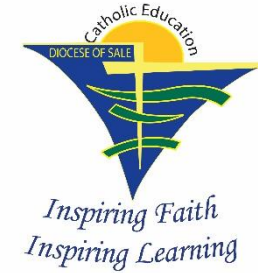




# St Mary's Primary School

## Sale



### STRATEGIC IMPROVEMENT PLAN: 2019 - 2022

Our diocesan strategic intent is embodied in the statement “Best Practice Catholic Education in Victoria.”

As an education system our aim is to improve school performance through high quality service provision and partnerships with schools, focussing on building the instructional capacity of principals and leaders to ensure expert teacher practice in every school in the Diocese of Sale.

This template aims to assist schools within the Diocese of Sale to construct a Strategic School Improvement Plan aligned with the Diocese of Sale Strategic Plan and the National School Improvement Tool (ACER).

The following three domains for School Improvement and related dimensions have been delineated to assist schools to develop their Strategic School Improvement Plan:

#### Catholic Identity and Religious Education

- Catholic Identity
- Religious Education

#### Learning and Teaching

- Expert Teacher Practice
- Improved Student Learning Outcomes

#### Leadership

- Leadership for Learning
- Resourcing



# St Mary's Primary School

## Sale

### School Vision and Mission

St Mary's School is a welcoming and inclusive community where:

- a quality Catholic educational environment exists that is strengthened through school, family and parish partnerships.
- staff and students are challenged to extend their learning in a safe and supportive environment.
- individuality is celebrated and the wellbeing of students, staff and families is promoted.

#### **Mission**

St Mary's School exists to serve the families of St Mary's Parish, Sale. Mindful of the rich heritage of Sisters of Sion and the Sisters of St Joseph of the Sacred Heart our school is committed to the Catholic tradition and enlivening the Gospel in the community.

As such the teachings and example of Jesus Christ permeates all aspects of school life; relationships and learning.

- St Mary's is a vibrant Catholic community where diversity is celebrated, success is acknowledged and all are empowered to achieve

### Strategic Intent

St Mary's School is committed to ensuring high quality outcomes for all students through:

- School community- a faith filled community.
- Every leader - an instructional leader
- Every teacher- an expert teacher
- Every child- an accelerated learner

## Improvement Domain - CIRE

### *Improvement Dimension - Catholic Identity and Religious Education*

#### ***Catholic Identity***

##### **Diocesan Aim:**

- A clear and consistent articulation of Catholic Identity in Catholic Education is evidenced in the school
- Teachers/Students are assisted to a post critical belief stance
- The school reaches out to an increasingly diverse community
- The school promotes Catholic Social Teaching

#### ***Religious Education***

##### **Diocesan Aim:**

- Teachers have a deep knowledge of the progression of learning in the Religious Education Curriculum
- Teachers are supported to personalize learning in Religious Education through effective assessment and planning practices
- Teachers are supported to assess for reporting purposes on student progress in line with the standards of the Religious Education Curriculum

**GOAL: To maintain and enhance Catholic Identity by embedding the Religious Education Curriculum ‘To Live in Christ Jesus’ in a dialogical and recontextualised manner.**

<b>Intended Outcomes</b>	<b>Success Criteria - Qualitative &amp; Quantitative</b>
That the staff implement the Religious Education Curriculum, ‘To Live in Christ Jesus’.	<ul style="list-style-type: none"> <li>• Full implementation of the Religious Education Curriculum, ‘To Live in Christ Jesus’ reflective in planning documents and classroom practice indicated by:                             <ul style="list-style-type: none"> <li>• Staff have a deep knowledge of Religious Education Curriculum, ‘To Live in Christ Jesus’.</li> <li>• Teachers have built their capacity as witnesses, specialists and moderators increasing student engagement</li> <li>• Teachers use pre and post assessment for the differentiation of the student learning.</li> </ul> </li> </ul>
That staff have a deep knowledge and understanding of the learning progressions within the Religious Education Curriculum, ‘To Live in Christ Jesus’.	<ul style="list-style-type: none"> <li>• Teachers use the progressions of learning to identify student prior knowledge in order to address variability.</li> <li>• Teachers use the progressions of learning for the differentiation of student learning.</li> </ul>
That staff identify opportunities to engage students in meaningful prayer experiences and liturgies, as they gain a deeper appreciation of recontextualisation.	ECSIP data shows : <ul style="list-style-type: none"> <li>• A positive upward trend in Post Critical Belief- it is in the indicative range but needs to be at or above Diocesan median score 5.2</li> <li>• The Victorian Scale in the Dialogical School to be maintained (5.47) and increased.</li> <li>• The Melbourne Scale score is for recontextualisation is maintained (5.88) and increased.</li> </ul>

That the staff and students have a strong understanding of Catholic particularity in relation to Catholic Social Teaching.

