



St Joseph's School Waroona

CATHOLIC SCHOOL IMPROVEMENT PLAN

2022

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.

Our mission statement is "to provide an affordable, quality Catholic education."

Mission: St Joseph's School, as an integral part of the Waroona Catholic Community, is inspired by Christ's teachings. We endeavour to nurture all children to grow as confident, independent, life-long learners, enabling them to contribute to society with dignity, respect and a spirit of service.



Aspiration: 2022-25: All students to demonstrate sustained growth in Numeracy and Literacy and improved levels of collective wellbeing within our Catholic community.

St Joseph's School Waroona

STRATEGIC INTENTS | 2022 - 2025

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:
Consolidate the use of 'Making Jesus Real' within the school to enhance a disciplined, safe and supportive working environment and incorporate into the positive behaviour school plan.	MJR visible across the school through interactions of staff, students and families.	1.2 Advancing the Church's mission based upon the Gospel of Jesus Christ. 2.1 Catholic World view. 3.1 Dignity of the human person. 3.1 Christ like relationships. 4.1 We exercise stewardship founded on relationships of mutual responsibility.
Engagement with our local Catholic community through involvement with St Patrick's Parish and St Vincent de Paul Society	Active student participation in Parish masses, support for Altar servers and Mini Vinnies team helping Waroona's local community.	1.2 Giving witness to the Gospel through our faith, actions and relationships 1.2 Always striving to be Christ centred and child-focuses in our operations.



EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Refine the whole-school approach to agreed lesson structure & High Impact Teaching in Literacy active within each classroom.	All students are demonstrating sustained growth in literacy. Regular peer observations/learning.	2.3 Vision for Learning: Five quality teacher practices. Enable learning experiences to be designed for each student to achieve their full potential. Supporting a wide range of effective instructional strategies to respond with agility to the needs of each child.
Refine the whole-school approach and agreed lesson structure & Impact Teaching in Numeracy active within each classroom.	All students are demonstrating sustained growth in numeracy.	2.3 Vision for Learning: Enable learning experiences to be designed for each student to achieve their full potential. Supporting a wide range of effective instructional strategies to respond with agility to the needs of each child.
Improved level of student wellbeing through improved peer connectedness and general wellbeing.	Student voice is evident throughout the school community and within classrooms. Internal school survey demonstrates improvement. 2023 Climate survey demonstrates continued improvement.	2.1 Catholic World view. 3.1 Dignity of the human person. 3.1 Christ like relationships. 3.1 Catholic Pastoral Communities. Wellbeing and health – we take proactive steps to safeguard wellbeing of students
Continue to refine the process of data collection and analysis to improve the identification and tracking of student progress.	Student data is maintained, used to inform teaching and regularly reviewed at individual, class, and whole school level. Data regularly shared with children and parents to support engagement and achievement.	1.2 Committing to excellence and continuing transformation, meeting all church and government requirements. 2.3 Encourage and facilitate student engagement. 3.2 We partner with and support parents as first educators of their children. 4.3 Decision making
Incorporate the NQS in informing improvement in the Early Years (K-2). Indoor outdoor play area, and child agency.	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	2.3 Vision for Learning: 3.1 Dignity of the human person. 3.1 Christ like relationships.



COMMUNITY Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
Transforming Lives – increase Aboriginal student enrolment to transform lives.	Aboriginal families as first educators programme (Afafe) Noongar lessons in K-2 and continual learning of traditional culture Regular meetings with local Aboriginal Elders. Visible signs of local Aboriginal culture within our school.	1.1. Our Vision 1.2. Providing access for all parents/ children seeking a Catholic Education. 2.1 Catholic World view. 3.1 Catholic Pastoral Communities – Transforming lives, Christ like relationships. 3.3 Engagement - We engage with the wider community. 4.1 Relationships centre on care.
Increase Parent/ Caregiver involvement in student learning and achievement.	Regular well attended (each semester) parent information and learning sessions to support student reading, numeracy and wellbeing.	1.2 Giving witness to the Gospel through our faith, actions and relationships 1.2 Always striving to be Christ centred and child-focuses in our operations. 3.2 Parents – we partner with and support parents as the first educators.
Engagement with our local Catholic community through involvement with St Patrick's Parish and St Vincent de Paul Society, engagement with Royal Agricultural Society and Lions club.	Active student participation in Parish masses, support for Altar servers and Mini Vinnies team helping Waroona's local community. Participating in local Waroona community events and with local organisations	1.2 Giving witness to the Gospel through our faith, actions and relationships 1.2 Always striving to be Christ centred and child-focuses in our operations. 3.3 Engagement - We engage with the wider community



