

Lead Us, Guide Us



SCHOOL CREST

Mary – Our Lady Mother of Jesus

Star – Guidance

Sea – Symbol of Rockingham being located on the coast

Star of the Sea Primary School Rockingham

CATHOLIC SCHOOL IMPROVEMENT PLAN

2023

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.

Star of the Sea Catholic Primary School is a Christ-centred and child focused community actively living the Gospel through the values of: **Respect, Service and Excellence**

Vision Statement

We at Star of the Sea Catholic Primary School value;

- The teachings of Jesus
- The richness and promise of each person
- Learning as a life-long process, wholly dependent on a partnership between parents, teachers, students and the wider community

We believe;

- In the teachings of Jesus and the doctrine of the Catholic Church
- That a safe environment promotes learning
- That we should respect and value the differences of all

We promote;

- Collaborative learning
- The practice of students taking responsibility for their actions

We celebrate;

- The achievement and successes of all our students
- The gifts of the students and teachers
- Our relationship with God through the gift of prayer, Sacraments and encountering Jesus through the Eucharist at Mass.

Star of the Sea Rockingham

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

Goal(s):	Success Indicators:	Links to QCE Elements:
Contemporary models of Gospel leadership that are inclusive, flexible and responsive to the increasing requirements of church, governments and society.	<p>Staff have deepened their relationship with Christ and are committed to their faith journey.</p> <p>Staff are committed to developing Christ-like relationships and are able to model this in every day situations.</p>	<p>1.1a</p> <p>1.1b</p> <p>1.1c</p>



EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.	<p>Safe learning environments.</p> <p>Improvement of student outcomes.</p>	<p>2.1</p> <p>2.3a-e</p>
Shared understanding and commitment to a Catholic Vision for Learning across all schools.	Alignment with CEWA's Strategic Directions and Vision for Learning.	2.3a-e



COMMUNITY Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
Shared understanding and commitment to the <i>Transforming Lives Strategy 2025</i>	Community knowledge and awareness of cultural responsive pedagogy.	3.1d
Services to enhance the safety and wellbeing of students and staff across all contexts.	Effective implementation of CEWA Wellbeing Strategic Framework.	<p>3.1c</p> <p>3.2</p> <p>3.3</p>



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Initiatives ensuring the accessibility, affordability, sustainability and growth of schools.	Effective planning and implementation of the Wrap Around Service (WAS) Project Roadmap.	4.3a



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 - 2024

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<p>WITNESS</p> <ul style="list-style-type: none"> Examples of expressing the divine within Raising awareness of the presence of Jesus 	<p>To provide opportunities for staff faith formation.</p> <p>2023 To assist staff to recognise seasons of Liturgical calendar and be inspired with prayer tables and sacred spaces to reflect these seasons visually and through prayer opportunities</p>	<p>RE PD Faith and Spiritual Wellbeing – Parish Priest involved in planning and delivery of PDs Faith Formation courses to be offered to all staff.</p>	<p>Monitor and document Improvement Review and progress Milestones every 6 months.</p>	<p>AP RE</p> <p>Parish Priest</p> <p>Sherry Weddell resources</p>	<p>Staff enrol in Faith Formation Courses in the Parish</p>	<p>AP RE</p> <p>Termly</p> <p>Report to Leadership Share, discuss, evaluate and agree on future actions.</p>
<p>CALL TO FAITH</p> <ul style="list-style-type: none"> Themes Beliefs 	<p>To provide support for staff to plan and prepare Masses so that students can experience an encounter with Christ.</p>	<p>Reduce number of Masses and include planning sessions on the Termly Mass Schedule.</p> <p>Teachers communicate directly with Father, developing teacher</p>	<p>Leadership review termly with Parish Priest and teachers.</p>	<p>Teachers</p> <p>Parish Priest</p> <p>APs</p>	<p>Feedback from Parish Priest – documented evidence.</p> <p>Feedback from staff – documented evidence.</p> <p>Effective planning</p>	<p>AP RE</p> <p>Termly</p> <p>Report to Leadership Share, discuss, evaluate and agree on future actions.</p>

