



Queen of Apostles School

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2022

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.

SCHOOL'S VISION

Queen of Apostles School is a vibrant and inclusive Catholic community. The school follows the example of our founders, the Schoenstatt Sisters and our Patron, Mary, the mother of Jesus and their call to be agents of love, unity and peace. Assisting parents as the first educators of their children, our vision is:

'To inspire a passion for life-long learning in an environment of faith, love and care for others'.

- BE** passionate and curious learners
- BE** confident and creative individuals
- BE** faith-filled and active in their care for others

STRATEGIC INTENTS | 2021-2023

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

GOALS	SUCCESS INDICATORS	QCE LINKS
Shared leadership and governance practices that embrace Catholic Social Teaching principles emphasising common good, participation, subsidiarity and co-responsibility	<ul style="list-style-type: none"> Building capacity in staff 	1.2a



EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Catholic schools witnessing effective contemporary pedagogy and mission-inspired practice and outreach	<ul style="list-style-type: none"> Evidence of differentiation in planning Improvement in data, particularly in top end students 	2.3c 2.3d 2.3e



COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
Services to enhance the safety and wellbeing of students and staff across all contexts	<ul style="list-style-type: none"> Introduction of Wellness Week Continuation of Social Worker for the community Student Code of Conduct 	3.1c 3.1b 3.1c 3.1e



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
Initiatives ensuring accessibility, affordability, sustainability and growth of schools	<ul style="list-style-type: none"> Re-purposing classroom areas Attractive facilities 	4.3c



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 2022-2023

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 	Religious Symbols in a prominent position: Crucifixes -classrooms -passageways -reception -library	Audit Purchase where necessary	End of Year (2022)	To be determined	Evidence of Christian Witness through symbols around school	RE Co-ordinator/Leadership
	Aboriginal Religious Symbols: Large Cross to be displayed during Masses Aboriginal Art Cloths on display around school	Cross to be constructed Teachers to arrange to have cross in church during Masses	End of Year (2022)	Cross and cloths	Aboriginal perspective evident in liturgical celebrations	RE Co-ordinator/Leadership
	Sacred Spaces: Statues of Mary in -hallway -ELC - Grotto dedicated to Our Lady	Purchase statues Set up of prayer focuses	End of Year (2023)	Statues to be purchased	Marian perspective throughout school	RE Co-ordinator/Leadership
	Prayer Focuses: -each classroom to include bible, crucifix and liturgical season	Set up/maintenance of classroom prayer focuses	Ongoing	Updating of materials	Classrooms display and maintain prayer focuses in prominent positions	RE Co-ordinator/Leadership
	Religious Etiquette: -bowing to altar -kneeling standing and sitting at appropriate times -receiving Holy Communion reverently -Lectionary to be used during Masses for proclamation of the Word	Teachers to periodically remind/demonstrate appropriate actions	Ongoing	None	Appropriate behaviours in liturgical celebrations	RE Co-ordinator/Leadership
	Understanding of the person of Jesus in contemporary terms https://makejesusreal.com.au/aboutmjr/	Exploration and Introduction of MJR in K- 6 PD on the person of Jesus – Peter Mitchell/Eugene Lee	First semester – exploration (2022) Second semester – implementation	MJR Resources Peter Mitchell/Eugene Lee to inservice staff	Implementation of MJR across the school	RE Co-ordinator/Leadership
CALL TO FAITH <ul style="list-style-type: none"> Themes 	Social Justice: <ul style="list-style-type: none"> Staff undertaking Christian Service Year 6 Social Justice announcements as part of our values announcement each morning 	Day set aside at end of the year to undertake volunteering (Hostels/aged homes etc) Relate our school values to social justice aims	2022 2022	Contact to be made with agencies None	Staff undertaking Christian Service Messages each day	RE Co-ordinator/Leadership

