



St Mary's
CATHOLIC SCHOOL
WELLINGTON

Annual School Improvement Plan 2022



Our Vision & Mission

Virtus Sola Nobilitat
'Only goodness makes you noble'

Our Vision

St Mary's Catholic School is a Christ centred, inclusive community where individuals are supported to learn at high levels and to grow spiritually, socially and physically.

"We have gifts that differ, according to the grace given to each of us." (Romans 12:6)



Our Mission

Develop a Rich and Authentic Catholic Community

- Develop an understanding and practice of our Catholic traditions.
- Be a community that acknowledges and respects the traditions of our Mercy heritage and Wiradjuri culture.
- Proclaim and live the Gospel values of Jesus.
- Recognise Christ in each individual by implementing the Positive Behaviour for Learning framework.
- Provide students with a wide variety of physical activities in a safe, secure and stimulating environment.
- Model and build positive relationships within our school, parish and the wider Wellington community.



Provide Quality Learning and Teaching

- Provide a contemporary and flexible learning environment, facilitating engagement and meeting the needs of all students.
- Provide opportunities for teamwork and collaboration for students and teachers.
- Continually strive for excellence, setting high standards of learning for all.
- Promote personalised learning through high quality teaching, in which students reflect upon their learning and set goals in order to reach their potential.



Annual School Improvement Plan 2022

CONTENTS

Vision and Mission	2
2022 Focus Areas	4
Faith	7
Learning	8
Stewardship	11
Acronyms / Definitions	12

2022 - Annual School Improvement Plan Focus Areas

Faith: Building our Catholic Identity

Learning: Purposeful and authentic teaching practice through student engagement and quality teaching practice

*Stewardship: Wellbeing (getting to know our students)
Sustainability (building capacity and retention of staff)*

Annual Improvement Plan

School: St Mary's Catholic School Wellington

Year: 2022

QCE Elements/Sub-Elements/MCCL APST* (where applicable)	Goals	Strategies and Actions	Key Indicators of Success
Faith - 1.1 Spirituality of Community			
1.1.2 Faith Formation for Missionary Discipleship	The formation of St Mary's as a centre of faith, inclusion and missionary discipleship.	<ul style="list-style-type: none"> Faith Formation plan to be embedded with links to SMCS staff, students, broader school community and parish Faith Formation Plan 	<ul style="list-style-type: none"> <i>Faith formation plan 2022 implemented and checked at weekly leadership meetings to ensure target faith immersion elements are met K-10, with staff and community.</i> <i>Review and re-formation of school retreats.</i> <i>Mini Vinnies meetings held and evidenced through fundraising and community outreach projects</i> <i>Faith immersion programs for new students and staff</i> <i>Evidence of connections with Parish through attendance at Parish masses and events</i>
1.1.3 Collaboration with Parents and Parish		<ul style="list-style-type: none"> Students from Year 3 to Year 10 will participate in rostered weekly interactions and/or visits to Maranatha and with St Patrick's parish for a community outreach program 	<ul style="list-style-type: none"> <i>An Outreach timetable implemented and followed for Maranatha visits and involvement with St Patrick's parish. Activities will include Maranatha mass, participation in parish masses, gardening for the Church, biographies for Maranatha residents. These will be promoted through school and local media</i>
		<ul style="list-style-type: none"> ATSI perspectives will be prioritized and embedded into school celebrations and curriculum through a 4 year ATSI school plan, to promote St Mary's as a culturally inclusive school Aboriginal & Torres Strait Islander Plan 2020 - 2022 	<ul style="list-style-type: none"> <i>ATSI plan implemented and priorities listed with staff, student and community input; school celebrations held in 2022 will include Sorry Day, NAIDOC and sport events with a cultural focus. Community members will be included in these events</i> <i>ATSI perspectives will be evident in teacher programs and be reflected through student work, particularly in History, Geography and Religion.</i> <i>Plan will be reviewed by key stakeholders in Term 3 2022</i>

1.2.3 Care for Our Earth	During 2022, provide access to a Christian education which is tolerant of others' beliefs and focuses on the need to protect and nurture our earth for future generations.	<ul style="list-style-type: none"> Staff & student understanding of Pope Francis' encyclical on the care for the earth 'Laudato Si', and students are encouraged to care for their school and surrounding environment. Pope Francis: A Prayer for Our Earth Catholic Climate Covenant	<ul style="list-style-type: none"> Staff are attending regular professional learning linked to the Religious education staff formation program Leader of Ministry and Mission leading conversations and guiding staff to incorporate student information on 'Laudato Si' through Religious education programs and lessons Syllabus confirms care for the earth registered through Religious Education lessons K-10
--------------------------	--	--	---

Annual Improvement Plan			
QCE Elements/Sub-Elements APST* (where applicable)	Goals	Strategies and Actions	Key Indicators of Success
Learning - 2.1 Students and their Learning			
2.1.2 Student Engagement		<ul style="list-style-type: none"> Student goal setting is part of teaching and learning strategies and shared with families Students will be encouraged to be part of school decision making and direction through a 	<ul style="list-style-type: none"> student goals have been set and reviewed with teachers and parents each term goals and actions are available to families through Seesaw. student voice is facilitated through the SRC, fostering student voice across the school, evidenced through student involvement in SPB4L Committees, leadership meetings and involvement in