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Use AISTL teacher standards to document and regularly review goals, policies and processes relating to performance for all staff.	Regular "igrow" coaching (every term) for all staff, developing individual professional goals and improving professional practice. Regular Peer to peer learning.	1.3. Our Vision 1.4. Providing access for all parents/ children seeking a Catholic Education. 2.1 Catholic World view. 3.1 Catholic Pastoral Communities – Transforming lives, Christ like relationships. 3.3 Engagement - We engage with the wider community. 4.1 Relationships centre on care.
Identify potential leaders and create opportunities for distributing pedagogical leadership.	Active extended leadership team regularly meeting and members improving practice through, "everyone leads, framework". Potential leaders provided with targeted training/professional development. Student voice is actively sort out and influences all decisions within the school.	2.1 Catholic World view. 3.1 Dignity of the human person. 3.1 Christ like relationships. 3.1 Catholic Pastoral Communities. Wellbeing and health – we take proactive steps to safeguard wellbeing of students. 4.1 Relationships centred on care: We acknowledge that all of creation is a gift from God and that we are called into relationships; therefore we care and respect all people. 4.3 Decision making. We ensure that the Catholic social teaching principals of subsidiarity, co-responsibility, common good, participation and equity are imbedded into the decision making; that all decisions are evidence based and place the child at the centre.



In 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 2022 - 2025

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS <ul style="list-style-type: none"> Examples of expressing the divine within Raising awareness of the presence of Jesus 		Annual Professional Development opportunity as a staff to further deepen their faith dimension 2022 MJR – All school leaders and new staff to be trained 2022 Eucharist Staff Prayer			Visible signs and symbols/ MJR Modelled by relationships (I.e. positive talk about community members) Positive relationships and interaction between members of the school community Positive changes to student behaviour with each other Increased MJR nominations	
CALL TO FAITH <ul style="list-style-type: none"> Themes 		<ul style="list-style-type: none"> Faith formation of staff Masses 			Visible signs and symbols/ MJR	

<ul style="list-style-type: none"> • Beliefs <p>Healing</p> <p>Freedom</p> <p>'Sight'</p> <p>Strength against temptations</p> <p>Consolation</p> <p>Empowerment</p> <p>Forgiveness</p> <p>Renewal</p>		<ul style="list-style-type: none"> • Talks by Parish Priest • Parish volunteers • Written information and prayers • Visuals • Reflections/ Meditations • Oral presentation • Prayer posters 			<p>Modelled by relationships (I.e. positive talk about community members)</p>	
<p>CALL TO GROW IN DISCIPLESHIP</p> <ul style="list-style-type: none"> • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer 	<p>Establishment and maintaining Mini Vinnies</p> <p>Continuing MJR</p> <p>Regular prayer</p>	<p>Prayer PD as part of Staff Meeting time and Prayer folder added to TEAMS with resources</p>	<p>PLC Prayer Term 1 2022</p> <p>Catechetical Mass development with Sister Christine Clark in December 2021 (commence 2022)</p>		<p>Visible signs and symbols/ MJR</p> <p>Modelled by relationships (I.e. positive talk about community members)</p> <p>Positive relationships and interaction between members of the school community</p>	

					Positive changes to student behaviour with each other	
					Increased MJR Nominations	

Improvement Goals

School: St Joseph's School - Waroona

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.