<ul style="list-style-type: none"> Beliefs 	<p>Gospel Messages:</p> <ul style="list-style-type: none"> A short summary (paragraph) of Sunday's Gospel is placed in the newsletter each week <p>Apostles Creed:</p> <ul style="list-style-type: none"> Years 4-6 able to recite the Apostles Creed 	<p>Template</p> <p>Teachers to teach the Creed</p>	<p>2023</p> <p>2023</p>	<p>Loyola Press</p> <p>None</p>	<p>Children able to recite Creed</p>	<p>RE Co-ordinator/Leadership</p> <p>RE Co-ordinator/Leadership</p>
<p>CALL TO GROW IN DISCIPLESHIP</p> <ul style="list-style-type: none"> Apostle's Creed Sacraments Life in Christ Christian Prayer 	<p><i>Jesus conceived by the Holy Spirit</i></p> <p><i>Penance- actively</i></p> <p><i>Eucharist – to nurture staff's personal relationship with the Risen Jesus by engaging them in the service of Eucharistic Ministering</i></p> <p>Sacred Silence</p>	<p>Advent Liturgies Newsletter articles</p> <p>Sacrament organised for Holy Week (Years 4-6)</p> <p>In-servicing of staff for Eucharistic Ministering</p> <p>Each class to implement a period of Sacred Silence each day at the teacher's discretion. Time to be used for silent, prayer-based reflection in class (not quiet time) Staff in-service on what this could look like</p>	<p>November 2022</p> <p>March 2022</p> <p>Feb 2022</p> <p>Second semester 2022</p>	<p>Liturgical Service Wreath/candles</p> <p>Fr Paul/Church</p> <p>Sr Catherine Warner</p> <p>Resources for contemplation ie mandalas etc</p>	<p>Participation in Advent Ceremonies</p> <p>All classes attend (Years 4-6)</p> <p>Teachers accepting invitation</p> <p>Student's ability to meditate/reflect in silence</p>	<p>RE Co-ordinator/Leadership</p> <p>RE Co-ordinator/Leadership</p> <p>RE Co-ordinator/Leadership</p> <p>RE Co-ordinator/Leadership</p>

Improvement Goals

School: Queen of Apostles School

Year: 2022

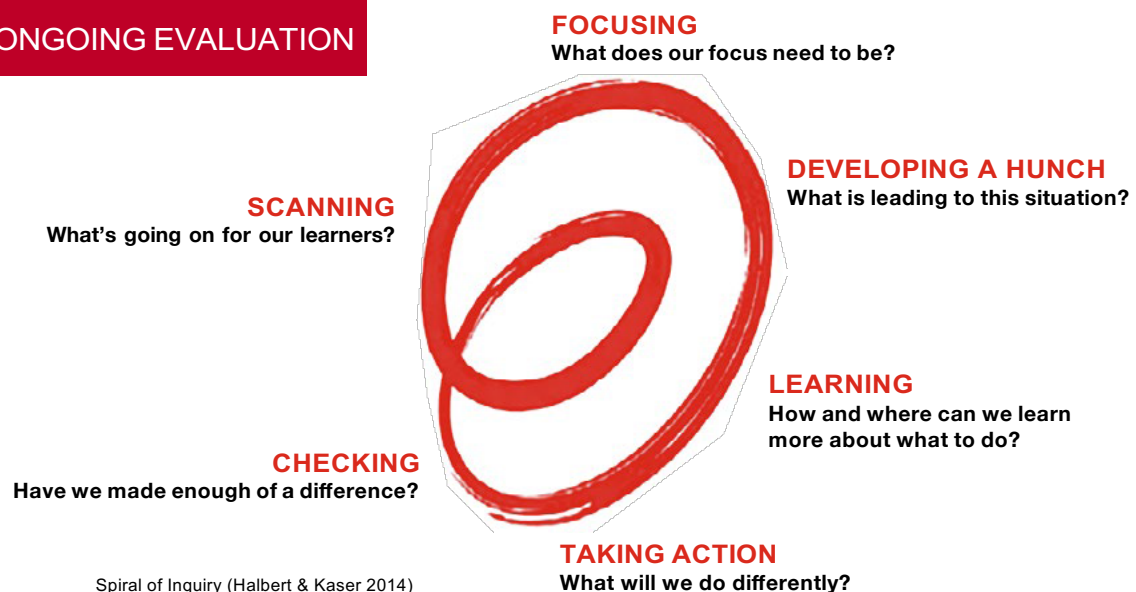
The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth 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.

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

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>
Bring students and families into a deep and authentic relationship with Jesus where a culture of grateful happiness is engendered	MJR introduced into classrooms K-6 RE section as part of the newsletter – MJR News	Throughout 2022 Semester 2	https://makejesusreal.com.au/aboutmjr/ RE Co-ordinator – Emily Boronovskis	Use of 'Jesus' talk within the classrooms. Understanding and use of prompts such as: <ul style="list-style-type: none"> • WEST (Welcoming, Encouraging, Sorry and Thanks) • Sacrament of the Present Moment • God moments 	RE Co-ordinator: Emily Boronovskis Ongoing Agenda item at Staff Meetings
Integration of Catholic faith, life and culture by creating a prayerful and inclusive environment which includes opportunities for students and families to express their faith in prayer, liturgy and masses.	Developing sacred spaces around the school (grotto to Our Lady, modern statues/pictures of Christ/Mary/the Apostles) Integration of Aboriginal art/songs into the Mass (Aboriginal Our Father etc)	Semester 2 2022 Term 1 2022	Develop a Mass Powerpoint template that has been designed with Aboriginal images to be used at Mass Large Cross draped with Aboriginal art cloths	Inclusion of Aboriginal art in Mass	RE Co-ordinator: Emily Boronovskis Leadership