	Develop partnerships for learning between students, family and staff incorporating effective feedback and student voice.	<p>variety of platforms throughout 2022</p> <ul style="list-style-type: none"> Methods of student feedback and student voice K-10 will be audited and reviewed during term 1. Staff development opportunities will be provided and develop processes for fostering effective feedback and student voice The Seesaw App (Learning Journal) will be used across the school as a tool to share each child's learning journey at St Mary's 	<p>student leadership days and conference opportunities have been identified for 2022</p> <ul style="list-style-type: none"> student audit of feedback methods has occurred and improvements identified by the end of Semester 1 professional learning for staff on effective feedback strategies for students during semester 1 effective feedback strategies evidenced through learning walks allowing staff to share and practice effective feedback strategies Seesaw Professional Learning is incorporated into the yearly Professional learning calendar All families can access the learning journal on Seesaw and weekly posts have been made for all students
--	--	--	---

Annual Improvement Plan			
QCE Elements/Sub-Elements APST* (where applicable)	Goals	Strategies and Actions	Key Indicators of Success
Learning - 2.2 Dynamic and Responsive Curriculum			
2.2.4 Assessment and Feedback	Assessment and Reporting Data used to drive the direction of school curriculum and personalised learning for students	<ul style="list-style-type: none"> Assessment and reporting timelines followed and embedded into scope and sequences Develop a framework for reporting to parents with increased frequency (rather than 2 reports - 	<ul style="list-style-type: none"> Professional learning prioritised throughout the year for 1. Types of assessment and alignment with the assessment and reporting policy 2. NAPLAN, Dibels, PAT, Best Start assessment data, allowing for analysis and strategies to be incorporated into classroom practice during Semester 1 and Semester 2

2.2.1 Data to Inform Learning		<p>model for 2022)</p> <ul style="list-style-type: none"> Staff will develop and implement the skills to effectively use data in school practice and student data will be used to inform school strategic direction 	<p>- Improved learning for all is evident in improved assessment marks in class assessments and through school reports</p> <p>- Professional learning is scheduled during term 2 on the use of data and how to use this information to reflect upon and inform practice and appropriate curriculum content. (using Google sheets to build literacy data CEDB)</p> <p>- Data on student growth is used when developing class programs and planning for school direction for 2023.</p>
2.2.2 High Quality Curriculum	<p>A broad curriculum is accessed enabling all students to be challenged, to develop a love of learning, have their individual needs met and achievements celebrated.</p>	<ul style="list-style-type: none"> Curriculum and teaching programs have balance, breadth and depth and are applied to a range of contexts for engagement of all learners There is a visible and clear alignment between the Annual School Improvement plan, Professional Learning Community focuses and school direction 	<p>- Term 1 staff meeting for staff to focus on National Consistency for the collection of data (NCCD) and its impact for teachers</p> <p>- Programs clearly show adjustments for differentiated learning based on student learning needs</p> <p>- Leaders of learning conduct weekly learning walks to monitor student engagement levels</p> <p>- Student engagement evidenced through improved grades and behaviour</p> <p>- Leaders of Learning/AP and Principal - Curriculum regularly reviewing and providing feedback on teaching programs and compliance elements</p> <p>- Common templates are in place in programs across K-10</p>
2.3.2 Literacy and Numeracy		<ul style="list-style-type: none"> Action research into evidence based practices to improve student achievement in literacy and numeracy with specific focus on pedagogy, including explicit instruction and essential learnings in Literacy and Numeracy (K-10). <p>Supporting improvement in literacy and numeracy</p> <ul style="list-style-type: none"> Learning support structures to focus on whole class support and targeted intervention programs to ensure that students across the school are all learning at high levels 	<p>- Leader of Learning - Instructional practice leading K-10 focus through professional learning teams on a high standard of learning and engagement in classrooms</p> <p>- In term 1 and term 2 professional learning and action research projects be researched and developed, focusing on student feedback and engagement</p> <p>- Strategic funding used to target a teacher of excellence to support the development of action research projects across the school to incorporate evidence based practices to improve literacy and numeracy outcomes for students</p> <p>- Shared leadership in Learning support from term 1 to develop structures around allocation of teacher assistants and student support</p> <p>- Professional learning for support teachers in term 1 and term 2 focusing on intervention programs and behaviour management strategies</p>