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>
Promote/explain to the students the meaning behind the symbols, objects & icons of the Church (Years K-6).	<ol style="list-style-type: none"> 1. Provide timetable for Parish Priest on Wednesdays to visit classes 2. Provide lunch for Parish Priest on Wednesday to liaise with staff 3. Release staff member to provide training for Altar Servers 	<p>1 & 2 Ongoing – commencing 2021</p> <p>3 Commencing T4 2021 and ongoing</p>	<ol style="list-style-type: none"> 1. Timetable 2. Regular meetings with priest and principal 3. Release time for teacher to train altar servers 4. Parish Safe Guarding Officer to be appointed 	<ol style="list-style-type: none"> 1. Students talk about learnings from parish priest visits confirmed via questioning of students 2. Improved BRLA data in this area 3. Increased number of students as altar servers 	Principal – parish priests visit Lunches – Administration officer Altar Servers – Assistant Principal
Consolidate the use of 'Making Jesus Real' within the school to enhance a disciplined, safe and supportive working environment and incorporate into the positive behaviour school plan	<ol style="list-style-type: none"> 1. All staff trained in MJR 2. MJR student leaders to provide student voice and nominations 3. Whole School Rewards programme 4. Every class has an active Positive Class Based Behaviour Management Programme 	<ol style="list-style-type: none"> 1. Ongoing (all new staff to receive MJR training) 2. MJR Student Leaders elected each semester by students 3. Whole School Behaviour Management Programme commenced 2021. Reviewed 2023 4. Checked quarterly through student discussion 	Michael Mitchell training opportunities for staff and school developed induction/ training for student MJR leaders	<p>Increased MJR nominations within the school</p> <p>Positive classroom and playground behaviours and reduced reporting to AP and Principal</p>	MJR Staff leader

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>
Refine the whole-school approach to agreed lesson structure & High Impact Teaching in Literacy.	Let's Decode (K- 2) Daily Reviews (3-6)	Initiate 2021 and ongoing implementation	Let's Decode information Daily Review templates School Based Scope and Sequence	Class implementation of High Impact Strategies. Each student shows effective growth in excess of 0.4	Principal and Assistant Principal Dibels Testing Release time for Peer Observations
Refine the whole-school approach and agreed lesson structure & Impact Teaching in Numeracy.	Whole school Numeracy block and lesson structure Scope and Sequence across the school Daily Reviews across all year levels	Initiate Term 4 2021 and refine in 2022 and ongoing 2022 Term3	CEWA Numeracy Framework School Based Scope and Sequence Daily Review templates	Class implementation of High Impact Strategies. Each student shows effective growth in excess of 0.4 Visible class implementation of Daily Reviews	Release time for Peer Observations
Continue to refine the process of data collection and analysis to improve the identification and tracking of student progress.	Regular PLC and cluster discussions on student growth (whole school/ class/ individual) from data sources and impact of High Impact Strategies	Ongoing	Assessment Schedules Assessment data sources	Regular Discussion of student data Students not achieving growth targets being placed on support/ Individual Plan	Reviewed each term
Incorporate the NQS in informing improvement in the Early Years (K-2). Indoor outdoor play area, and child agency.	Element 1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	ongoing	Quality Improvement plan	Children's work is clearly displayed inside the classrooms, on windows and walls, and digitally through Seesaw. The educators are skilled at recognising and responding to opportunities for learning from children's ideas, interests and play. We use both explicit and emergent planning techniques.	Review as part of QIP.

Establishment of student voice and student leader committee to provide input into school decisions.	Establish student leadership groups – 2021 (Student Council, Mini Vinnies, Sport Leaders, Green Team) Classrooms to introduce avenues for Student Agency in learning	Leadership groups established 2021 and then ongoing 2022 Peer to Peer observation of student agency	St Vincent dePaul Society Release time for Peer to Peer Observations	Minutes of regular meetings kept and shared with students Peer to Peer Observations	Meetings 2 to 3 times per term Each term
Improved level of student wellbeing through improved peer connectedness and general wellbeing	Annual student survey measuring wellbeing	Annually	School Based Student Survey designed and administered by students	Survey results discussed by students and staff with feedback provided to parents. Suggestions to improve provided by students Data provided through bi-annual Climate Survey	Annual school based survey Climate survey results

COMMUNITY Catholic Pastoral Communities

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>
Transforming Lives – increase Aboriginal student enrolments	Support Aboriginal families as first educators programme (Afafe) Continue Noongar lessons in K-2 Continued Discussions with local Aboriginal Elders	Ongoing Commenced 2021 and ongoing	CEWA Afafe Co-ordinator Local elders and other agencies	Enrolment of at least 5% of student population	Principal
Increase Parent/ Caregiver involvement in student learning	Parent information and learning sessions to support student reading, numeracy and wellbeing Homework policy revised and suitable readers regularly going home.	2022 (2 parent sessions) 2023 (regular parent sessions)	Guest speakers Hands on student/ parent engagement sessions Support process with provision of food	Increased parent engagement in Climate Survey 2023	Extended Leadership Team

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

