'A light beneath our feet'

St Anthony's School

Wanneroo

CATHOLIC SCHOOL IMPROVEMENT PLAN **2024**

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.	St Anthony's School community works collaboratively to teach and live the values of Christ. While respecting tradition, and to meet the demands of a rapidly changing society, it strives to educate our children to reach their full potential.

St Anthony's Core Values

We will each give our Personal best.

We will each model faith in Action.

We will embrace Diversity and difference.

We will be United.

We will Appreciate and respect each person equally.

St Anthony's School Wanneroo

STRATEGIC INTENTS | 2023-2026

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:
Shared leadership and governance practices that embrace Catholic Social Teaching principles emphasising common good, subsidiarity and co-responsibility	5 Teacher Practices – Quality Relationships embedded in relationships throughout the school.	1.1 (c) 1.2 (b)
Inclusive leadership formation and development reflecting the commitment and diverse talents of staff, students, parents and community members.	New personnel in the Leadership Team – Leadership Team reflective of progress made and co-planning for future actions.	1.1 (b) 4.1 (d)

EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Effective communities developing students as whole Christian persons.	5 Teacher Practices – Engagement embedded in all classes and support groups throughout the school..	2.1
Witness to effective, contemporary pedagogy and mission-inspired practice and outreach.	Pedagogy consistent across the school Alignment of curriculum documentation to judging standards	2.3 (b) 2.3 (c)

COMMUNITY Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
Enhance the safety and wellbeing of students, parents and staff across all contexts, conversation and engagement with all communities	Reduction in negative class and playground behaviours	3.1 3.3 (a) 3.3 (b)
Continuing to develop Christ-like relationships that accompany students with their development	Reduction in negative class and playground behaviours	3.1 (a) 3.1 (b) 3.1 (c)

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Initiatives ensuring accessibility, affordability, sustainability and growth	Fees increases and extra-curricular costs kept to a minimum Programs offered encourage parents to retain children at St Anthony's – enrolment discount, loyalty discount for Yr 6 parents	4.3 (b) 4.3 (c)
Procurement practices that reflect Catholic social teaching	St Anthony's Scholarship offered to child/ren in PREP	4.3 (d)

CATHOLIC EDUCATION
WESTERN AUSTRALIA

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 2024-2026

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS • Examples of expressing the divine within • Raising awareness of the presence of Jesus	• flowing from and supporting evangelisation in the Catholic faith of the school community • Increased knowledge of call to witness as expressed in the Bishops' Mandate	Staff to participate in Parish community celebrations across the year Cluster/staff meeting prayer leader to read from a section of the Mandate and explain its significance	On-going Principal – Monday notices	Parish calendar of community celebrations Bishops' Mandate	80% of staff attending Parish celebrations Added to Weekly briefings	Staff apologies listed with Principal
CALL TO FAITH • Themes • Beliefs	• opportunities for spiritual formation, reflection, discernment	Teachers to contribute to school mass planning Participation in faith formation days Thursday - Staff prayer	On-going On-going On-going	Ordo Speaker/s	Teachers more familiar with planning/running masses	
CALL TO GROW IN DISCIPLESHIP • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer	• equipping staff to contribute actively to shaping and building a Christian school community.	Teachers to contribute to school mass planning. Continued contributions to school charitable efforts	Each year level to plan one school mass during the calendar year	Ordo	Teachers to co-plan masses	

School NAPLAN Performance

School Overtime comparison not available in NAPLAN due to a change in reporting format.

Mean Scaled Score Comparisons

	Domain	Reading				Writing				Spelling				Grammar				Numeracy			
Year Level	Calendar Year	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National
Year 3	2023	392	400	394	404	418	413	411	417	402	401	399	404	401	403	400	409	416	401	401	407
Year 5	2023	491	495	490	496	459	484	478	483	472	491	488	490	479	490	491	496	469	483	484	488

Yr 3 Mean Scaled Scores

Reading - school mean close to state mean; below CEWA and National means
Writing – school mean above CEWA and State; marginally higher than National mean
Spelling – school mean above CEWA and State; close to National mean
Grammar – school mean marginally above state; just below CEWA, below National mean
Numeracy – school mean well above all other domains.

