

St Mary's Primary School

Hamilton



School Improvement Framework Strategic Process & Plan

2016 - 2019

Prepared by:
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Principal

Vision Statement

"You must love one another. If you have love for one another, then everyone will know that you are my disciples."

John 13:34 - 35

As a Parish Catholic Primary School, we at St. Mary's are committed to creating a vibrant educational community which is safe and nurturing for all children, allowing each child to achieve their full potential, imbued with the Good News of Jesus: one in which each person in our community is enabled to grow in dignity, developing a living, loving relationship with Christ and others.

The following Gospel Values are at the core of our School Community:

Love
Respect
Faith
Truthfulness
Community
Service
Compassion
Concern

Mission Statement

In accordance with the tradition of the Good Samaritans;

- The person of Jesus and His Gospel are at the centre and the focus of all aspects of school life.
- We are committed to the development of the whole child; spiritual, social, emotional, physical and intellectual, where educational needs for all children are met in a safe and inclusive environment.
- Staff, parents and students work together to provide a safe, supportive and secure environment that has a culture of respect and care and values diversity.
- Priests, parishioners, parents, staff and children are seen as integral to our school community.
- The unique dignity of each person in our community will be recognised, respected and affirmed

St Mary's School History

St Mary's Primary School is a Catholic school located in Hamilton, western Victoria. St Mary's has a current enrolment of approximately 190 students from the surrounding parish and district.

The Parish school was established in 1858 in Lonsdale Street by Nicholas Flynn and his wife Margaret. The school has been blessed with the governance and involvement of the Loreto Sisters (1905-24) and the Good Samaritan Sisters (1924-2005). The school retains the values of the religious orders that served the local community and which continue to inspire the educational family at St Mary's.

In 1905 the school took up residence at the Coleraine Rd site and was an educational home to primary and secondary aged children from the Parish until the late sixties. From that time the school dedicated the curriculum to the primary years when Maryknoll College was established for secondary girls and later, Monivae College became co-educational. For 106 years the Coleraine Rd site was a place where the local Catholic community made a connection with teaching and learning with many families dedicating generations to the St Mary's story.

In 2011 St Mary's completed the construction of its current facilities in Hiller Lane and relocated the school community for the commencement of Term 2.

School Improvement Process

St Mary's Primary School implements the School Improvement Framework (SIF). SIF provides a structure over a four-year cycle to focus on what is important for school improvement within the context of the school. At the end of the SIF cycle a school review and validation is held.

As part of the review and validation, the school undertakes a self-reflection process on the key aspects of schooling: Catholic School Culture; Community Engagement; Leadership and Stewardship; Learning and Teaching and Wellbeing. Staff are engaged in the process by being part of a team to review a key aspect. Each team completes a draft of their section of the self-reflection report and presents to all staff for validation and feedback. The leadership team collates the completed document that is presented to staff for any further feedback.

As part of the reflection process, the school looks at multiple data sources (see Data Collection) and includes:

- Demographic data: socioeconomic, cultural and religious background and family context of students
- Perception data: surveys and opinions of the school community including Characteristics of a Highly effective Catholic School, School Improvement Survey, and Enhancing Catholic School Identity survey

- Outcome data: external and school-based assessment and anecdotal records
- Process data: review of how school operations including policies, procedures and practices (including those required the Minimum Standards for School Registration Other State and Federal requirements for Victorian Catholic Schools).

The self-reflection report documents what has been achieved and factors that have contributed to the level of improvement. It provides a process that ensures transparency and accountability in ensuring that the school is maximizing the learning for all students within a safe environment. The report includes a profile of the school that provides a context that also needs to be considered in future strategic directions. In developing strategic direction for the following five years, the reflection process considers the data analysis in relation to factors such as:

- overarching goals that will drive quality teaching and quality learning,
- school leadership organisation, directions and professional learning required to empower strategies and resources for meeting all students needs including Aboriginal and Torres Strait Islander students, students with disabilities and other students requiring intervention or extension support in student outcomes and wellbeing.
- documents and strategies for child safety in ensuring learning within a safe environment
- key professional learning that will underpin school improvement
- school policy, procedures and practices
- strategies to engage parents and the wider community in student learning.

The governing authority is invited to provide feedback to the lead reviewer and be a school panel member during the validation and review process.

