.</p> <p>More teachers attending Weekend</p> <p>More staff willing to share their thoughts and experiences in a safe environment at RE Retreat Days.</p>	<p>2 x per term check progress with Catholic Identity Team and Leadership.</p>
<b>CALL TO FAITH</b> <ul style="list-style-type: none"> <li>Themes</li> <li>Beliefs</li> </ul>	<p>The school will continue to focus on establishing daily practices that promote Gospel Values through reflection and prayer.</p> <p>Teachers commit to three Non negotiable times of prayer during the day. Beginning of school day, before lunch, End of day.</p> <p>Explore other methods of prayer formal and informal and how they could be used in classrooms or other prayer spaces in the school ie Chapel, Mary's garden.</p> <p>Look for other opportunities to integrate reflection and prayer across the curriculum and across the day.</p>	<p>Survey what the current practice is in classrooms relating to reflection and prayer.</p> <p>PL on different methods of prayer. How we can use different types of prayer in our classrooms and other prayer spaces.</p> <p>Catholic Identity team model various types of prayer in classrooms</p> <p>Use different types of prayer in Staff Meetings and PLC</p> <p>Redo survey at the end of the year, track improvement.</p>	2022	<p>Prayer scope and sequence from CEWA</p> <p>PD CEWA RE Team (Prayer)</p> <p>Prayer tables with Liturgical Cloths</p>	<p>Observations of Staff using different prayer spaces in the school.</p> <p>Staff attend weekly prayer meeting and staff Mass.</p> <p>Evidence in programming different opportunities for prayer.</p> <p>Improvement in survey results</p>	<p>2x per term check progress with Catholic Identity Team and Leadership.</p>
<b>CALL TO GROW IN DISCIPLINESHIP</b> <ul style="list-style-type: none"> <li>Apostle's Creed</li> <li>Sacraments</li> <li>Life in Christ</li> <li>Christian Prayer</li> </ul>						



# Improvement Goals



School: St Mary's Primary School Kalgoorlie

Year: 2022-2023

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

## INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

**ONGOING EVALUATION**

**FOCUSING**

What does our focus need to be?

**SCANNING**

What's going on for our learners?

**DEVELOPING A HUNCH**

What is leading to this situation?

**CHECKING**

Have we made enough of a difference?

**LEARNING**

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

**TAKING ACTION**

What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)



## CATHOLIC IDENTITY

Improvement Goals <i>Performance &amp; 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 goal? When/how regularly will this be done? How will this be done?</i>
Research programs to inspire a Christ centred education that integrates faith, life and culture	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	Form Catholic Identity Team of interested Staff plus APRE CAPPAs Team to research what is happening on other Schools Surveys of current practice PL on Prayer CEWA RE Guidelines	See St Mary's KPI Table Observe Staff engaging with children in different prayer spaces around the School Programmes will reflect focus on Prayer and Reflection. Children will have a greater knowledge of Formal Prayer.	2x a term Catholic Identity Team and Leadership using our colour coding process.
Establish daily practices that promote Gospel Values through Reflection and Prayer	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	Catholic Identity Team Data from Power BI on previous tests. CEWA RE Team Previous assessments	See St Mary's KPI Table	2x a Term Catholic Identity Team and Leadership using our colour coding process.
Analyse BRLA data to identify priority areas for explicit instruction in the RE curriculum	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence			

## EDUCATION

Improvement Goals <i>Performance &amp; 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 goal? When/how regularly will this be done? How will this be done?</i>
Identify and implement evidence based targeted intervention programs in Literacy and Numeracy for Tier 2 and Tier 3 students	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	PL on Data collection and Interpretation facilitated by CEWA consultant. Data Wall ELYND app Discussions in Cluster groups. Tracker Books	Children will be making progress on the data wall. Evidence that teachers are using data when writing programs Data used in moderation session prior to reporting	2 x term by Teaching and Learning Team and Leadership group using our colour coding process
Review process of Data Collection and analysis to improve the early identification and tracking of student progress.	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	PD Letters and Sounds DSF for all teachers and EA's PD soundwaves to all 4-6 teachers Letters and Sounds tracker books Whole school agreed framework templates for Literacy and Numeracy Time. Whole school agreed framework templates for Spelling. AP's to run intervention programs in Years 4-6	Results in standardised tests and class based assessments will improve. Children will be more engaged in their learning, less behavioural issues Teachers will be more engaged in their teaching, looking for ways to always improve.	2 x term by Teaching and Learning Team and Leadership group using our colour coding process
Refine and embed high impact literacy and numeracy blocks being sensitive to the needs of the play based learning environment for K-2 in NQS Quality Standard One	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence			
Refine whole school synthetic phonics program (Letters and Sounds K-3, Soundwaves 4-6)	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence	See St Mary's Milestones Timeline developed in consultation with Fogarty Advence			



