



# NOTRE DAME

CATHOLIC PRIMARY SCHOOL

Notre Dame Catholic Primary School

Cloverdale

## CATHOLIC SCHOOL IMPROVEMENT PLAN

2023

### 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.

The Notre Dame mission declares our core purpose as a school. As a Catholic primary school Founded on Faith we are guided by the example of Our Lady and our founders, the Sisters of Mercy and the Presentation Sisters. We are committed to being known as a welcoming faith community based on Gospel values. In partnership with parents, we strive to develop life-long learners with an optimistic faith who actively contribute to society.

### OUR CORE VALUES

The way that we go about our business at Notre Dame is underpinned by six core values. We strive for:

- INTEGRITY and COURAGE – our personal challenge
- EXCELLENCE and INNOVATION - our learning challenge
- JUSTICE and COMPASSION – our challenge in dealing with others

# School Name Suburb

STRATEGIC INTENTS | 2021 - 2024

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:
Provide opportunities for students, staff and parents to understand the school's core values of integrity, courage, excellence, innovation, justice and compassion.	Strong understanding and living out of the school's core values across the community.	1.1
Refine and develop the staff induction and orientation program for new staff to Notre Dame CPS.	Newly inducted staff have a real sense of belonging to the Notre Dame community and understanding of school policies and procedures.	1.1
Make the Evangelisation Plan alive in our school through:  - developing resources for staff prayer  - a focus on classroom displays and prayer	Evangelisation Plan is evident through staff developed prayer scope and sequence and classroom displays.	1.1



## EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Maintain a cycle of review, reflect, refine and act to ensure continuous improvement of teaching and learning practices.	Increased academic performance and individual student progress.	2.1 2.2 2.3
Use information (performance data, observations and feedback) at regular meetings of staff sub-groups to continually update classroom focus.	Improvement in delivery of teaching and learning programs overseen by Leadership.	2.1 2.3
Engage in a deeper analysis of the school's CEWA Religious Literacy Assessment data.	Increased academic performance and individual student progress.	2.2

## COMMUNITY Catholic Pastoral Communities



Goal(s):	Success Indicators:	Links to QCE Elements:
Continue to develop a school managed Out of School Hours Care (OSHC) service for the school community.	Out of School Hours Carefully servicing the school community.	3.2 3.3
Continue to create an environment where all children feel safe and supported.	Community feedback in surveys continues to reflect that the community is satisfied that the school is welcoming, safe and focussed on the wellbeing of staff and students.	3.1
Continue to provide a range of opportunities through the School Advisory Council and Parents' & Friends' Association that enable members of the school community to experience a sense of welcome and belonging.	Community feedback in surveys continues to reflect that the community is satisfied that the school is welcoming, safe and focussed on the wellbeing of staff and students.	3.1 3.2 3.3



## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Ensure appropriate resourcing to support the provision of Out of School Hours Care (OSHC) services.	Out of School Hours Care is appropriately resourced.	4.2 4.3
Maintain a sustainable annual budget whilst prioritising resources to meet the specific needs of students.	Annual budget is sustainable.	4.3
Review and refine the Marketing Plan to ensure enrolments are maintained at sustainable levels.	The school maintains a strong double stream enrolment pattern.	4.3



In considering the school's Strategic Intentions 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 2023 - 2025

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>	Staff will continue to assist CEWA Religious Education Team by providing sample assessment tasks for the Religious Education guidelines.	APRE will communicate actions from CEWA to staff.  APRE will co-ordinate with teachers to administer assessments.	Ongoing	Leadership Team  Dr Antonella Poncini and the Religious Education team at CEWA.	Staff will use judging standards in their assessments.	A ruler will be created by CEWA using some of our school's examples.
<b>CALL TO FAITH</b> <ul style="list-style-type: none"> <li>Themes</li> <li>Beliefs</li> </ul>	Staff will continue to deepen our Charism Journey within the school.	Staff will continue to participate in activities which further strengthen our Charism journey. This will include PLC time to develop the information on the QR codes which are on the plaques in our Charism Journey.	Ongoing	Leadership Team  Presentation Sisters of WA  Mercy Sisters of WA	Staff have developed a further understanding of Presentation and Mercy Charisms as part of their Faith Story and Witness.	Staff use their knowledge of the Charisms to engage students in our Charism Journey.
<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>	Staff will be provided opportunities for faith formation.	The Leadership Team will explore options for staff to participate in a personal faith retreat.	Term Four 2023	Leadership Team  CEWA	Staff feedback – staff evaluation after PDs	The Leadership team will continue to provide opportunities for faith formation to ensure RE accreditation is maintained.

