



## *Good Shepherd Catholic School*

### **SCHOOL IMPROVEMENT PLAN**

**2 0 2 2**

#### **CEWA'S VISION**

Catholic Education WA is a Christ-centred and child focused community of engaged learning environments, inspiring all to actively live the Gospel.

#### **OUR VISION**

Good Shepherd Catholic School is an inclusive community growing together in faith guided by the Gospel teachings of Jesus Christ. Our school is dedicated to fostering life-long learning. By living our Catholic values and beliefs in partnership with parents, caregivers, parish and wider community we strive for educational excellence encapsulating the spiritual, cognitive, emotional, social and physical development of the child.

## STRATEGIC INTENTS 2022

Strategic intents are 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

GOALS	SUCCESS INDICATORS	QCE LINKS
1.1 Ensure that our school is open to all and provide opportunities for family members to be involved in their child's faith practice and formation, their learning and to be part of our school and parish community.	Continued high enrolments Parent participation in Sacramental Programmes Parent participation in school life	1.1
1.2 Provide an inclusive and relevant curriculum that promotes and caters for individual differences and cultural diversity.	Classroom teaching and learning programmes are differentiated High multicultural aspect is maintained	1.1
1.3 Develop our staff, student and parent wellbeing strategy to be people like us doing things like this that will allow all of us to continue to grow and flourish in our school community.	A clearly developed Wellbeing plan	1.2
1.4 Be a Catholic school where faith, based on the life-giving values of Jesus, is taught and nurtured and Christian beliefs and attitudes are witnessed.	Well thought out and presented RE programmes of work MJR programme is understood by all members of our community	1.1



### EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
2.1 Continue to attract and retain quality staff of high moral purpose who are provided with strong leadership and support to foster their personal and professional growth.	High staff retention	2.1 2.3 4.1
2.2 Focus on ensuring Good Shepherd Catholic School maintains its strong local reputation for performing well and being a school of choice in the region, especially for our local First Nations community.	Maintain high enrolments Well-developed Aboriginal Education Plan	2.1 2.2 2.3
2.3 Build a shared understanding and commitment whilst developing our school's Vision for Learning with a continuing focus on literacy and numeracy across the primary years of schooling.	Relevant Vision for Learning	2.3
2.4 Provide best practice programmemes and opportunities using technologies, school resources and modern learning spaces that recognise and engage staff, students and parents as lifelong learners.	Maintain our one-to-one iPad programme Classrooms reflect current pedagogy	2.3



## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
4.1 Reinvest capital reserves into Good Shepherd Catholic School to ensure future capital planning, upgrading and maintenance of the school. Our Early Childhood Education Centre will be part of our Capital Development Plan during this time.	Successful completion of the ECE centre	4.3
4.2 Encourage initiatives that ensure funding and fees continue to provide value for money, accessibility, affordability, sustainability and the continue enrolment growth of our school.	Continued positive enrolments	4.3
4.3 Use financial contributions (fees and fundraising) to ensure staff and students have the resources needed to educate and to be educated.	Well resourced school	4.3



## COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
3.1 Recognise that parent, staff and student voice are important and encouraged through the use of clear communication and marketing practices to reach out to all in our school and local community.	Positive School Climate Survey	3.1 3.2 3.3
3.2 Provide a whole school behaviour management approach with a focus on the dignity of the person and with safety and security being at the forefront of everything that we do, every day, by everyone.	Positive School Climate Survey	3.1
3.3 Have our inclusive school community welcoming and supporting students with diverse learning and social needs, to include planning for a pre-kindergarten programme.	Successful implementation of a pre-kindergarten programme Successful continuation of the School Sensory Motor Programme	3.1
3.4 Encourage greater participation and membership to our parent groups (School Advisory Council and Parents and Friends Association) in order to serve our community for the greater good of all.	Increased membership of the P&F and S.A.C	3.2