Year 5

Reading - school mean marginally above state, close but below CEWA and National means
Writing – school mean below all domains
Spelling – school mean below all domains
Grammar – school mean below all domains
Numeracy – school mean below all domains

When looking at the number of sudents in the *Achieved/Not Achieved* proficiency levels, both Year 3 and Year 5 have more students in the *Achieved* category than the *Not Achieved* group. When considering results at this level, Grammar in Year 3 and Writing and Spelling at Year 5 appear to be areas of focus moving forward.

It is a concern that between Yrs 3 and 5 there is a decline in NAPLAN performance when measured against the other domains. The question arises as to whether the lower performnce is the result of the change in both format and administration from May to March; lower cohort numbers due to the migration of families away from the school; disrupted learning as a result of COVID or a lack of student engagement in the teaching and learning.

School PAT Performance

Over time comparison for achievement between consecutive years is available for most year levels in PAT Reading and Maths. Direct comparison with Year 3 and Year 5 NAPLAN results will not be accurate given that NAPLAN was administered in March and PAT was administered in November 2023.

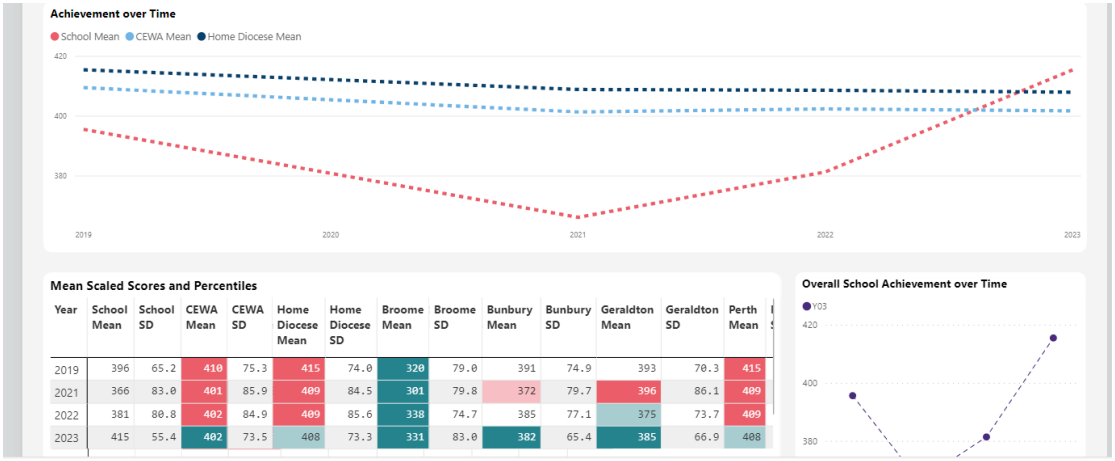
Cohort	Reading	Maths
Yr 1 – Yr 2	Cohort mean gain (14.9) falls below National mean gain (16.9)	Cohort mean gain (9.4) is greater than National mean gain (8.8)
Yr 2 – Yr 3	Cohort mean gain (12.1) is greater than National mean gain (11.9). Cohort has continued to decrease the gap between it and National mean.	Cohort has maintained performance above the National mean. Cohort mean gain (9.2) is greater than National mean gain (7.1)
Yr 3 – Yr 4	Cohort growth in mean (11.0) compared to National mean (7.9). The cohort's mean is almost equal to the National mean.	Cohort growth (9.7) is well above the National mean gain (5.7)
Yr 4 – Yr 5	Cohort mean gain (6.2) is above the National mean gain (4.9). This compares to previous years	Cohort mean gain was slightly higher than the preceding year but at 3.9 is below the National mean gain (4.4).

	where the mean gain was well below the National mean gain for this age group.	
Yr 5 – Yr 6	Cohort growth in mean (3.2) is slightly higher than the National mean (3.0). Despite this, the cohort's mean is still well below the National mean.	Cohort growth in mean higher (5.5) when compared to National mean (3.4). The cohort's mean is almost equal to the National mean.

