



School Improvement Framework

St Mary's Primary School, Ararat

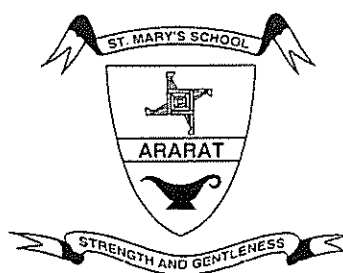


School Improvement Plan 2019 - 2023

Signed by Principal

Name *Bill Hill*

Date *3 / 12 / 18*



St Mary's Primary School, Ararat School Vision and Mission

ST MARY'S PARISH PRIMARY SCHOOL VISION

We believe that St. Mary's is a Catholic School Community where:

- *all are welcomed*
- *the dignity of each person is valued within a caring, supportive environment*
- *a love of learning is nurtured so that all students reach their potential*
- *all are encouraged to appreciate and care for creation*

ST MARY'S PARISH PRIMARY SCHOOL MISSION

At St. Mary's it is our mission to:

- *provide a comprehensive curriculum in all key learning areas to enable optimum learning*
- *develop skills which enable students to become active members of our Parish, local and wider communities*
- *provide a safe, non-threatening environment in which children develop a positive attitude to effort, success and failure*
- *encourage an appreciation of the value of life, a joy in living and an awareness of and respect for the dignity of each person*
- *work in partnership with teachers, parents, children, parish and wider community*
- *be challenged Gospel values, particularly those reflecting the Brigidine ethos such as Justice, Affirmation, Compassion, Hope, Tolerance, Peace and Respect in all facets of school life*
- *be open to change, innovation and discernment*
- *work together to develop strategies to preserve God's creation*

School Contextual Statement

St Mary's Parish Primary School is a Catholic co-educational school in the rural town of Ararat in the Western District of Victoria. The school is an integral part of the St Mary's Parish community and enjoys a close relationship with Marian College as our local Catholic secondary school, a school to which most of students transfer once they have completed their primary education.

The origins of the school date from 1863 and from 1889 the school was led by the Brigidine Sisters. The current school was opened in 1963 and major additions took place in the 1990's and a result of the Commonwealth Government BER grant in 2011.

Presently the school has 170 students from 112 families. The majority of the students live in the Ararat town area itself though approximately a quarter of the student population live in the rural areas surrounding Ararat. A high proportion of the student population were born in Australia and come from homes where the primary language spoken at home is English. 4% of the school population speak a language other than English at home. A quarter of the students come from non-nuclear families; either sole parent, step-families or blended families. The school has high proportion of families from the lower socio-economic strata; the average SES is 89. Most of our parents have completed some form of post-compulsory education.

Overview

The review and validation process for St Mary's Primary School, Ararat is directed by Catholic Education, Ballarat School Improvement Framework (revised 2015). The School Improvement Framework provides a process for improving student outcomes in learning and wellbeing in the Diocese of Ballarat. It takes into account school culture, leadership, learning and growth of all within the school community.

The School Improvement Framework provides a cyclical structure for the school to focus on what is important for the school to improve. It nominates the key drivers of leadership, collaboration, evaluation, reflection and evidence-based decision making. It draws on the National School Improvement Tool (2012) and other frameworks to enable the school to build a culture of shared responsibility for improving the outcomes for all students. It accounts for the five national reform directions (quality teaching, quality learning, empowered school leadership, meeting student need, transparency and accountability) and promotes evidence-based strategies and innovation, encouraging schools to continually ask important questions about student learning and future directions. It includes annual actions around:

- reflecting on and analysing school performance
- implementing elements of the long-term school improvement plan
- developing and implementing the annual action plan
- meeting compliance and reporting obligations

See also: *BDSAC School Improvement Policy* (2015)

School Improvement and Accountability Schedule (2016-2019)

The school is informed and guided by *The Characteristics of a Highly Effective Catholic School* (2018) which clearly articulates a standard for schools in the Ballarat Diocese around effective practice. It highlights the importance of a central vision and the aspects of school operation that flow from this vision.

Catholic School Culture

- *Religious Education*
- *Enhancing Catholic School Identity*
- *Social Action and Justice*

Community Engagement

- *Partnering with Families*
- *Community Partnerships*

Leadership and Stewardship

- *Shared Leadership*
- *Building Staff Capability*
- *A Culture of Continuous Improvement*
- *Stewardship of Resources*

Learning and Teaching

- *A Guaranteed and Viable Curriculum*
- *Effective Teaching*
- *Engaging Students In Their Own Learning*
- *Analysis and Use of Data*
- *Coordinated Strategies for Intervention*

Wellbeing

- *Quality Relationships*
- *Wellbeing Practice*
- *Safe Learning Environment*

The Characteristics of a Highly Effective Catholic School (revised 2018) highlights the necessity for the school to implement a guaranteed and viable curriculum. At this time, the school is implementing the Victorian Curriculum (2017) which includes cross-curriculum priorities related to learning about Aboriginal and Torres Strait Islander histories and cultures. The school also accepts its obligation to provide a safe environment for staff and students, as mandated by the Victorian Child Safe Standards.

