


School Improvement Framework
St Mary's School, Robinvale



School Improvement Plan
2023 - 2027

Principal Signature: 

Name: Andrea Welsh

Date: 22nd November 2022

School Vision and Mission

Vision

St Mary's School personalises our Catholic and Mercy Values by nurturing our relationship with the Parish and wider community.

Our school empowers and challenges all students to achieve high levels of learning and become valued members of the global community.

Our school is a Child Safe school where all enrolled students and visiting children have the right to feel safe and be safe.

Mission

We will:

- Strengthen our Catholic culture through raising the profile of Mary Help of Christians, our patron saint, and develop the Mercy Charism within the school and across the Parish.
- Live our Catholic Mercy Values of Respect, Compassion, Justice, Hospitality, Service and Courage.
- Practise contemporary teaching and learning, so every student is empowered, challenged and supported to achieve high levels of learning.
- Provide a Child Safe, inclusive and nurturing environment that caters for the uniqueness of each student and builds positive relationships.
- Be educators who collaboratively promote a positive environment amongst staff, students and families with direction and leadership.
- Work in partnership with parish, diocesan and local communities to enhance St Mary's Catholic Identity.

School Context

St Mary's school has and continues to provide a Catholic education in North West of Victoria on the Murray River. The school was originally established in 1959 by the Sisters of Mercy whose traditions and values are evident today in the school's mission "to live out our Catholic Mercy values of respect, compassion, justice, hospitality, service and courage."

St Mary's continues to foster a close relationship with the Parish despite the challenges of Covid 19, and several changes in resident parish priests. The school's Enhancing Catholic School Identity (ECSI) 2020 data shows 50% of staff, students and families identify as Catholic with 25 % of staff and 32% of students identifying as non-religious. Within it's community St Mary's has a diversity of faith backgrounds, philosophies and world views There are at least 10 religions represented in the school these include; Catholic, Christian, Buddhist, Muslim, Methodist/Wesleyan, Greek Orthodox, Anglican, Seventh Day Adventist, Hindu and Uniting.

St Mary's has a current enrolment of 279 students with a current SES score of 89. The National Distribution of Social Educational Disadvantage (NDSSED) when compared to other sectors sits at 52% disadvantage. This analysis highlights the fact that St Mary's was not only amongst the most disadvantaged schools in the Diocese of Ballarat but in all schools across Australia. Although faced with significant challenges, when compared with like schools, St Mary's consistently achieves above expectations.

St Mary's school population reflects its cultural diversity 52% Australian, 13% Italian, 6.7% Vietnamese, 3.8% Sri Lankan, 2.9% Greek, 2.9% Indian, 2.9% Cambodian and 1% Aboriginal & Torres Strait Islander. 29.8% of St Mary's students receive NCCD funding for additional learning and behavioural support at school and approximately 25-30% of students speak a language other than English at home. At least 14 languages other than English are spoken. These include; Hindi, Malay, Vietnamese, Cambodian, Cantonese, Thai, Filipino, Tongan, Chinese, Mandarin, Afrikaans, Fijian, Tagalog and Telugu.

Key Priority One

CATHOLIC IDENTITY

Priority

Enhance our Catholic Identity and enrich our staff and students faith development through faith formation and an understanding of Catholic Social Teaching.

Links to CHECS

Catholic School Culture

- 1.1 Religious Education
- 1.2 Enhancing Catholic School Identity
- 1.3 Social Action and Justice

Community Engagement

- 2.1 Partnering with Families

Strategies and actions to address this priority:

- Prioritise the Catholic Identity of the school
- Provide many informal faith formation learning opportunities for staff
- Continue to seek quality professional learning in Scripture and faith formation for all staff and use this to strengthen teacher's capacity to teach Religious Education
- Commit to the recontextualising the Catholic faith tradition in the school through the use of iconography, imagery, professional learning, prayer and liturgy
- Develop teacher understanding of Catholic Social Teaching and stewardship of God's creation (Laudato Si) to enrich students learning experiences and engage the school community to act
- Engage in specific professional learning on the preferred stance of Catholic Identity (Dialogical, Recontextualising, Post Critical Belief)
- Continue to seek study opportunities to increase staff accreditation to Teach in a Catholic School and to Teach Religion in a Catholic School
- Review the school's Values, Vision & Mission in light of the school's Catholic Identity
- Ensure the Vision & Mission is translated and made accessible to all families
- Include the Vision & Mission in new staff and student inductions
- Ensure links are made to Mercy Values and Catholic Social Teaching through Scripture used throughout the school
- Identification of the importance of Catholic Social Teaching as a foundation for social justice
- Use Catholic Social Teaching as a vehicle to engage our students and develop their understanding of contemporary Catholicism
- Engage our staff and students in authentic dialogue that recognises and value other faiths, beliefs, worldviews and traditions in order to strengthen our own faith and beliefs.