PAT results for Year 5 confirm the positive NAPLAN results in Reading and paint a slightly more positive picture than their NAPLAN Numeracy results.

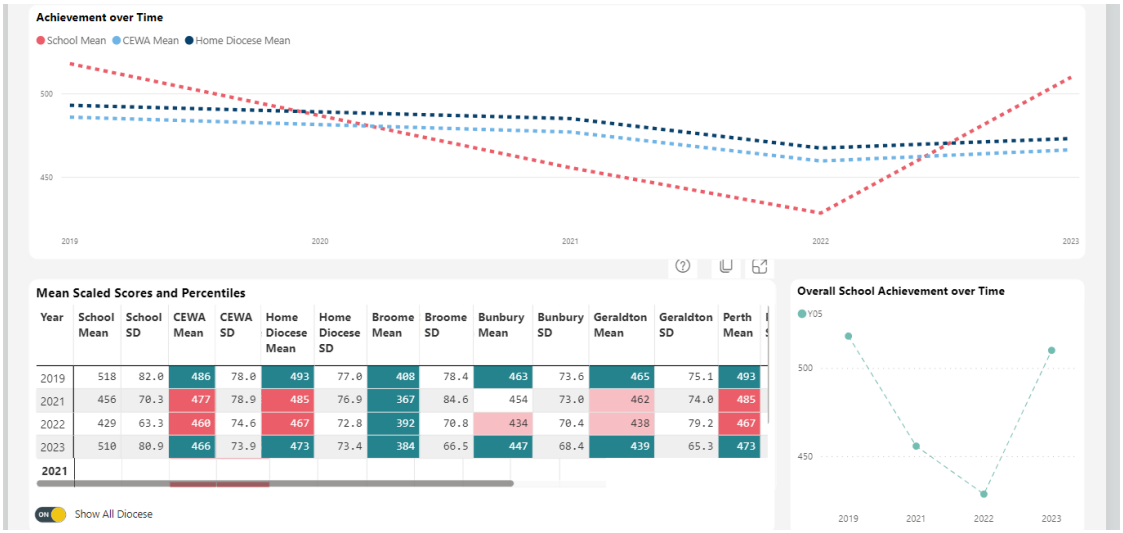
Religious Education Assessment

Year 3



Year	School Mean	School SD	CEWA Mean	CEWA SD	Home Diocese Mean	Home Diocese SD	Broome Mean	Broome SD	Bunbury Mean	Bunbury SD	Geraldton Mean	Geraldton SD	Perth Mean
2019	396	65.2	410	75.3	415	74.0	320	79.0	391	74.9	393	70.3	415
2021	366	83.0	401	85.9	409	84.5	301	79.8	372	79.7	396	86.1	409
2022	381	80.8	402	84.9	409	85.6	338	74.7	385	77.1	375	73.7	409
2023	415	55.4	402	73.5	408	73.3	331	83.0	382	65.4	385	66.9	408

Year 5



Year	School Mean	School SD	CEWA Mean	CEWA SD	Home Diocese Mean	Home Diocese SD	Broome Mean	Broome SD	Bunbury Mean	Bunbury SD	Geraldton Mean	Geraldton SD	Perth Mean
2019	518	82.0	486	78.0	493	77.0	408	78.4	463	73.6	465	75.1	493
2021	456	70.3	477	78.9	485	76.9	367	84.6	454	73.0	462	74.0	485
2022	429	63.3	460	74.6	467	72.8	392	70.8	434	70.4	438	79.2	467
2023	510	80.9	466	73.9	473	73.4	384	66.5	447	68.4	439	65.3	473

Following an interrogation of the school's 2022 REA results, teachers at all year levels set about correcting gaps in student knowledge. Their efforts can be seen in the improvement in the Year 3 and Year 5 cohorts' results in the REA.