## COMMUNITY

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply)</i>	Relevant Actions <i>What actions will we take to achieve this 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>
Refine and revise the Staff Induction Process.	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	Survey/ feedback information from Staff Professional Growth plan templates Leadership groups and Cluster Leaders ECT mentoring time (School Based) ECT CEWA modules Creation of new Induction booklet	feedback from ECT Staff reaching their Professional and personal goals. St Mary's KPI table Results from OHI culture survey	2 x term by Community Team and Leadership group using our colour coding process.
Refine Observation, Coaching and Professional feedback processes to support staff growth and development.					
Research well being strategies for Staff and Students	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	Researched well being strategies. CEWA Well being consultant Well being Team	Staff using the St Mary's definition of wellbeing "Feeling good, functioning well and doing good for others" St Mary's KPI Table	2 x term by Community Team using our colour coding process.
Develop an Aboriginal perspective into our school.			PL CEWA Aboriginal Team Aboriginal themed Literacy resources HASS classes Library based Aboriginal themed resources	Observation of Staff using resources Our Aboriginal students will be settled and making good progress in our school	

## STEWARDSHIP

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply)</i>	Relevant Actions <i>What actions will we take to achieve this 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>
Develop a suite of whole school protocols and templates.	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	Samples of other school templates Consultation with CEWA Teaching and Learning Teams	Templates in operation across the school. Production of St Mary's Teaching Handbook	2 x term by Stewardship Team using our colour coding process.
Develop role clarity across the School.				St Mary's KPI Table Duty Statements for Assistant Principals Lead Teacher (CT, Maths, Literacy Senior Teacher Education Assistant	
To develop and implement a Whole School Instructional model	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	See St Mary's Milestones Timeline developed in consultation with Fogarty Evidence	Samples of Instructional models from other schools. PL in house "What makes a good lesson good" Consultation with CEWA Teaching and Learning Team	Observation of classes using the Whole School Instructional Model. Feedback from teachers regarding the implementation of the Whole School Instructional Model. Quality of Teaching will improve and this will impact student outcomes.	2 x term by Stewardship Team using our colour coding process.

# St Mary's Primary School Kalgoorlie – Quality Catholic Education Plan

## Vision Statement:

At St Mary's Primary School, we work in partnership with families and the Goldfields community to provide a Christ-centred and child-focused school of excellence where children feel nurtured and empowered to reach their full potential.

## Aspiration (for 2021-2023):

To move from below/at 'like schools' to at/above 'like schools' in all areas of literacy and numeracy (NAPLAN).

Focus Areas:	Description:	Objectives:
<b>1. CATHOLIC IDENTITY</b> LIVING GOSPEL VALUES	Developing the whole person.	<p>1.1 To enhance the conditions for learning in a disciplined, safe and welcoming environment.</p> <p>1.2 To increase awareness &amp; understanding of Church traditions and rituals.</p> <p>1.3 To raise levels of achievement in the BRLA.</p>
<b>2. EDUCATION</b> TEACHING & LEARNING	Improving student academic achievement and progress.	<p>2.1 To improve student Literacy &amp; Numeracy achievement in K-6</p> <p>2.2 To reduce in-school variability in the teaching of Literacy and Numeracy.</p> <p>2.3 To increase staff confidence and capacity to analyse data to monitor students' progress.</p>
<b>3. COMMUNITY</b> STAFF & STUDENT WELL-BEING	Promoting well-being and engagement.	<p>3.1 To support staff development and professional growth.</p> <p>3.2 To develop competencies and skills to promote a culture of well-being.</p> <p>3.3 To embed an Aboriginal perspective in our school.</p>
<b>4. STEWARDSHIP</b> HIGH QUALITY STAFF	Developing the school's most valuable resource.	<p>4.1 To develop accountability protocols and processes for all staff.</p> <p>4.2 To build staff capacity to apply effective pedagogy to cater for the diverse needs of students.</p> <p>4.3</p>