School Improvement Plan

A new School Improvement Plan (SIP) is developed following the outcome of the review and validation process (see also BDSAC School Improvement Framework Handbook, 2017). The school's Contextual Statement is also considered. The school Improvement Plan makes clear reference and connections to the "Characteristics of a Highly Effective Catholic School".

Annual Action Plan

The school develops an Annual Action Plan based on the SIP and is clearly referenced to the "Characteristics of a Highly Effective Catholic School".

Professional learning teams use their weekly meeting time to monitor and review student outcomes using data. Principal and Leadership Team meetings have a key leadership role in analysing useful data to ensure that the vision and school priorities to improve student outcomes are aligned.

The Leadership Team and staff Action Teams monitor the progress of the Annual action plan each term

- What have we achieved?
- What have we still got in progress?
- What do we still need to do/achieve/focus on
- This reflection is documented on the AAP

In term 4 the school staff reflects on the Annual Action Plan priorities, document achievements and provide evidence.

- Reference identified CHECS components.
- This reflection is documented on AAP.

In order to set goals, and targets for outcomes and to design key improvement strategies for students, including students at risk, the following process is used:

- Determine what we need to know
- Collect or access data
- Analyse results
- Set priorities and goals
- Develop strategies

The following guiding questions assist in developing the draft Annual Action Plan:

- Are all our students progressing well?
- What were our targets and have they been met?
- What data are we using to assess this progress?
- Do we need to look at other data?
- What actions should we take to address what our evidence and data reveal?
- What are our goals and future targets?
- What will be the strategies?
- How will we monitor progress towards our Annual Action Plan?

Staff analyse the self-reflection and determine priorities for the following year.

The draft Annual Action Plan is presented at a School Advisory Council meeting for consultation.

The Leadership Team consults with staff before finalising the Annual Action Plan.

The Leadership Team and staff also identify key goals for professional learning that assist teachers in developing their own professional learning plan using the following guiding questions:

- What do we need to learn in order to improve student achievement?
- Where can we learn this?
- What will be the goal for professional learning?

The review of progress and achievement form the Annual Report to the School Community and published accordingly. The Annual Action Plan for following year is included in the future directions section of report.

Annual Report to the School Community

Each year the school will develop an Annual Report to the Community to communicate and engage the school and wider community in the SIP and Annual Action Plan. The Leadership team prepares a draft and staff are invited to review the draft and provide feedback. The report includes an analysis of the progress in improving student outcomes in implementing the strategic directions, reporting of data that meets state and federal requirements and ensuring transparency and accountability. The report is available on the State register (VRQA) and the school website.

The principal provides the governing authority a copy of the SIP, Annual Action Plan, Annual Report to the Community and information regarding the process, strengths and challenges and availability of the report to the wider community.

Strategic Planning

The whole school strategies are:

Goals	Key Overarching Strategies	Additional Strategies specific to this Aspect
<p>Catholic School Culture</p> <p>To further enhance the Catholic identity of St Mary's School as a living faith community within a contemporary context</p>	<p><i>Strengthen teacher capacity, both theologically and pedagogically, in the light of contemporary approaches to education in faith</i></p>	<p>Make more explicit links between the school's Catholic identity, the Religious Education program, the Gospel message and the daily lives and interactions of all members of the community</p>
<p>Learning and Teaching</p> <p>To improve learning outcomes for all students through the provision of a challenging, rigorous and engaging contemporary curriculum</p> <p>To improve student outcomes in Numeracy and Literacy, with an emphasis on Writing</p>	<p><i>Collaboratively develop a vision for St Mary's School to ensure shared beliefs and consistent school wide practices</i></p>	<p>Involve staff in discussion related to all aspects of school life with a particular focus on learning and teaching, behaviour management and engagement of parents</p>
	<p><i>Further develop and embed whole school understandings about learning and build staff capacity to implement agreed approaches to contemporary and successful pedagogy</i></p>	<p>Provide opportunities for dialogue and collaborative review of the school's student centred learning practices to identify consistent and successful strategies/pedagogy at each level which could form the core of the school's approach to contemporary, personalised pedagogy P – 6</p>