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

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<b>WITNESS</b> <ul style="list-style-type: none"><li>Examples of expressing the divine within</li><li>Raising awareness of the presence of Jesus</li></ul>	<i>Staff will be able to:</i> <ul style="list-style-type: none"><li><i>promote a sense of the sacred with the students</i></li><li><i>demonstrate and explain the meaning behind focus gestures : sign of cross; genuflecting</i></li></ul>	<i>Professional Learning to promote:</i> <ul style="list-style-type: none"><li><i>sacred spaces in classrooms</i></li><li><i>meanings and use of symbols and gestures</i></li></ul>	<i>Professional Learning opportunity</i>	<i>cewa Consultant</i>  <i>Leadership Team</i>  <i>Handbook of symbols, gestures and their meanings</i>	<i>Staff Feedback</i>  <i>Witnessing examples of staff using sacred silences, gestures and responses to include sign of the cross and genuflecting and know meaning behind these gestures</i>	<i>Staff confidence</i>  <i>Conversations amongst staff</i>
<b>CALL TO FAITH</b> <ul style="list-style-type: none"><li>Themes</li><li>Beliefs</li></ul>	<i>Gospel stories will be shared with students before school masses</i>	<i>Professional Learning to examine the Gospel stories that can be analysed into child friendly language</i>	<i>Professional Learning opportunity</i>	<i>New RE resources</i>  <i>Leadership Team</i>  <i>Parish Priest</i>  <i>cewa Consultant</i>	<i>Staff Feedback</i>  <i>Professional Reading</i>	<i>Students demonstrating participation and engagement with parish priest during homily at Mass</i>
<b>CALL TO GROW IN DISCIPLESHIP</b> <ul style="list-style-type: none"><li>Apostle’s Creed</li><li>Sacraments</li><li>Life in Christ</li><li>Christian Prayer</li></ul>	<i>Staff will experience a deepening of their communion with God through knowledge &amp; understanding of formal known prayers</i>	<i>Knowledge &amp; understanding of meaning behind :</i> <ul style="list-style-type: none"><li><i>Our Father</i></li><li><i>Hail Mary</i></li><li><i>Gloria</i></li><li><i>Rosary</i></li><li><i>Act of Contrition</i></li><li><i>Apostles Creed</i></li></ul>	<i>10 minute prayer focus added to GB staff meetings</i>	<i>Leadership Team</i>	<i>Staff transferring prayer knowledge to students</i>	<i>Students demonstrating participation</i>  <i>Staff anecdotal and formal notes during RE lessons</i>

# ■ Improvement Goals



**School:** Good Shepherd Catholic 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.

ONGOING EVALUATION

SCANNING

## 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

What's going on for our learners?

CHECKING

Have we made enough of a difference?

Spiral of Inquiry (Halbert & Kaser 2014)

FOCUSING

What does our focus need to be?

DEVELOPING A HUNCH



What is leading to this situation?

LEARNING

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

TAKING ACTION

What will we do differently?

## EDUCATION

<b>Improvement Goals</b> <i>Performance &amp; development goal to be achieved (stated simply).</i>	<b>Relevant Actions</b> <i>What actions will we take to achieve the goal?</i>	<b>Timeframe</b> <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<b>Resources</b> <i>Support/resources that will be required to achieve the goal.</i> <i>Key school-based personnel who will be engaged.</i>	<b>Success Indicators</b> <i>How will we know we have been successful (quantitative and measurable)?</i>	<b>Monitoring Process and Progress</b> <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>
Development of expressive and receptive language including vocabulary in Kindy and Pre-Primary	Using the PLD Oral Language resources <ul style="list-style-type: none"> <li>- Sentence construction</li> <li>- Object description</li> <li>- Event based news</li> <li>- Activity oral retell</li> <li>- Picture book retell</li> <li>- Comprehension questions</li> <li>- Oral narratives</li> </ul>	Oral Language activities as per the PLD schedule	PLD Oral language books Early Years and Foundation	Teacher observation using the PLD criteria for each task	Checking in on staff accountability
K-PP continuation of Oral language focus Using PLD comprehension books	Begin take home PLD picture book comprehension from Term 1 Week 5 for Kindy or Pre-Primary. Pre-test and post-test Kindy students  Ongoing staff development of strategies, delivery and vocabulary to ensure consistency	Pre-test Kindy students in Term 1 Week 1 & 2 and post-test in Term 4	Literacy Coordinator to assess the Kindy and Pre-Primary students on semantic scenes	Growth between pre-test and post-test	Literacy Coordinator to bring results to ECE, middle leadership and leadership team to discuss results
K-3 Implementation of PLD	Online courses for teachers and EAs in year groups 1,2 and 3. Order resources required for Year 1-3, Special Ed EAs and Literacy EAs	Courses to be completed 2021/beginning of 2022	PLD Courses	Improvement in implementation of PLD programmes	Certificates from PD Monitor Yrs K -3 staff and support staff delivering the PLD Programmes