		confidence and capacity to plan a Mass effectively.				
<p>CALL TO GROW IN DISCIPLESHIP</p> <ul style="list-style-type: none"> • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer 	<p>To provide opportunities for staff faith formation.</p> <p>2023 Renewal of Parish Sacramental Program</p>	<p>AP RE and Principal liaises with Parish Priest</p> <p>AP RE and Leadership attend Faith Formation courses at Parish 'Alpha, Ananias and Called and Gifted.</p> <p>Parish Vision shared - Timeline and resources.</p>	<p>Monitor and document Improvement Review and progress Milestones every 6 months.</p> <p>Sacraments to be offered twice a year.</p>	<p>Staff already on their Faith journey and involved in Parish courses/ activities.</p> <p>AP RE Parish Priest Sherry Weddell resources</p> <p>Staff who feel called to support the Parish Vision.</p>	<p>Staff feedback – staff evaluation after PDs</p>	<p>AP RE</p> <p>Termly</p> <p>Report to Leadership Share, discuss, evaluate and agree on future actions.</p>

Improvement Goals

School: _____

Year: _____

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>
<p>To provide opportunities for staff faith formation.</p> <p>Assist staff to recognise seasons of the Liturgical calendar and be inspired with prayer tables and sacred spaces to reflect these seasons visually and through prayer opportunities</p>	<p>AP RE and Principal liaises with Parish Priest</p> <p>Continue to invite staff to Faith Formation courses on offer by the Parish 'Alpha, Ananias and Called and Gifted.</p> <p>AP RE to liaise with CEWA Consultant to plan a Knowledge PD for staff.</p> <p>Religious resources in classrooms/prayer tables are reviewed and new resources purchased if required.</p>	<p>Monitor and document Improvement Review and progress Milestones every 6 months.</p>	<p>AP RE</p> <p>Parish Priest</p> <p>Staff already on their Faith journey and involved in Parish courses/ activities.</p> <p>Sherry Weddell resources</p>	<p>Staff feedback – staff evaluation after PDs</p> <p>Staff enrol in Faith Formation Courses in the Parish</p> <p>Staff have knowledge of the Liturgical calendar and confidently work in this space providing regular opportunities for students to develop their personal relationship with Jesus.</p> <p>Prayer space/tables are the focal point of each classroom.</p>	<p>AP RE</p> <p>Termly</p> <p>Report to Leadership Share, discuss, evaluate and agree on future actions.</p>
<p>To support the Parish with the Renewal of the Parish Sacramental Program.</p>	<p>Father Pier to share the Parish Vision for the Sacramental Program in 2023.</p> <p>Staff are called to support in whatever capacity they can to support parents and students in their faith journey as they prepare for the Sacrament of Reconciliation, Eucharist and Confirmation.</p>	<p>Sacraments to be offered twice a year.</p>	<p>Parish resources</p>	<p>Parish data tracking</p>	<p>Father Pier to share the Vision and how it is progressing as it evolves.</p> <p>AP RE to document staff involvement, feedback from parents etc.</p> <p>Termly</p> <p>Report to Leadership Share, discuss, evaluate and agree on future actions.</p>

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>
Effectively plan and assess using SCSA and EYLF as outlined in the registration standards for non-government schools in WA. https://www.education.wa.edu.au/standards Alignment with CEWA's position and framework document.	Cluster Leaders attend Judging Standards SCSA PD on December 7 th 2022. Work CEWA to develop professional development for all staff in Term 1 Teachers have access to planning scaffolds as well as a list of expected norms.	2023	Deborah and Candice to support and provide teachers with relevant planning documents. CEWA Consultants SCSA Teams Channel Position Statements for Numeracy and Literacy Current Literacy Framework Numeracy Framework (introduced in 2023)	Teachers understand how to plan and assess using SCSA and EYLF documents. Leadership checking planning documents.	Leadership Team Candice and Deborah (Cluster Leaders)
NQS Quality Area 1 Ensure that the educational program and practice is stimulating and engaging and enhances children's learning and development.	Early Childhood teachers to use the 8 EYLF practices to support the learning outcomes of students. Holistic Approaches Responsiveness to Children Learning through Play Intentional Teaching.	2023	Dom Soroka (AP) Deborah Thomas (Cluster Leader) NQS and EYLF documents	Staff familiar with NQS and EYLF documents Evidence of a balance of approaches that promote holistic development.	Dom Soroka (AP) Deborah Thomas (Cluster Leader)