# Improvement Goals

School: \_\_\_\_\_

Year: \_\_\_\_\_

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



## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; 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>
Review and create age-appropriate stories that will be embedded into the QR codes of the Mercy and Presentation Charism Journey at Notre Dame Catholic Primary School.	Ongoing consultation with staff to develop the Mercy and Presentation stories within the context of student year levels.	Ongoing in 2023	School Staff and students. Resources relevant to both Charisms.	Stories will be embedded into the Charism Journey.	Leadership Team

## EDUCATION Catholic Schools of Excellence

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; 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>
<b>HUMANITIES AND SOCIAL SCIENCE (HASS)</b>  Connections to the local community- Belmont Hub and about the area's unique Aboriginal history and places of significance.	Staff visited the Belmont Hub in Term 4 and will utilise the facilities in 2023.	Term 4- Wednesday 14 December 2022	Belmont Hub library and museum.	Teachers utilising the facility via class visits.  Integrating visits into current HASS curriculum.	Leadership to monitor attendance by classes throughout the year.
<b>WRITING</b> Develop a writing approach which enables children to read and write independently for a variety of audiences and purposes within different subjects.	Staff PD on Talk4Writing- students internalise the language structures needed to write through 'talking the text', as well as close reading.	Two-day PD in Term One 2 <sup>nd</sup> and 3 <sup>rd</sup> March 2023.	Dyslexia Speld Foundation  Moderation and discussion/ collaboration as a staff and with other schools.	Students move from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.  Improvement in Brightpath and NAPLAN results.	Literacy Committee  PD to be conducted and implementation monitored by Leadership throughout the year.

<p><b>NQS</b> Quality Area 1 – Educational Program and Practice- evidence of quality inquiry learning experience in planning for teaching and learning.</p>	<p>Wendy Manners to work with Pre-Primary staff throughout the year to develop understanding of inquiry learning.</p> <p>Ongoing professional learning with CEWA consultants and online learning- Kath Murdoch.</p>	<p>Ongoing PLCs in 2023</p> <p>Term 1 2023</p>	<p>CEWA Early Years Consultant- Wendy Manners and Michelle Verjans and NQS lead teachers.</p> <p>Kath Murdoch-online learning (AISWA website)- Emily Guerinoni and Monique Rognetta to attend.</p>	<p>Strong evidence of inquiry learning in K-2 programs and classrooms.</p>	<p>Leadership to conduct ongoing conversations with Pre-Primary teachers and Wendy Manners.</p>
<p><b>ABORIGINAL EDUCATION</b> Aboriginal history overlay to complement our Charism journey.</p> <p>Develop an understanding of Aboriginal and Torres Strait Islander histories and cultures through exploring the three key concepts of Country/Place, Culture and People.</p>	<p>CEWA Aboriginal consultants to provide us with an Aboriginal perspective that ties in with our Mercy and Presentation Charism walk.</p> <p>Introduction to the resource 'Our Land Our Story'</p> <p>PL session by Clare Wood from Nelson</p>	<p>Term One 2023</p> <p>Term One – 30<sup>th</sup> January 2023</p>	<p>Kylie Agale- Aboriginal consultant.</p> <p>Purchase of the resource 'Our Land Our Story'.</p>	<p>Aboriginal perspective has become part of our Mercy and Presentation Pilgrimage journey.</p> <p>Teachers will confidently teach students about the richness and diversity of Aboriginal and Torres Strait Islander peoples, histories and cultures.</p> <p>Students have a deeper understanding of the historical and contemporary stories of Indigenous Australia.</p>	<p>Leadership Team</p> <p>Leadership Team Aboriginal Liaison Teacher</p>

## COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<p><i>Performance &amp; development goal to be achieved (stated simply).</i></p>	<p><i>What actions will we take to achieve the goal?</i></p>	<p><i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i></p>	<p><i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i></p>	<p><i>How will we know we have been successful (quantitative and measurable)?</i></p>	<p><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>
<p>To participate in URSTRONG pilot program in partnership with CEWA - Years 3 &amp; 4.</p> <p>To gain an understanding of the Strategic Wellbeing Framework and how it can be applied within our school.</p>	<p>Selected staff have completed the facilitator training online and will implement the program.</p> <p>PD to introduce the document &amp; unpack it with the staff</p>	<p>Staff trained in Term 4 2022. Implemented Term 1 and ongoing.</p> <p>30 January (2023) 2-hour session. Organise other sessions as required</p>	<p>Friendology 101 Curriculum URSTRONG Program resources Dana Kerford Founder URSTRONG CEWA Wellbeing Staff</p> <p>Strategic Wellbeing Framework Shannon Steven Wellbeing Consultant CEWA</p>	<p>Implement the pre- and post- delivery assessment provided by the URSTRONG program to measure the impact of the intervention. Students to learn a common language of friendship.</p> <p>Staff understanding the purpose of the framework and feeling confident in implementing it.</p>	<p>AP/Pastoral Care &amp; Teachers involved in the pilot Ongoing throughout the program. At the end to decide where to go next.</p> <p>Leadership Team</p>

## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals <i>Performance &amp; 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>
Continue to work with Parents' and Friends' Association to explore play equipment that will focus on upper body strength.	Consult with Nature Play Solutions providers to develop a plan for the playground.	Ongoing throughout 2023.	Nature Play Solutions Parents' and Friends' Association	Plan has been developed and procedures are in place to build the play equipment.	Leadership Team
Conduct an audit of current school practices to ensure ethical purchase procedures are in place for school products.	Upskill administration staff to be more aware of conscious purchasing choices that better respect human rights.  Purchase 'ethical' tea, coffee and chocolate for the staffroom that are Fairtrade accredited as they have been independently audited against stringent environmental and human rights standards.	Semester One 2023	CEWA consultant to speak to staff about Modern Slavery- Katie Hunt.  Rainforest Alliance and UTZ are other independent certifications.  Aldi, Coles, IGA, Woolworths, Winc and COS all have Fairtrade coffee, tea and drinking chocolate in their ranges.  Executive Directive – Modern Slavery Prevention and CEWA's Modern Slavery Statement.	Purchasing products for our school that are Fairtrade accredited.	Leadership Team



## School Improvement Review and Progress Milestones

Date	Progress, notes and key points
3/11/22	<p><b>CATHOLIC IDENITIY</b></p> <p>Staff and students have developed age-appropriate stories embedded into the QR codes of the Mercy and Presentation Charism Journey.</p>
	<p><b>EDUCATION</b></p> <p>Ongoing PL sessions with Literacy committee and introduction of Brightpath Next Steps materials.</p> <p>Develop a consistent and systematic approach to delivering effective reading instruction that explicitly teaches all elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). This will continue to be a focus after our PD on the Science of Reading.</p> <p>NQS- Identify further need for PL in inquiry learning. Have liaised with Wendy Manners to collaborate with Pre-Primary staff in 2023.</p>
	<p><b>COMMUNITY</b></p> <p>The Wellbeing Committee will continue to plan activities to foster good Mental Health and Wellbeing for both staff and students. This will be an ongoing initiative.</p> <p>Continue to monitor and develop the Mindfulness Program.</p> <p>Explore employment of a School Social Worker for one day a week- Ellen Phelan has been appointed to the role (0,2).</p> <p>Enhance the role of the School Chaplain- School Chaplain to continue with school-based programs such as Drumbeat and Seasons for Growth.</p>