Yrs 4-6	Complete Effect size growth data utilising the 2020/2021 PAT Reading data to assess the success of comprehension focus in 2021	Beginning 2022  Effect size data to be completed by end of term 1 to present to Upper PLC in term 2	Order Resources required  Refresher course on Effect Size growth data. Coordinators to liaise on results of data	The success of the strategies/programs implemented in the uppers will be determined via the positive growth evident in the majority of the students	Coordinators to meet at beginning of Terms 2, 3, and 4 to analyse tracking sheets  Literacy & Pedagogy Coordinators to meet alternate Thursday afternoons to ensure progress is on track. Feedback to PLC on completion and discussion with Leadership team
Early Years Focus Physical Environment 3.2.1 Inclusive Environment 3.2.2 Resources support play-based learning  Enhance the physical environment to support children's play and learning This includes use of areas, appropriate resources, catering for different learning styles	Provide Early Years staff with professional reading materials to further develop knowledge and understanding of the importance of indoor and outdoor physical environments in the early years  Teachers to observe students' interests and link into physical environment  Staff gather and provide resources, materials and equipment to enable children to engage in play based learning both indoor and outdoor environments to enrich children's play Allocate budget for purchased resources Provide Junior play resources for the students and storage cupboard	Ongoing throughout the year  PLC Focus: Review progress each term  Ongoing throughout the year  Trialled in 2021 Evaluate effectiveness of those resources and how it is managed	Professional Reading Material / sites / podcasts to enhance knowledge  Variety of natural and man-made materials, hands on concrete  Class budget or P&F Funds  Equipment and storage container and area	Evidence of intentional planned use of the learning spaces is documented in planning and/or DWP  Students are engaged in play and have sufficient resources  Students use equipment well	Regular PLCs to discuss progress  ECE Coordinator to do termly visits to classes Regular meetings with Leadership Team  ECE Coordinator to monitor and ask for feedback from staff

<b>Improvement Goals</b> <i>Performance &amp; development goal to be achieved (stated simply).</i>	<b>Relevant Actions</b> <i>What actions will we take to achieve the goal?</i>	<b>Timeframe</b> <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<b>Resources</b> <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<b>Success Indicators</b> <i>How will we know we have been successful (quantitative and measurable)?</i>	<b>Monitoring Process and Progress</b> <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>Maths Scope &amp; Sequence Plan: Years 1-2: Place Value Years 3-6: Multiplication &amp; Division</p>	<p>Improve students' skills in multiplication and division and place value by exploring different teaching strategies and resources Collect evidence from:</p> <ul style="list-style-type: none"> <li>• PAT Testing</li> <li>• NAPLAN</li> <li>• JEMMS &amp; JEMMS Support</li> <li>• Classroom Assessments</li> <li>• </li> </ul> <p>Years 3-6 enhance multiplication and division skills through problem solving using the four proficiencies.</p> <p>Extend knowledge to support staff with Professional Learning Explore and review teaching strategies and resources to refine or establish a new scope and sequence – focusing on the four proficiencies</p> <p>Focus for PLCs</p> <p>Curriculum Plan Strategic Plan : Education Strategies 1 and 2</p>	<p>Ongoing throughout the year</p> <p>Plan and have scope and sequence ready for Term 1 and 2</p> <p>Create a timeline for Pre &amp; Post Assessment</p> <p>PLC Focus: Review progress each term</p>	<p>Maths Coordinator Teachers Leadership Team &amp; CEWA Math Resources &amp; Strategies Scope &amp; Sequence Plans Problem Solving Activities Assessments</p>	<ul style="list-style-type: none"> <li>• Review progress of Pre &amp; Post Tests each term</li> <li>• PAT Testing &amp; NAPLAN Results</li> <li>• Assessment Data Review at PLCs</li> <li>• Use Problem Solving Activities to indicate whether students can apply their skills</li> </ul>	<p>Regular PLCs to discuss progress</p> <p>Regular meetings with Leadership Team</p>