	<p>Learning Environments Cultural Competence. Continuity of Learning and Transitions. Assessment for Learning.</p>				
<p>Data Analysis: Make use of collected student data as per 2023 Assessment Schedule to inform planning and practice around student outcomes.</p>	<p>Data analysis at relevant times (see assessment schedule).</p> <p>School Year level Class Individual students (including IAPs).</p> <p>Identify strengths, weaknesses and patterns.</p>	<p>Term 1: Reading Assessments analysis.</p> <p>Term 2: NAPLAN analysis</p> <p>Term 3: BRLA analysis</p> <p>Term 4: PATS analysis and Reading Assessment analysis.</p> <p>Progress Monitoring throughout the year linked to Tier 2 intervention.</p>	<p>Assessment materials</p> <p>Staffing for testing schedules</p> <p>NAPLAN and BRLA coordinators/administrators</p>	<p>Evidence of use of data linked to whole school planning around student outcomes.</p> <p>Scheduled data analysis sessions (Leadership, Cluster, staff and parent community forums).</p>	<p>Deb A (AP)</p> <p>Check each term that data is being used to review practice and inform planning at school, year level, class and individual student level including IAPs.</p> <p>Principal Leadership Team Cluster Leaders Learning Support Team Staff</p>

COMMUNITY Catholic Pastoral Communities

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>
Engage with the Transforming Lives Strategy 2025, with a focus on strengthening relationships between school and the local Aboriginal community. To develop Aboriginal education school improvement, resulting in stronger cultural competencies and increased Aboriginal student enrolments.	<p>Leadership liaising with the Aboriginal Education Team.</p> <p>Providing staff with dedicated time for professional learning and engaging with the Aboriginal Education Improvement Map (AEIM).</p> <p>Celebrate significant days (Reconciliation Week and NAIDOC).</p> <p>Leadership 'walk country' with local elder</p>	Termly	<p>Deborah Addison (AP)</p> <p>Aboriginal Education Improvement Map (AEIM).</p> <p>CEWA's Aboriginal Education Team</p>	<p>Actions arising from staff engaging with the AEIM which will inform goals for 2023 and 2024.</p> <p>Professional development with staff and leadership</p>	<p>Deb A (AP)</p> <p>Aboriginal Education Team</p> <p>Report to Leadership Share, discuss, evaluate and agree on future actions.</p>
To develop an understanding of the Wellbeing Framework and how it can be used by all staff to evaluate and strategically plan.	<p>Lisa to contact Wellbeing Team and arrange a PD/PLC.</p> <p>Staff to identify what we currently do at SOTS and agree on a school focus moving forward.</p>	2023	<p>CEWA Resources: QCE Wellbeing Framework</p> <p>CEWA Consultants</p> <p>All staff</p>	Staff are familiar with CEWA documents and resources.	<p>Leadership</p> <p>Share, discuss, evaluate and agree on future actions each term.</p>

Create staff agency to inform wellbeing and school direction.	<p>Establishing a wellbeing team to:</p> <ul style="list-style-type: none"> - Provide feedback to leadership - Review wellbeing initiatives and coordinate events and workshops <p>Provide a platform for staff voice.</p>	2023	<p>Wellbeing Team: Alana, Jo C, Emily G, Chloe, Bec C.</p> <p>Budget</p> <p>Wellbeing Framework</p>	<p>Climate Survey</p> <p>Actions from staff feedback</p>	Wellbeing Team and Principal with termly meetings
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STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals <i>Performance & 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 goals? When/how regularly will this be done? How will this be done?</i>
<p>Provide services that are accessible and affordable for the wider community.</p> <p>Increase enrolments in our ELC providing stability within the school</p>	<p>Update and finalise Project Roadmap.</p> <p>Develop VET program with Kolbe and other institutions.</p> <p>Develop and finalise business plan to submit CDP for 2024</p>	1, 3, 5 Year Plan – Refer to Project Roadmap.	<p>Kolbe</p> <p>Rockingham Tafe</p> <p>Leadership</p>	<p>Enrolments</p> <p>Successful CDP (self-funded)</p> <p>Kolbe and Tafe students involved within our ELC</p>	<p>Rhiannon</p> <p>Chloe</p> <p>Mauricio</p> <p>Faith</p> <p>Domenica</p> <p>Corey Pickering (Advisory Council Member)</p> <p>Termly meetings (twice per term)</p> <p>Meeting notes taken.</p>