Long term School Improvement and annual Action Plans are developed collaboratively by the school's governing authority, school staff, School Advisory Council and the Catholic Education Office, Ballarat. The school reports annually to the school community on its achievements and ongoing plans for improvement via the Annual Report to the School Community, as required by the State and Federal authorities. This report is published on the VRQA State Register and is available on request from the school. This school improvement plan will also be published in a form readily accessible to the public

KEY PRIORITY ONE

KEY PRIORITY (A KEY IMPROVEMENT THAT WILL MAXIMISE STUDENT LEARNING)	LINKS WITH THE CHECS COMPONENTS THAT WILL DRIVE THIS PRIORITY
Exploring, shaping and articulating our evolving identity as a Catholic School Community.	Vision and Mission Catholic School Culture 1.2 <i>Enhancing Catholic School Identity</i> 2.1 <i>Partnering with Families</i> 3.1 <i>Shared Leadership</i>

POSSIBLE STRATEGIES AND ACTIONS THAT WILL ADDRESS THIS PRIORITY

1. Developing clearly stated Vision and Mission statements that are understood and shared by the school community and used as the foundation to guide decisions made by the school.
2. Explore, shape and articulate our identity as a Catholic school community in a way which engages staff, students and parents in dialogue with the Catholic tradition.
3. Facilitate the involvement and presence of the Parish Priest and the parish within the school community and our involvement with the Church.

IMPLEMENTATION OVERVIEW

STRATEGY	WHEN	HOW	BY WHOM
1	End of Term 4 2018	- Whole staff writing day facilitated by external consultant - Draft created, communicated to and discussed with parents through School Advisory Council - Draft discussed with staff - Leadership Team to create final version - Ratified by Canonical Administrator	Principal Leadership Team Whole Staff Group External facilitator (CEOB) School Advisory Council
2	Throughout School Improvement Plan timeframe	- Regular focus at Staff Development meetings, notably RE focus meetings - Regular discussions at SAC meeting, with at least one meeting focussed on this each year	Principal REL Canonical Administrator/ Pastoral Leader School Advisory Council
3	Throughout School Improvement Plan timeframe, with particular focus during 2019-2020	- Planning for liturgies and masses with Pastoral Leader - Forum discussions with parish community, parents and staff	Principal Canonical Administrator/ Pastoral Leader REL Wellbeing & Community Engagement Leader Staff

KEY PRIORITY TWO

KEY PRIORITY (A KEY IMPROVEMENT THAT WILL MAXIMISE STUDENT LEARNING)	LINKS WITH THE CHECS COMPONENTS THAT WILL DRIVE THIS PRIORITY
Actively seeking collaborative and engaging partnerships with parents, carers, parish and the wider community to optimise learning and wellbeing.	Vision and Mission Community Engagement 2.1 <i>Partnering with Families</i> 2.2 <i>Community Partnerships</i> Wellbeing 5.1 <i>Quality Relationships</i> 5.2 <i>Wellbeing Practice</i>

POSSIBLE STRATEGIES AND ACTIONS THAT WILL ADDRESS THIS PRIORITY			
1. Development of a productive and collaborative partnership with parents and carers to optimise learning and wellbeing. 2. Ongoing education of parents and staff in the intent of Child Safe practices and procedures. 3. Staff and school leaders take personal and collective responsibility for strengthening consistency of practice, trust and shared vision within staff to improve learning and wellbeing. 4. Development and implementation of a whole-school approach to Social and Emotional Learning. 5. Development of consistent understandings and practices for behaviour management.			
IMPLEMENTATION OVERVIEW			
STRATEGY	WHEN	HOW	BY WHOM
1	Throughout School Improvement Plan timeframe, with particular focus during 2019-2020	- <i>Whole staff professional development facilitated by external consultant</i> - <i>Norms for communication, three-ways conferences developed</i> - <i>Community forums, Learning Walks, revised communication procedures, use of new technologies e.g. Seesaw</i>	Principal Leadership Team Wellbeing & Community Engagement Leader Digital Learning Education Leader Whole Staff Group External facilitator (Tony Dalton) School Advisory Council
2	Throughout School Improvement Plan timeframe	- <i>Regular focus at staff meetings</i> - <i>SMART (St Mary's Assistant Readiness Training) program at the beginning of each year</i>	Principal Child Safe Officer Risk & Compliance Officer School Advisory Council
3	Throughout School Improvement Plan timeframe, with particular focus during 2019-2020	- <i>Regular planning for Leadership team – meetings to focus on learning and teaching</i> - <i>Development and implementation of norms and protocols in relation to consistent planning</i> - <i>Regular discussion on meaning of Vision statement to embed a shared culture</i> - <i>Continued focus on PLC</i> - <i>Targeted PD</i>	Principal Learning Community Leaders Learning community Teams Whole Staff Group External Advisors (CEOB & others)