## Initiatives (Major work Streams)

<b>1. Catholic Identity</b> Owner: Sue Coyle		Owner:
1.1 Research programs to inspire a Christ-centred education that integrates faith, life and culture.		Owner:
1.2 Establish daily practices that promotes gospel values through reflection and prayer.		Owner:
1.3 Analyse BRLA data to identify priority areas for explicit instruction in the RE Curriculum.		Owner:
<b>2. Education</b> Owner: Jenny Gorman		Owner:
2.1 Refine the whole-school synthetic phonics program.		Owner:
2.2 Identify and implement evidence-based targeted intervention programs in literacy and numeracy for Tier 2 and Tier 3 students.		Owner:
2.3 Refine & embed high-impact literacy and numeracy blocks.		Owner:
2.4 Review process of data collection and analysis to improve the early identification and tracking of student progress		Owner:



<b>3. Community</b>	
<b>Owner: Anne-Marie</b>	
3.1 Revise and refine the staff induction process.	Owner:
3.2 Research and implement evidence-based social-emotional plans.	Owner:
3.3 Refine observation, coaching and professional feedback processes to support staff growth and development.	Owner:
3.4 Develop a whole-school Aboriginal Education Plan.	Owner:
<b>4. Stewardship</b>	
<b>Owner: Elizabeth Browner</b>	
4.1 To develop whole-school protocols for DWP, FPD, Scope & Sequence, Lesson Structure, Assessment Cycle etc	Owner:
4.2 To develop role clarity.	Owner:
4.3 To provide opportunities for staff professional development & expand leadership potential.	Owner:
4.4 To streamline processes and procedures.	Owner:
4.5 To implement a whole-school instructional model.	Owner:









<b>2.4 Review process of data collection and analysis to improve the early identification and tracking of student progress</b> Owner: TBA									
Review year-level achievement targets for Reading, Writing & Numeracy									
Audit teaching resources - are they up-to-date (eg Guided Reading, L&S, T4W, iMaths)									
Investigate & budget for purchase of contemporary teaching resources for Guided Reading and Assessment (eg Scholastic?)									
Review and refine whole-school assessment cycle/schedule (EYLND, L&S, MAI, Running Records, T4W, On-Entry, NAPLAN, PAT-R & PAT-M etc) – too much? What is useful? What is not?									
Review & audit data collection and collation processes – what & when?									
Develop a consistent data set to inform classroom practice, whole-school tracking of student progress in Spelling, Reading, Writing & Numeracy (eg Data Wall, handover documents)									
Embed scheduled IEP & individual student tracking meetings with Special Needs Coordinator using disciplined dialogue with data-driven evidence (once per term)									
Process for Teachers to ensure all data is entered on school record system and Data Wall to ensure early intervention (eg by Week 6?)									
Embed use of PLCs once per term to review & analyse the data set for whole-school tracking and progress. What are we doing well? What can we do better? Where are the gaps? What are the trends?									
Provide Staff training in analysis of 'Power BI' and 'On-Entry'									
Review end-of-year handover procedure, documents & transfer of student data between year levels									
Disaggregate attendance data for students attending less than 90% (review once per term)									
Identify and target students with low attendance to improve quickly									
Use CEWA Ed Psych engagement team guidelines to intervene with students and families with poor attendance									
<b>3. COMMUNITY – PROMOTING WELL-BEING AND ENGAGEMENT</b> (FOCUS AREA OWNER: ANNE-MARIE TERRY)									
<b>3.1 Revise and Refine the Staff Induction Process.</b> Owner: TBA									
Gather and review existing procedures and guidelines in place for staff induction									
Research and find other Catholic Schools that are using an effective staff induction program.									
Survey our early career teachers to identify gaps and learning opportunities that can be added to existing documents									
Develop a list of topics that need to be delivered as part of the ECT mentoring and induction process									
Create a timeline for the year to deliver the various topics in a timely manner									
Review at end of term if the timeline of topics is covering everything appropriately									
Mentors have completed CEWA ECT Mentor Training									
Allocate new staff members a mentor and seek feedback from these mentors on what needs to be added to staff induction process									
Create and implement a new Staff Induction Booklet									
<b>3.2 Research and Implement evidence-based social-emotional plans</b> Owner: TBA									
Unpack definition of well-being at PLCs and follow up with CEWA Psych (one dedicated staff meeting per term?)									
Investigate social-emotional plans for staff and students and collate and list of what attributes and strategies each offer (eg mindfulness, Resilience Project).									
Research what other schools are using in relation to well-being for staff									
Research what other schools are using in relation to well-being for students									
During PLC, look at the needs of our school and create a shortlist of well-being strategies to trial									
Trial 3-4 strategies to implement for well-being for our staff									
Choose a junior and senior grade to trial strategies to address the areas of well-being for our students									
Gather feedback from staff and students re well-being strategies									