	<i>Build teacher capacity to differentiate curriculum to ensure it meets students at their point of need, is based on comprehensive data analysis and inspires and supports students to take responsibility for their learning</i>	Use student outcomes data to ensure high levels of expectation for student achievement, with identified levels of expected growth
<p>Student Wellbeing</p> <p>To further develop a supportive school and classroom climate which fosters positive relationships and empowers all students to be responsible, confident and resilient learners</p>	<i>Develop a whole school approach that acknowledges the interrelated areas of behaviour management, wellbeing, learning success and personal growth</i>	Ensure shared development and understanding of the school's approach to behavior management and wellbeing, with the expectation of consistent implementation of practices across all areas of the school
<p>Leadership & Management</p> <p>To grow and sustain a staff culture that is characterised by shared vision, distributed leadership, a strong sense of engagement and a focus on continuous learning and improvement for all</p>	<i>Build a high performing team culture that enhances staff capacity and is underpinned by effective communication strategies and inclusive decision making opportunities</i>	Improve communication processes and strategies to ensure expectations, accountabilities and responsibilities are clear and explicit; and enable all staff to have the opportunity to input into school decisions

<p>School Community</p> <p>To strengthen the school's identity as a supportive learning community, which connects strongly with families and broader community</p>	<p><i>Continue to grow the partnership with parents through strong links and communication processes, particularly in relation to student learning</i></p>	<p>Build teacher capacity to engage parents as active partners in their child's education</p>
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St Mary's Primary School follows the School Improvement Cycle as determined by the Catholic Education Office Ballarat framework.

Schedule for School Improvement & Accountability

Version: 7th June, 2017

Year 1:
Facilities and Master Plan

Year 2:
School Improvement Plan Review

Year 3: Audit & Risk Management
VRQA Compliance Check

Year 4:
Preparation: Review Validation & Planning

Year 5:
School Validation and Planning

	Cohort A 2018-23	Cohort B 2019-24	Cohort C 2020-25	Cohort D 2021-26	Cohort E 2022-27
Northern	<ul style="list-style-type: none"> SMU, Horsham St Mary's Ararat St Patrick's Stawell 	<ul style="list-style-type: none"> St Joseph's Hopetoun St Mary's Sea Lake St Patrick's St Arnaud 	<ul style="list-style-type: none"> Sacred Heart Mildura St Paul's Mildura St Joseph's Red Cliffs 	<ul style="list-style-type: none"> DLHC, Murtoa St Patrick's Nhill DLSH, Merbein St Mary's W'heal 	<ul style="list-style-type: none"> St Mary's Swan Hill St Mary's Robinvale St Joseph's Charlton St Mary's Donald
Central	<ul style="list-style-type: none"> St Augustine's Creswick St Patrick's Gordon St Brendan's Dunnstown St Mary's Clarke's Hill 	<ul style="list-style-type: none"> St Aloysius Redan St Brigid's Ballan Emmanuel Mt Clear St Michael's Daylesford 	<ul style="list-style-type: none"> St Augustine's Maryborough St Joseph's Ballarat East St James Sebastopol 	<ul style="list-style-type: none"> St Francis Xavier Ballit East Lumen Christi Delacomb St Thomas More Alfredton Siena, Lucas 	<ul style="list-style-type: none"> DLHC Wendouree St Patrick's, Ballarat St Columba's Ballarat Nth
Southern	<ul style="list-style-type: none"> St Malachy's Edenhope St Joseph's Coleraine Sacred Heart Casterton St Patrick's Port Fairy 	<ul style="list-style-type: none"> St Mary's Hamilton St Patrick's Koroit DLHC East Warrnambool St Thomas' Terang 	<ul style="list-style-type: none"> St Plus Warrnambool West St Joseph's Warrnambool St Mary's Colac St Patrick's Camperdown 	<ul style="list-style-type: none"> St John's Dennington St Joseph's Peshurst St Colman's Mortlake 	<ul style="list-style-type: none"> Sacred Heart Colac St Brendan's Coragulac All Saints Portland
Secondary	<ul style="list-style-type: none"> Marjorie College Hamilton Loreto College Ballarat St Patrick's College, Ballarat 	<ul style="list-style-type: none"> Damascus College Ballarat St Joseph's College, Mildura 	<ul style="list-style-type: none"> MRC Camperdown Emmanuel College, Warrnambool Marian College Ararat 	<ul style="list-style-type: none"> Trinity College Colac Maxilla College Swan Hill 	<ul style="list-style-type: none"> St Brigid's College, Horsham

2019-24	Facilities and Master Plan	School Validation & Planning	Preparation: School Validation & Planning SI Survey	Audit and Risk VRQA Compliance ECSI Surveys	School Improvement Plan Review SI Survey
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