Student With Disability Life Skill Programme	<p>Observations and knowledge of SWD student behaviour indicate deficits in knowledge and skills to cope in outside world. Planned Education required.</p> <ul style="list-style-type: none"> <li>• Self care</li> <li>• Daily living</li> <li>• Community based skills</li> </ul> <p>Students will participate in activities</p> <ul style="list-style-type: none"> <li>• Hygiene practices</li> <li>• Social skills</li> <li>• Stress management</li> <li>• Shopping/money</li> <li>• Cooking</li> <li>• Excursions</li> <li>• Raffle</li> <li>• Cooking Club and Sensory Motor Programme the catalyst for these activities</li> </ul>	<p>2021 focus and continued 2022</p> <p>Regular reviews at SWD team meetings and School Improvement meetings. Observations and discussions with SWD students</p>	<p>SWD coordinator SWD EAs Class teachers Cooking Club Programme Local community shops, resources and services.</p> <p>Therapist- particularly skills and stress management</p>	<p>Teachers and EA's Observations, participation and completion of activities. Practical participation and demonstration of self care, daily living, community skills, stress management skills taught.</p>	<p>SWD team meet to plan, monitor and assess termly/semesterly. Individual summaries of student observations in class, school and support situations Lego club to be catalyst focus in 2022.</p>
Student with Disability Staff Professional Development	<p>Mandated and response to staff requests for relevant training and knowledge to better support students and teachers. Surveyed conducted Results collated and PD planned and organised to respond to identified staff needs. Identified needs include NCCD, Autism awareness, Visual Impairment, Dyslexia/dyspraxia and responding to anxiety levels in students identified.</p>	<p>2021 and onwards</p> <ul style="list-style-type: none"> <li>• NCCD mandated 2021 and more booked for 2022</li> <li>• Autism Pd 2021</li> <li>• Accommodating Visual impairment PD 2022</li> <li>• Dyslexia/Dyspraxia</li> <li>• Managing Anxiety</li> </ul>	<p>CEWA consultant SWD coordinator Outside services- PD providers How to fit in with other PD – digital and independent learning</p>	<p>Review of completed PD. Continue to meet 2021 needs identified and add 2022 focus</p>	<p>SWD coordinator to conduct and review survey results- organise and book PD.</p> <p>Team meeting/leadership feedback to perceived needs of staff in relation to SWD and education of staff and support staff needs. Adjustments /additions to support programme in response to new knowledge and information from PD and new students eligible for program</p>

## CATHOLIC IDENTITY

<b>Improvement Goals</b> <i>Performance &amp; development goal to be achieved (stated simply).</i>	<b>Relevant Actions</b> <i>What actions will we take to achieve the goal?</i>	<b>Timeframe</b> <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<b>Resources</b> <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<b>Success Indicators</b> <i>How will we know we have been successful (quantitative and measurable)?</i>	<b>Monitoring Process and Progress</b> <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>
Review MJR programme to ascertain whether it is still relevant to our school community	Staff Evaluation Form Student Interviews and Focus groups Parental Feedback through P&F and S.A.C	First Semester 2022	Forms Survey Interview Questions Year 4 and 5 students	Collation of the data to be reviewed and processed to gather feedback	Leadership team

## STEWARDSHIP

<b>Improvement Goals</b> <i>Performance &amp; development goal to be achieved (stated simply).</i>	<b>Relevant Actions</b> <i>What actions will we take to achieve the goal?</i>	<b>Timeframe</b> <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<b>Resources</b> <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<b>Success Indicators</b> <i>How will we know we have been successful? (quantitative and measurable)?</i>	<b>Monitoring Process and Progress</b> <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>
Early Childhood Block – rebuild or refurbishment	Submit a building proposal to CEWA	Continuation of the process commenced in 2020	CEWA Consultant MCDF Architects	Approval from CEWA	Leadership Team S.A.C

## COMMUNITY

<b>Improvement Goals</b>  <i>Performance &amp; development goal to be achieved (stated simply).</i>	<b>Relevant Actions</b>  <i>What actions will we take to achieve the goal?</i>	<b>Timeframe</b>  <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<b>Resources</b>  <i>Support/resources that will be required to achieve the goal.  Key school-based personnel who will be engaged.</i>	<b>Success Indicators</b>  <i>How will we know we have been successful  (quantitative and measurable)?</i>	<b>Monitoring Process and Progress</b>  <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 continue to implement and refine our Staff Wellbeing Strategy</p>	<p>Interrogate appropriate research</p> <p>Visit schools that have an effective strategy in place</p> <p>Investigate different structures around staff wellbeing</p>	<p>Ongoing throughout the year</p>	<p>Critical friend CEWA Outside consultant</p>	<p>An effective staff wellbeing strategy based on contemporary research</p> <p>The formation of an effective staff wellbeing team</p>	<p>Leadership Team Wellbeing Group</p>



# School Improvement Review and Progress Milestones

[illegible]