Create a Well-being Plan for St Mary's based on what strategies were successful									
Implement Well Being Plan across the school for staff and students									
Research a social-emotional intervention program for Tier 3 students (eg Lego-based Therapy) apply for funding, purchase materials & train a staff member.									
Trial a research-based social-emotional intervention program for Tier 3 students (eg Lego-based Therapy)									
Implement a research-based social-emotional intervention program for Tier 3 students (eg Lego-based Therapy)									
3.3 Refine observation, coaching, and professional feedback processes to support staff growth and development. Owner: TBA									
Research and gather various coaching and feedback models (including CEWA performance management document) for teachers aligned to AITSL Standards and instructional approaches being used in the school									
Research what other schools are using as models and templates for classroom observation and feedback									
Use PLCs to discuss a coaching and feedback model for teachers and develop a template for St Mary's									
Develop a coaching model structure and feedback template									
Create opportunities for classroom observations focussed on whole-school teaching practices and trial a coaching and feedback model for teachers using agreed template									
Review the trial coaching and feedback model for teachers and choose and implement a whole-school observation and feedback document									
Implement a coaching and feedback model for teachers									
Use coaching and feedback model to develop individual staff 'Professional Growth Plans'									
Research various coaching and feedback models used in education including CEWA performance management for Education Assistants based on role descriptions									
Research what other schools are using as models and templates for Education Assistants									
Review & refine 'Professional Growth Plans' format developed by CEWA Consultant Nancy Bonfiglio-Pavisich									
Whole school professional development re implementing CEWA 'Professional Growth Plans'									
Working in clusters, staff to develop a Professional Growth Plan template to set goals									
Admin to support staff in working towards individual/cluster goals using agreed model									
Admin team to engage in professional development for coaching									
Review the effectiveness on the coaching model on the performance development of staff									
Refine coaching model and embed for consistent delivery of excellent teaching practices									
3.4 Develop a whole-school Aboriginal Education Plan Owner: TBA									
Attend whole school professional development to learn about Aboriginal perspectives in our school									
Using information from PD, develop a draft plan to implement Aboriginal perspectives in our school									
Facilitate embedded learning opportunities for whole-school priorities in Aboriginal Education									
Classroom trial of draft Aboriginal perspectives for two terms									
Seek feedback from staff and review implementation of Aboriginal perspectives in our school									
Employ an Aboriginal Education Assistant to work with Aboriginal students									
Conduct a stocktake of resources and purchase additional resources to complement the AEP									
Refine and implement Aboriginal perspectives across the whole school									







## CEWA St Mary's Primary School – KPIs

**Moral Purpose/ Vision Statement:**

At St Mary's Primary School, we work in partnership with families and the Goldfields community to provide a Christ-centred and child-focused school of excellence where children feel nurtured and empowered to reach their full potential.

**Aspiration (for 2021 -2023):**

To move from below/at 'like schools' to consistently at/above 'like schools' in all areas of literacy and numeracy (NAPLAN).