- The Catholic Culture in Insight SRC shows an upward trend particularly in student and parent data.
- The Melbourne Scale keeps reducing to the indicative range (4.0- 5.0).
- The student score for confessionality is increased to 5 or above.
- Continue and maintain the very strong support for the Catholic faith by staff and parents and lift the students from strong to very strong.
- All modes of communication, policies and practices of the school are consistent with the principles of Catholic Social Teaching.

## Improvement Domain - Learning and Teaching

### *Improvement Dimension – Expert Teacher Practice*

**Diocesan Aim:**

- Teachers have a deep knowledge of the Victorian Curriculum
- Teachers have a deep knowledge of the progression of learning in English and Mathematics
- The school has identified and can demonstrate that it is using tests and other assessment tools to monitor school-wide achievement and progress in areas of the curriculum including English and mathematics
- Expert teacher practice in assessment is developed
- Data and evidence is effectively utilized to target improvement in student learning
- Wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum - Capabilities
- A common language and expectation of the expert teacher in this Catholic school is developed, referencing and aligned with the Diocese of Sale Learning and Teaching Network

**GOAL: To build the professional capacity of all teachers to be expert teachers.**

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That the teachers have a strong knowledge of the Victorian Curriculum and its progressions of learning.	<ul style="list-style-type: none"> <li>• Teachers' planning and practice shows a strong knowledge of the Victorian Curriculum and learning progressions in English and Mathematics.</li> <li>• A continued upward trend of the Insight SRC teaching climate.</li> </ul>
That the school builds teachers' capacity to use data to inform and to evaluate their impact on student learning with a focus on differentiating their practice.	<ul style="list-style-type: none"> <li>• Teachers' planning documents show a differentiation to address variability and demonstrate where learning adjustments are made.</li> <li>• A continued upward trend of the Insight SRC teaching climate.</li> <li>• All staff using evidence of student progression to improve learning.</li> <li>• Teachers' planning documents show clear alignment between data and targeted teaching.</li> <li>• Accelerated growth across all the percentiles in Reading and Numeracy.</li> <li>• The behavior and language of teachers at planning meetings demonstrate clear understanding of the evidence required to meet the needs of all students.</li> </ul>
That the school continues to implement and develop the whole school approach to positive behavior support so all staff have a clear understanding of student management ensuring all students are engaged in purposeful learning in a safe, inclusive environment.	<ul style="list-style-type: none"> <li>• Full implementation of the Whole School Approach to Positive Behavior /universals and the Capabilities of the Victorian Curriculum.</li> <li>• Consistent approach, expectations and language used by all staff when managing students.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Insight SRC staff, student and parent data shows an upward trend in student behavior.</li><li>• Student management indicator is maintained and a greater alignment with student behaviors is achieved.</li></ul> |
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## Improvement Domain - Learning and Teaching

### *Improvement Dimension – Improved Student Outcomes*

**Diocesan Aim:**

- Leader and teacher capacity to read, interpret and action data and evidence for school and student performance is built
- Outcomes in English and Mathematics are improved for every student (100% students 100% of the time)
- Teachers encourage and assist students to monitor their own learning and to set goals for future learning
- Explicit targets for improvement in student achievement have been set and communicated to parents, staff and wider school community
- Assessment practices ensure that students requiring a learning adjustment are identified early and effective adjustments implemented
- Inclusive classrooms are established

**GOAL: To improve and accelerate learning outcomes for all students.**

Intended Outcomes	Success Criteria - Qualitative & Quantitative
<p>That all students' outcomes in English and Mathematics are improved and accelerated in all percentiles.</p>	<ul style="list-style-type: none"> <li>• Ensure a positive improvement trajectory in student performance at every percentile in NAPLAN Reading.</li> <li>• Improve performance at each percentile by 15-40 band scale points at 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup> and 90<sup>th</sup> percentiles in Year 3 Reading.</li> <li>• Improve performance at each percentile by 10-70 band scale points at 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup> and 90<sup>th</sup> percentiles in Year 5 Reading.</li> <li>• Ensure a positive improvement trajectory in student performance at every percentile in NAPLAN Numeracy.</li> <li>• Improve performance at each percentile by 15-25 band scale points at 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup> and 90<sup>th</sup> percentiles in Year 3 Numeracy.</li> <li>• Improve performance at each percentile by 15-60 band scale points at 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup> and 90<sup>th</sup> percentiles in Year 5 Numeracy.</li> <li>• Insight SRC data shows an upward trend across the teaching and learning</li> <li>• Pre and post testing shows considerable improvement in teacher practice to improve student outcomes.</li> </ul>
<p>That evidence is utilized by staff to inform decisions, adjust learning and evaluate teacher impact on student learning.</p>	<ul style="list-style-type: none"> <li>• Staff are consistently using high quality and relevant evidence to identify gaps and targets specific areas of concern in students' learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff collaboratively discuss data and evidence based practice to meet the needs of students.</li> <li>• Learning adjustments are appropriately made and recorded.</li> </ul>
<p>That all students are highly motivated to learn.</p>	<ul style="list-style-type: none"> <li>• Insight SRC student data shows an upward trend in engagement in learning.</li> <li>• Teacher/student/ peer/ feedback demonstrates that students are more confident and engaged in their learning</li> </ul>
<p>That all students are meeting explicit targets.</p>	<ul style="list-style-type: none"> <li>• Add 75 to 95 band scale points to each student's performance between Year 3 and year 5 in Reading and Numeracy.</li> <li>• Improve mean scale NAPLAN Reading in each year of the improvement plan.</li> <li>• Improve mean scale NAPLAN Numeracy in each year of the improvement plan.</li> <li>• School targets are met and are in line with diocesan expectations.</li> <li>• Pre and post testing shows considerable improvement.</li> </ul>



