St Andrew's
CATHOLIC PRIMARY SCHOOL

Companions on the Journey

St Andrew's Catholic Primary School
Clarkson

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.	Saint Andrew's school offers an education that acknowledges, respects and nurtures the uniqueness of each child. Within a framework of Catholic values and teamwork the students will be challenged and supported to recognise their gifts and to develop their potential as they learn and contribute to their community. We endeavour to provide a quality Catholic education which is Christ centred, child focused.

St Andrew's Catholic Primary School Clarkson

STRATEGIC INTENTS | 2022- 2023

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:
Provide staff with opportunities for catechesis and to develop their spiritual and religious capabilities	Staff feedback post Staff Retreat	1.1a, 1.1b, 1.1d
Update the current Evangelisation Plan		1.1a, 1.1b, 1.1d

EDUCATION — Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Development of our school 'Vision for Learning', to maintain that it is Christ centred and student focused	Feedback from selected students	2.1, 2.3
Increase staff capacity to develop data literacy with staff within English and Maths.	Staff Feedback	2.1, 2.3
Develop agency in the Early Years with a focus on provocation tables, student voice and leadership (QIP 1.2.2)	Observation of learning environments, and evidence in programs	2.1, 2.3

COMMUNITY — Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
Learning the 'story' of our Aboriginal students and families within the school	- Handover of information to relevant staff. - Update of students 'revised' PLP as information is shared, including family feedback.	3.1d
Embed the Student Code of Conduct	Feedback from selected students and staff.	3.1e

STEWARDSHIP — Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Waste Wise - Reduce non recyclables within the school	Reduction in amount of school waste	4.2

In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the Accreditation for CEWA SharePoint may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

STAFF Formation Planning 2022 - 2025

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS • Examples of expressing the divine within • Raising awareness of the presence of Jesus	Develop meaningful and practical ways that prayer can be used to shape and build the Christian School Community. #Develop understanding of the Bible, particularly in Psalms and Gospels.	Staff retreat - New Norcia. Learn about the development of a faith community: - Monasticism - Monastic vocation and charism. Faith formation day at Quinn's Beach Surf Club.	2022 - 2023 2024	New Norcia - Benedictine community		Fintan Archer
CALL TO FAITH • Themes • Beliefs	Provide opportunities for spiritual formation, reflection and discernment.	Staff retreat - New Norcia. - Liturgical Prayer - Personal prayer - Lectio divina	2022 - 2023	New Norcia - Benedictine community		Fintan Archer
CALL TO GROW IN DISCIPLESHIP • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer	Extend knowledge and appreciation in the "Life in Christ" section of the Catechism of the Catholic Church.	Staff retreat - New Norcia - Extend knowledge and appreciation in the "Life in Christ" section of the Catechism of the Catholic Church.	2022- 2023	New Norcia - Benedictine community		Fintan Archer

School Improvement Goals

School: St Andrew's Catholic Primary School

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

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

SCANNING
What's going on for our learners?

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

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals Performance & development goal to be achieved (stated simply).	Relevant Actions What actions will we take to achieve the goal?	Timeframe What are the timeframe milestones? Timeframe within which the goal will be achieved.	Resources Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.	Success Indicators How will we know we have been successful (quantitative and measurable)?	Monitoring Process and Progress Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?
Provide staff with opportunities for catechesis and to develop their spiritual and religious capabilities	Staff retreat - New Norcia. Learn about the development of a faith community: - Monasticism - Monastic vocation and charism	2022 - 2023	New Norcia - Benedictine community	Staff feedback post staff retreat	Fintan Archer
Update the current Evangelisation Plan.	Term 1 Staff PD days Staff meeting , PLC discussions and feedback Leadership meetings.	2022	Existing Evangelisation Plan CEWA reference documents Staff voice		Fintan Archer

EDUCATION Catholic Schools of Excellence

Improvement Goals Performance & development goal to be achieved (stated simply).	Relevant Actions What actions will we take to achieve the goal?	Timeframe What are the timeframe milestones? Timeframe within which the goal will be achieved.	Resources Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.	Success Indicators How will we know we have been successful (quantitative and measurable)?	Monitoring Process and Progress Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?
Development of our school 'Vision for Learning'	Development and implementation of Student Code of Conduct (Student voice).	2022	CEWA Vision for learning support documents	Feedback from selected students.	Sam Fontaine Alison Campbell
Develop agency in the Early Years with a focus on provocation tables, student voice and leadership (QIP 1.2.2)	Classroom teachers and specialist teachers to include the use of provocation tables and displays within their planning.	Teachers and specialist teachers to provide evidence in their planning by the end of Semester 1 (1 each per term).	K-2 teachers	Observation of learning environments and evidence in programs.	Kym Kilgallon Sarah Zjacic Jo Dennis

Develop data literacy with staff within English and Maths.	Staff to break into year groups and clusters to analyse relevant data to their class. Staff to use the '5 questions' to investigate and analyse data. Staff to report back findings and discuss and implement adjustments to planning and teaching (focus areas of maths and grammar and punctuation).	2022 Beginning of year PD and periodical cluster and whole school data analysis.	On Entry Term 1 data Power BI NAPLAN data PAT Reading and Maths data PAT Punctuation and Grammar Years 3-6	Staff feedback in staff meetings and PLC to monitor and update programs and whole school literacy and maths blocks. Continued monitoring and analysis of relevant data as it is completed throughout the year.	Jo Dennis Alison Campbell Lisa Walsh

COMMUNITY Catholic Pastoral Communities

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Developing a whole school awareness of the family stories of our Aboriginal students and families within the school community.	Teacher and Aboriginal Teaching Assistant (ATA) to connect with students, parents, and families. Interviews to discuss background information and ideas to collaborate and support families.	Interviews with families in Term 1 Follow up interviews and collaborations with families throughout the year	Revised PLP documents Indigenous families All staff.	Handover of information to relevant staff Update of students 'revised' PLP as information is shared, including family feedback.	Annette Parata Nikiesha Vinciguerra
Embed the student Code of Conduct within the school.	Workshops with classroom teachers, students, and student leaders to facilitate and create a student led Code of Conduct.	2022	CEWA Student Code of Conduct support documents.	Feedback from selected students.	Sam Fontaine Alison Campbell

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Developing a more sustainable school environment with a particular focus on Waste Wise and reducing the non-recyclables within the school.	Whole school agreement to not order or use 'single use' plastics (including Canteen). Encourage parents, families and students to use recyclable lunch containers. Monitoring of lunchboxes and amount of rubbish after recess and lunch (Environmental ministry to assist).	Canteen and classrooms to be rid of single use plastic stocks by the end of Semester 1. 2022	Waste Wise website Waste Wise school plan Waste Wise messages and information sent to families via the school newsletter and Seesaw.	Reduction in amount of school waste.	Susanna LoFaro Kym Kilgallon Donna Troman Waste Wise Audit - Comparison of 2021 waste cost

School Improvement Review and Progress Milestones

Date	Progress, notes and key points