EDUCATION

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Develop a collective approach to student thinking, learning and teaching which includes critical and creative thinking skills and processes	Continuing exploration and adaptation of '10 Shifts of Practice' – Wabisabi Learning – Focus on Personalised Learning Focus on general capabilities: <ul style="list-style-type: none"> • Critical and creative thinking (Future-Focused Learning – Wabasabi) • Information and Communication Technologies (ICT) IT Café - allocated PLC's Staff Meetings to continue staff IT development (EA's to be invited to upskill)	Throughout 2022 One per term	Wabasabi Online Learning Community FFL Co-ordinators - Robyn Salvia (EC) Gabrielle Lesque (M/U) Use of FFL template for programming ICT Co-ordinator – Marika Beacher	Teacher Observations and teacher rubrics on engagement in the creative process Teacher planning to reflect deliberate incorporation of General Capability skills across curricula Upskilling of staff	PLC'S: Teachers will share their practices of: <ul style="list-style-type: none"> • Learning Intentions/Success Criteria and Solution Fluency (maintenance) • Personalised Learning (focus 2022) at least monthly at PLC meetings (FFL Leaders – Robyn Salvia/Gabrielle Lesque) PLC'S: Teachers to share their practice in ICT against the Digital and Design Curriculum. IT Co-ordinator - Marika Beacher
Growing all students by developing teacher skills and understanding in differentiation in the Maths Learning Area	PD – Ben Saulsman – a focus on Maths Differentiation (lateral rather than Linear). Open-ended, hands on tasks to be encouraged Model of open-ended lessons by Ben Saulsman Follow-up each term at staff meetings to monitor progress (Ben Saulsman)	2022 (maths)	https://www.k7maths.com/help/about (to assist teachers with Maths resources) Ben Saulsman to work with staff	Data: Improvement in growth of students each year (PAT Maths)	Program Meetings: Teachers will need to provide evidence of differentiation in the Maths area during program meetings. Emphasis in 2022 will be on how concepts/tasks are being differentiated for high end students (lateral not linear) One staff meeting per term will be a sharing meeting – teachers to share a concept and the way it has been differentiated for different abilities

Forming and developing cohesive and collaborative approaches to Early Years philosophies through the *Being, Belonging, Becoming* framework from Pre-Kindy to Year 2

Developing knowledge of the framework through regular meetings of Early Learning staff

Throughout 2022
One meeting per month

Being, Belonging, Becoming Framework

Changes observed in PK – 2
Adaptation of small progressions towards the framework

Reference to *Being, Belonging, Becoming* in programs
Discussion of the Framework in program meetings

COMMUNITY

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>
Engage in ongoing wellbeing education to support a holistic approach to student and staff wellbeing	<p>Introduction of a Wellness Week for staff and students (no meetings/homework/staff meetings in Week 5)</p> <p>Continuing engagement of Social Worker for both staff and students</p> <p>Student code of conduct developed in each class. See example: http://www.wembleyps.vic.edu.au/page/71/Student-Code-of-Conduct</p>	Throughout 2022	<p>Tracy Small – Social Worker</p> <p>Child Safety Website</p>	<p>Wellness week honoured by staff</p> <p>Contacts made to Social Worker</p> <p>Student Code of Conduct prominently displayed in all classes</p>	Leadership
Improve student well-being through quality relationships between teachers and students by providing a learning environment that enables both staff and students to flourish	<p>Engagement in PD on differentiation to upskill teachers in catering for all students</p> <p>Pastoral Care of students an ongoing agenda item at all staff meetings (continuing)</p>	Throughout 2022	PD Ben Saulsman	Survey to gauge students anxiety levels regarding mathematics	Leadership

STEWARDSHIP

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>
Plan for the consistent maintenance of classroom, playground and staff facilities ensuring spaces are contemporary, attractive and conducive to flexible learning opportunities	<p>Staffroom to be re-located to allow for a Year 6 classroom</p> <p>Music Room to be relocated from demountables to main building</p> <p>Glass panels to be placed on doors in the office and demountables to allow allied health services and music tutors to work with students</p>	End of 2022	Finance Office: Caroline Hunneybun Quotes from:	<p>Transition to new areas</p> <p>Rooms made visible</p>	Finance Officer/Leadership
Review existing Information Technology (ICT) including developing a sustainable approach and ensuring access to up-to-date equipment and resources	<p>Audit of IT by CEWA</p> <p>Leasing of iPads to replace redundant models</p>	Throughout 2022	Budget	Leasing of iPads	Finance Officer/Leadership

Inclusive leadership formation and development reflecting the commitment and diverse talents of staff, students, parents and community members.

Co-ordinators roles for all full time teaching staff

Work with CEWA to build leadership capacity with staff

Time out of class given to allow teachers to grow their roles

Throughout 2022

Loretta Hackner and Nancy Bonfiglio - CEWA

Staff stepping up to leadership roles

Leadership/CEWA