## Improvement Domain - Leadership

### *Improvement Dimension - Leadership for Learning*

**Diocesan Aim:**

- Instructional capacity of school principals and leaders is developed focusing on curriculum, assessment and change leadership.
- Leaders create the conditions (culture) in which a high quality curriculum is enacted and students have access to learning entitlement
- Effective leadership structures and practices are in place in every school to ensure the growth and performance of expert teacher practice
- A whole school plan for learning entitlement is in place ensuring student access to essential learning and the plan is shared with the school community
- Reporting processes are aligned with the whole school plan for learning entitlement and communicate to parents, families and students achievement of curriculum learning intentions and progress over time
- The leaders and teachers of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community
- The school builds partnerships with parents, families and local business and community organizations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students

**GOAL: To continue to build the instructional leadership capacity of all leaders.**

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That the school continues to build clarity liked to purpose so that staff are clear and connecting their work with both the school and diocesan improvement agenda.	<ul style="list-style-type: none"> <li>• Insight SRC data shows an upward trend in clarity and learning. Insight SRC data shows a greater balance between the four cultural pillars.</li> </ul>
That leadership maintain and embed the instructional culture of the leadership team.	<ul style="list-style-type: none"> <li>• Insight SRC data shows an upward trend in all four cultural pillars.</li> <li>• Leadership places a very high priority on the ongoing professional learning of all staff focused on improved classroom teaching.</li> </ul>
That leadership create conditions in which high quality curriculum is enacted.	<ul style="list-style-type: none"> <li>• Leadership language and behavior is consistent with the school's instructional vision.</li> <li>• Meeting structures allow for the engagement of the work of the Learning and Teaching network and of the Collectives.</li> </ul>
That middle leaders have opportunities to build their capacity as leaders.	<ul style="list-style-type: none"> <li>• Insight SRC data shows an upward trend in professional growth and appraisal and recognition.</li> <li>• Middle leaders are supported by leadership to progress their work of the Collectives to improve teacher practice.</li> </ul>

## Improvement Domain - Leadership

### *Improvement Dimension - Resources*

#### **Diocesan Aim:**

- Student outcomes drive the allocation of school resources
- Resources are linked to priority teaching goals
- Purposeful, effective and contemporary learning spaces are provided
- Employment, induction and professional development practices reflect a focus on the expert teacher in a Catholic school
- The school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing
- The school meets all mandatory compliance benchmarks under all relevant State and Federal legislation

#### **GOAL: To make effective use of available resources to enhance teaching and learning**

<b>Intended Outcomes</b>	<b>Success Criteria - Qualitative &amp; Quantitative</b>
That all legislative and mandatory compliance requirements are met.	<ul style="list-style-type: none"> <li>• Complispace site is kept up to date and staff are able to access and use it.</li> <li>• Online modules are completed by staff.</li> <li>• Clear protocols are in place for visitors, volunteers and contractors.</li> </ul>
That resources are used to support the school improvement agenda.	<ul style="list-style-type: none"> <li>• The allocation of the school budget is evidence based with focus on improving learning outcomes and wellbeing for all students.</li> <li>• Professional development is aligned with both the school and diocesan improvement agenda.</li> </ul>
That employment, induction and professional development practices reflect a focus on expert teacher practice in a Catholic school.	<ul style="list-style-type: none"> <li>• Clear protocols are in place for the employment of new staff.</li> <li>• Clear protocols are in place for the induction of new staff.</li> </ul>
That resources are used to provide flexible, functional spaces that support contemporary learning and teaching practices inside and outside.	<ul style="list-style-type: none"> <li>• Clear evidence that teachers are using learning spaces for direct explicit instruction, inquiry and project based learning, creative expression, hands on investigation and construction, discussion, quiet reflection and reading.</li> </ul>
That the school works in partnership with the community supporting student achievement and wellbeing.	<p>The school actively participates in:</p> <ul style="list-style-type: none"> <li>• Rotary Junior Community Program, Lions Club, RSL</li> <li>• Meals on Wheels</li> <li>• Sporting Events</li> <li>• Anzac Day and Remembrance Day ceremonies</li> <li>• Parish Altar Servers Support, Masses, liturgies</li> <li>• St Vincent DePaul Society, Caritas, Missions</li> <li>• St Mary's Carnivale</li> </ul>