Parent feedback from 2022 Climate survey and the parent survey from the 2023 QCSER continue to point to insufficient communication; only sometimes given assessment information and feedback on assessments.

STRATEGIC IMPROVEMENT PLAN 2023-2026

According to Wright, Horn and Sanders (1997) '…the most important factor affecting student learning is the teacher…. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor'.

Over a period of four years, we will strive to embed CEWA's 5 Teacher Practices using Robert Marzano's High Reliability Schools process to monitor, evaluate and focus our improvement strategy.

2023 Foci:

- Introduce and implement Quality Relationships (Safe and Collaborative Culture - Marzano)
- Introduce and implement Engagement in Learning practices
- Consistent use of Judging Standards for planning and assessment in every classroom – Ryan Wiles (CEWA) sourced to provide targeted in-service and PLCs.

2024 Foci:

- Continue to embed 2023 foci
- Introduce and implement Learning Design practices
- Implement Instructional Range practices (Guaranteed and Viable Curriculum – Marzano)
- Collaboration in the use of Judging Standards for planning and assessment in every classroom (Standards Referenced Reporting and Review – Marzano)

2025 Foci:

- Continue to embed 2023-4 foci
- Implement Place, Space and Technology Range practices

2026 Foci:

- Continue to embed 2023-5 foci
- Introduce Inquiry Learning (Competency-based education - Marzano)

Improvement Goals

School: **St Anthony's School, Wanneroo**

Year: **2024**

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

Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *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?*
Staff Faith Formation QCE 1.1 (d)	Ongoing renewal of professional development in Term 4	Week 10 Term 4	External provider – John Topliss	Staff participation	AP RE

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Focus on Religious Education practices within the classroom QCE 2.2	• Interrogate Religious Education Assessment Data • Classroom teachers to set clear goals for improvement and identify gaps in previous learning as a focus area • Clear guidelines, structures and processes for teaching of RE lessons	• Throughout 2024 – 2026 • 2 x Cluster Meetings – 1 to interrogate data and set goals, 1 to research resources	• PowerBi • Religious Education programs	• Improvement of average raw score from 2023 data for Grades 3 & 5 • Growth for current Grade 3 students when completing Grade 5 assessment in 2025	• Curriculum Coordinator to monitor programs and lead cluster meeting discussion • AP RE to lead data investigation
Re-invigorate Seven Steps as a writing program for teachers PP - 6 QCE 2.3 (c)	• Beginning year PD Day (45 mins), staff familiarisation with Seven Steps website • Dedicated Cluster Meetings for Junior/Senior - 1 per term • Cluster meeting check-ins showing work samples	• Throughout 2024	• Seven Steps website • Student work samples	• Scope and Sequence adopted and implemented • Staff confidence implementing program – Results determined by teacher pre/post survey on confidence levels (sent out in first day PD, mid-year and T4 week 10 PD)	• Leadership • Curriculum Coordinator • Peer teachers • Discussions in PDs and Cluster meetings

Encourage and facilitate student engagement QCE 2.3 (b)	• Continue PLC's looking into Engagement with follow up in Cluster Meeting (1 per term) • Introduce Learning Design in PLC's	During Term 1 During Term 2 & 3	• CEWA 5 Teacher Practices resources	• PLCs & cluster meetings timetabled • Indicators visible in Learning Walks and walk throughs	• Leadership • Discussions in Cluster meetings
Unpack and implement changes to EYLF, incorporating Aboriginal and Torres Strait Islander education in programs K-2 QCE 2.3 (c)	Staff to work collaboratively in staff meetings and junior cluster meetings to look at changes to EYLF Sharing of relevant resources to incorporate Aboriginal and Torres Strait Islander curriculum in K-2 classrooms	• Throughout 2024	• New EYLF document • Changes to EYLF document • Aboriginal and Torres Strait Islander Resources (CEWA)	• Evidence in programs • Evidence throughout learning spaces K-2	• Leadership • Key Teacher ECE • Peer teachers • Discussions in Cluster meetings