Key Priority Two

LEARNING & TEACHING

Priority

Improve student outcomes and engage students more in their learning by continuing to build teacher capacity.

Links to CHECS

Leadership & Stewardship

- 3.1 Shared Leadership
- 3.2 Building Staff Capability
- 3.3 Culture of Continuous Improvement
- 3.4 Stewardship of Resources

Learning & Teaching

- 4.1 Guaranteed & Viable Curriculum
- 4.2 Effective Teaching
- 4.3 Student Engagement
- 4.4 Analysis & Use of Data
- 4.5 Coordinated Strategies for Intervention

Strategies and actions to address this priority:

- Continue to embed collaborative teams
- Use data to inform any new programs or initiatives
- Address the low oral language entry levels of students
- Continue to develop collaborative teams across the school to build expertise in contemporary learning and teaching pedagogies
- Develop the leadership capacity of staff and provide opportunities for them to lead
- Explore, research and develop teacher knowledge and skills in the area of peer observation
- Investigate ways to build a teacher network to support teacher professional growth
- Continue to build teacher skills and expertise in analysing student data to more effectively drive teaching and learning
- Regularly revise and audit the curriculum to ensure essential learnings are being addressed
- Build teacher knowledge and skills through agreed and consistent models of pedagogy to maximise student learning, engage students and build effective collaboration
- Develop consistency in a range of strategies to engage students in their learning including the use of Learning Intentions and Success Criteria
- To develop collaborative teams through upskilling teacher in data analysis to target teaching and monitor student learning outcomes
- Commit to agreed, consistent practices drawn from models of contemporary and evidence based pedagogy e.g. High Impact Teaching Strategies (HITS), Professional, Learning Communities (PLC), Response to Intervention (RtI), and Universal design for Learning (UDL)
- Refine and clarify staff understanding of curriculum, consistent strategies and collaborative approaches to learning and teaching including peer mentoring and observation opportunities
- Develop a culture of inquiry and innovation, where creative exploration and differentiation are evident in an engaging curriculum.

Key Priority Three

WELLBEING

Priority

Strengthen the wellbeing of students, and support staff, to enable all to thrive, contribute and respond positively to challenges and opportunities.

Links to CHECS

Community Engagement

2.2 Community Partnerships

Leadership & Stewardship

3.4 Stewardship of Resources

Learning & Teaching

4.5 Coordinated Strategies for Intervention

Wellbeing

5.1 Quality relationships

5.2 Wellbeing Practice

5.3 Safe learning Environment

Strategies and actions to address this priority:

- Continue to embed Rtl, SWPBS, EAL and Wellbeing frameworks in the school
- Address the low oral language of Prep students, particularly those from an EAL background
- Research play for language acquisition from an EAL background
- Acknowledge, affirm and celebrate success for students and staff
- Develop capacity to manage and ownership of wellbeing and learning in students and staff
- Expand and refine the school-wide curriculum to more thoroughly address the Victorian Curriculum capabilities
- Build connection and partnerships with the local business community to enhance student learning
- Continue to be a presence in the local community
- Continue to implement school processes and practices that support positive and respectful relationships between all members of the school community
- Continue to embed policies, practice, programs and processes that support the wellbeing of all
- Embed the new Child Safe Standards
- Continue to improve and refine the school wide wellbeing framework and develop consistency in approach and practice
- Investigate and implement programs to support wellbeing with a focus on resilience and mental health
- Strengthen our commitment to inclusively engage with all cultures and groups in our school including those of other faiths and first nations people
- Continue to develop our commitment to inclusively engaging and communicating with all cultures and community groups in our school
- Continue to apply resources in a way that meets the learning and wellbeing needs of all students and staff including working towards enacting the school's Masterplan.