KPIs for Overall Aspiration	Metric Used to Measure Progress	Baseline Performance 2019	2021 Targets	2022 Targets	2023 Targets
	NAPLAN scores for English and Numeracy to be consistently above like schools	Mean Difference Year 3. R-9, W+16, S+5, G 0, N +5 Year 5. R+1, W+12, S+17, G+5, N-8	Mean is at/ above in all subjects	Mean is above by 5 in all subjects	Mean is above by 10 in all subjects
	An increased percentage of children scoring in the top two bands in NAPLAN	Year 3. R 55%, W 74%, S 52%, G 56%, N 42% Year 5. R 31%, W 17%, S 38%, G 33%, N 13%	Top Two Bands Year 3. R 60%, W 52%, S 48%, G 59%, N 37% Year 5. R 51%, W 39%, S 56%, G 58%, N 24%	Increase by 5% children scoring in top two bands in all subjects	Increase by 5% children scoring in top two bands in all subjects.

Focus Areas	Description	Objectives (copy & paste from Placemat)			
1. CATHOLIC IDENTITY LIVING GOSPEL VALUES	1. Developing the whole person	1.1 To enhance the conditions for learning in a disciplined, safe and welcoming environment.	1.2 To increase awareness & understanding of Church traditions and rituals.	1.3 To raise levels of achievement in the Bishop's Religious Literacy Assessment.	1.4
2. EDUCATION TEACHING & LEARNING	2. Improving student academic achievement and progress.	2.1 To improve student Literacy achievement in K-6	2.2 To improve student Numeracy achievement in K-6	2.3 To reduce in-school variability in the teaching of literacy and numeracy.	2.4
3. COMMUNITY STAFF AND STUDENT WELL- BEING	3. Promoting well-being and engagement.	3.1 To support staff development and professional growth.	3.2 To develop competencies and skills to promote a culture of well-being.	3.3 To embed an Aboriginal perspective in our school.	3.4
4. STEWARDSHIP HIGH QUALITY STAFF	4. Developing the school's most valuable resource.	4.1 To develop accountability protocols and processes for all staff.	4.2 To build staff capacity to apply effective pedagogy to cater for the diverse needs of students.	4.3 To increase staff confidence and capacity to analyse data to monitor students' progress.	4.4

### KPI TABLE

(NB: Not all Objectives will have KPI measures)

**A. CATHOLIC IDENTITY (Living Gospel Values) – Developing the Whole Person.**

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
1.1	TTFM	School Mean 77% Positive sense of belonging. 94% Positive Behaviours 82% Parents feel welcome	Increase by 0-3%	Increase by 0-3%	Increase by 0-3%
1.2					
1.3	BRLA	School Mean Yr 3 (-24) below CEWA mean. Yr 5 (+1) above CEWA mean.	Yr 3 within (-10) of CEWA mean Yr 5 maintain score being within 5 of CEWA mean	Yr 3 within (-5) of CEWA mean Yr at or above CEWA mean	Yr 3 At or above CEWA mean Yr 5 at or above CEWA mean

**B. EDUCATION (TEACHING AND LEARNING) – Improve student academic achievement and progress.**

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
2.1	NAPLAN	See above KPI's	See above KPI's	See above KPI's	See above KPI's
2.2	NAPLAN	See above KPI's	See above KPI's	See above KPI's	See above KPI's



2.3	School based Instructional Model	Collaboration with Staff to create IM	Observation data 70% using IM	Observation Data 80% using IM	Observation Data 90% using IM
<b>C. COMMUNITY (Staff and Student Well-being) - Promoting well-being and engagement.</b>					
Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
3.1	OHI Co-ordination and Control- People Performance Review	20-bottom quartile	3rd quartile	2 <sup>nd</sup> quartile	Top quartile
3.2	OHI-overall health	70 second quartile	Increased score -second quartile	Top quartile	Increased score -Top quartile
3.3					
<b>D. STEWARDSHIP (HIGH QUALITY STAFF) – DEVELOPING THE SCHOOL'S MOST VALUABLE RESOURCE.</b>					
Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
4.1	OHI Accountability and Direction	Accountability 54 Direction 56 (both bottom quartile)	Increase both scores into the 3 <sup>rd</sup> quartile	Increase both scores into the 2 <sup>nd</sup> quartile	Both scores in the top quartile
4.2	TTFM Staff Survey- Learning Culture and Teaching Strategies	School Mean LC 7.5 TS 7.4	Improve school mean by 0.2 in both areas	Improve school mean by 0.4 in both areas	Improve school mean by 0.5 in both areas
4.3	TTFM Staff Survey-Data Informs Practice	School Mean 7.5	Improve school mean by 0.2	Improve school mean by 0.4	Improve school mean by 0.5