4	Throughout School Improvement Plan timeframe, with particular focus during 2019-2020	<ul style="list-style-type: none"> - Focus on consistent implementation of PLC - Discussion on evidence based practice in SEL & use of appropriate SEL program - Regular discussion on Wellbeing & SEL at Learning and Teaching Meetings 	Principal Wellbeing & Community Engagement Leader Learning Community Teams
5	Throughout School Improvement Plan timeframe, with particular focus during 2019	<ul style="list-style-type: none"> - Focus on implementation of SWPBIS at St Mary's - student free day focussed on whole staff development 2019 - Consistent focus at Learning & Teaching Meeting - Development of consistent practices, shared with school community - Visits to other schools to see practice implemented (St Mary's Swan Hill etc) 	Principal Wellbeing & Community Engagement Leader Learning Community Teams Whole Staff Group Wellbeing Team School Advisory Council External Facilitators (CEOB & others)

KEY PRIORITY THREE

KEY PRIORITY (A KEY IMPROVEMENT THAT WILL MAXIMISE STUDENT LEARNING)	LINKS WITH THE CHECS COMPONENTS THAT WILL DRIVE THIS PRIORITY
Embedding the Professional Learning Community framework to drive learning, engagement and highly effective instructional practice for improved student learning and wellbeing.	Vision and Mission Leadership and Stewardship 3.1 <i>Shared Leadership</i> Learning and Teaching 4.2 <i>Effective Teaching</i> Wellbeing 5.3 <i>Safe Learning Environment</i>

POSSIBLE STRATEGIES AND ACTIONS THAT WILL ADDRESS THIS PRIORITY			
1. Embed Professional Learning Community practices across the school to improve student learning and wellbeing. 2. Develop a clear and consistent school wide approach to learning and teaching based on evidenced based practices. 3. Embed the practices of RtI across the school including consistent Tier 2 and Tier 3 intervention strategies and structures for students of all abilities. 4. Active engagement of students in their learning and development of tools for measuring this engagement. 5. Build an effective and sustainable shared leadership model with opportunity for strengthening professional capability			
Implementation Overview			
STRATEGY	WHEN	HOW	BY WHOM
1	Throughout School Improvement Plan timeframe, with particular focus during 2019-2020	<i>- Development of consistent processes and norms for PLC across the school</i> <i>- Peer observation, walk throughs, coaching</i> <i>- PLC Study Tour and visits to other schools</i> <i>- Focus at Learning & Teaching Meetings, Leadership Meeting</i> <i>- Dedicated leadership time to implement consistent practice</i>	Principal Learning Community Leaders Learning community Teams External Advisors (CEOB & others)
2	Throughout School Improvement Plan timeframe, with particular focus during 2019-2020	<i>- Development of consistent processes and norms across the school</i> <i>- Peer observation, walk throughs, coaching</i> <i>- Focus at Learning & Teaching Meetings, Leadership Meeting</i> <i>- Visits to other schools</i> <i>- Targeted PD</i> <i>- CEOB support</i> <i>- Dedicated leadership time to implement consistent practice</i>	Principal Learning Community Leaders Learning community Teams External Advisors (CEOB & others)

3	Throughout School Improvement Plan timeframe, with particular focus during 2019-2020	<ul style="list-style-type: none"> - Development of consistent processes and norms in relation to RtI across the school - Focus at Learning & Teaching Meetings, Leadership Meeting - School Referral Team process implemented, School Referral Team meetings scheduled each term - Visits to other schools - Targeted PD - CEOB support - Dedicated leadership time to implement consistent practice 	Principal Learning Diversity Leader Learning Community Leaders Learning community Teams External Advisors (CEOB & others)
4	Throughout School Improvement Plan timeframe, with particular focus during 2020-21	<ul style="list-style-type: none"> - Development of shared understanding of student engagement - Development of agreed processes for measuring and collating student engagement data - Targeted PD - School visits - Targeted professional reading 	Principal Leadership Team Learning Community Leaders Learning community Teams External Advisors (CEOB & others)
4	Throughout School Improvement Plan timeframe	<ul style="list-style-type: none"> - Development of shared understanding of shared leadership - Development of clear leadership framework and application process - Development of clear and communicated role descriptions - Development of Co-Assistant Principal model with move towards Co-Principal model - Development of agreed processes for measuring and collating student engagement data - Targeted PD (coaching, participation in Leadership PD) - School visits, Leader Shadowing - Targeted professional reading 	Principal Leadership Team Learning community Teams External Advisors (CEOB & others)