COMMUNITY Catholic Pastoral Communities

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Provide parents and carers with assessment and feedback data to improve climate survey QCE 3.2	In 2024 & 2025, all teachers (including specialists) will provide a term overview of learning programs Classroom teachers to upload rubrics for a writing piece each term	• From Term 1 and continuing throughout 2024	• Teacher programs • SCSA rubrics • Seven Steps rubrics • Seesaw	• Current climate survey data for Assessment and Feedback is 2.75 - increase to minimum of 3 in 2025 • All teachers have implemented action listed	• Leadership • Curriculum Co-ordinator • Termly reminder communication to staff • Digital Technologies Leader to monitor Seesaw for communication
Embed the use of RULER routines and curriculum throughout the school QCE 3.1 (b&c)	• Staff to work RULER curriculum and routines into their programming • In week 5 of every term, information about RULER strategies/routines sent to the school community via newsletter.	• Throughout 2024	Wellbeing Team RULER tools and website Newsletter School Website/social media	• Questionnaire (T1 and T4) to identify awareness of RULER throughout the school and community • RULER visible around the school • RULER incorporated into planning	Wellbeing Team - check for classroom charters visibility Kelly Lippi (Marketing) - Social Media

	• By the end of week 1 in term 1, all classes to have developed their classroom charter with the students • Make connections with other RULER schools to identify further steps			• Each class to have a visible Classroom Charter by the end of week 2, term 1 • Each class to have a way of reflecting using the Mood Meter (either physical or digital)	
Recognise the importance of lived experiences of families QCE 3.2	• Include family cultures in classroom programs • Questionnaire to parents exploring their gifts and talents • Invite families in to share experiences • Implement Parent Help Rosters in Kindy and Pre-Primary classrooms	• Questionnaire sent out at parent night • Beginning in Term One and continuing throughout 2024	• Rosters • Questionnaire (MS Forms)	• Evidence of cultural inclusivity in ECE programs • Parents invited into classrooms (when appropriate) based on responses to questionnaire • Parent Help Roster	• Leadership • Key Teacher ECE

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

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Provide staff with professional development opportunities QCE 4.1 (b)	• All staff invited to attend the 'Resilience Shield' PD • Refinement of Staff Self Appraisal and Feedback documentation • Re-introduce Learning Walks – criteria and format for walks set by admin and staff	August 26th Term 3 Throughout 2024 Criteria established by end of Term 2 Walks commence Term 3	• School Improvement Team • Key Teachers • MS Forms/O365 tools	• PLCs & cluster meetings timetabled • Indicators visible in Learning Walks and walk throughs	• Leadership • Curriculum Coordinator • Peer teachers • Discussions in PLMs and Cluster meetings • SIT planning days to discuss and identify successes and determine next step/s
Outline a future-focused plan for ICT infrastructure QCE 4.3 (c)	Plan for the replacement of current mixture of projectors and tvs with interactive panels	Outline the plan this year, to commence and then take place over 4 years	ICT Coordinator IT Dynamics Budget	A plan outlined for responsible, future-focused ICT infrastructure for the future	ICT Coordinator

School Improvement Review and Progress Milestones

Date	Progress, notes and key points
March 2024 Term 1 review	**Catholic Identity** **Education** **Community** **Stewardship**
June 2024 Term 2 review	**Catholic Identity** **Education** **Community** **Stewardship**
September 2024 Term 3 review	**Catholic Identity** **Education** **Community** **Stewardship**