Learning - 2.3 Teaching Quality

2.3.4 Teaching Practice	High quality teaching practice will be embedded in school processes and have a direct impact on raising the quality of classroom instruction and student growth.	<ul style="list-style-type: none"> • SMART PP&D goals will be developed to support teacher practice • Peer coaching will be implemented across the school to assist with embedding practice around high levels of learning for all students • A well-being team, led by the Leader of Learning Wellbeing will monitor the implementation of the K-10 Well being/pastoral care policy to prioritise and address the social and emotional needs of our staff and students. • School Wide Positive Behaviour for Learning (SPB4L) will focus on students with anxiety and behaviour of high needs students. Focus on a shift in incentives for the school reward system is a priority. 	<p>- SMART goals are set at the commencement of term 1 and supervised and checked by team leaders at the middle and end of the year.</p> <p>- Peer coaches are allocated in term 1 and there is an expectation that 1 peer observation is conducted each term, focusing on a mutually identified area linked to teacher practice and intervention</p> <p>- The Well being /pastoral care policy review is unpacked with staff in term 1. Well-being priorities for staff have been identified and actions taken</p> <p>- Staff have attended professional learning about wellbeing and SPB4L</p> <p>- Staff wellbeing accommodated through one staff/community gathering achieved each term in 2022</p> <p><i>*Students - more clearly identified</i></p> <p>- Staff professional learning and an information session for parents will focus on Behaviour in term 1 and term 2 in consultation with Andrew Fuller (behaviour specialist).</p> <p>- Unpacking the behaviour management guidelines with staff in term 1</p> <p>- The behaviour management guidelines and the student reward system has been reviewed and implemented</p> <p>- Behaviour affirmations and incidents will be recorded on Compass and data referred to for school reform</p>
2.1.4 Pastoral Care and Well-being	Implement whole school structures during 2022 that build and support the well-being of students and staff.		

			- common practices for behaviour are embedded into the school behaviour management guidelines with clear procedures to follow for support with and referral behaviours
--	--	--	--

Annual Improvement Plan			
QCE Elements/Sub-Elements APST* (where applicable)	Goals	Strategies and Actions	Key Indicators of Success
Stewardship 3.1 School Culture			
3.1.1 People and Culture	To retain professionally excellent teachers and support staff as part of the St Mary's team	<ul style="list-style-type: none"> Ensure a high level of engagement with community in generating ideas for reviewing and renewing staffing recruitment and retention Collaborative processes will continue to involve staff, students and parents, parish and community. Priorities, frameworks, strategies and connections with the community will continue to be developed and fostered. 	<ul style="list-style-type: none"> - Continued feedback and strategies on staff retention through the St Mary's Task Force is occurring - Proactive recruitment of staff through universities and using employment agencies if required to source quality staff
3.1.2 Authentic Relationships			<ul style="list-style-type: none"> - P&F fundraising supports school programs, equipment needs and cultural school excursions - The St Mary's Task Force meetings occur every term. Goals and actions are reviewed at meetings and indicate progress in strengthening St Mary's - School surveys of staff, students and parents have occurred as planned. Survey data is communicated to the school community and incorporated in ongoing school planning. Parent, staff and student survey data indicated improvement in all key areas - SRC and school captain meetings have occurred as planned and student contributions are being valued and having a positive impact as evidenced through the school survey
		<ul style="list-style-type: none"> Research and implement well developed processes to ensure staff are deployed to best address learning needs of students 	

		<ul style="list-style-type: none"> Develop and embed a shared focus on improving student outcomes and behaviour across the school through staff professional learning <p>Policy reviews - timelines and guidelines</p>	<p>- staff are teaching in their area of expertise and are participating in opportunities for professional learning to enhance these skills</p> <p>- professional learning opportunities are targeted for teachers and support staff in the areas of curriculum and well being</p> <p>- Professional learning focusing on behaviour management, specifically working with students with diagnosed learning and behaviour has been organised in semester 1</p>
--	--	---	---

Annual Improvement Plan

QCE Elements/Sub-Elements APST* (where applicable)	Goals	Strategies and Actions	Key Indicators of Success
Stewardship 3.3 Management and Accountability			
3.3.3 Resource Management		<ul style="list-style-type: none"> Environmental sustainability will be embedded and taught across K-10 classes and aligned with school policies and practices A structured paper, recycling and food waste program will be incorporated into school planning during term 1 and 	<p>- Teaching programs include sustainability in the yearly scope and sequences</p> <p>- Student work and projects demonstrate a focus on caring for our earth</p> <p>- A sustainability team will convene in term 1. It will have developed a school plan for caring for our school focused around sustainability</p> <p>- By the end of Semester 1</p>

		supported through the school Religious Education and HSIE programs. (linking garden and cattle program to the curriculum)	<ul style="list-style-type: none"> • <i>Labelled recycling bins around the school</i> • <i>weekly collection of paper</i> • <i>return and earn from recyclable containers</i> • <i>school garden composting and poultry project reflect recycling</i> • <i>investigation into the effectiveness of a worm farm has occurred</i> • <i>school garden club</i>
--	--	---	---

Acronyms/Definitions:

APST - Australian Professional Standards for Teachers

RE - Religious Education

QCE - Quality Catholic Education

SPB4L - School-wide Positive Behaviour for Learning

PLC - Professional Learning Community

PLT - Professional Learning Team

AEW - Aboriginal Education Worker

KLAs - Key Learning Areas

STEM - Science, Technology, Engineering, Mathematics

A/P - Assistant Principal

PP&D - Professional Practice and Development

Compass - School online administration platform

ATSI - Aboriginal and Torres Strait Islanders

SES - Socioeconomic Status

VET - Vocational Education and Training

TAS - Technical and Applied Studies