

CATHOLIC SCHOOL IMPROVEMENT PLAN 2024



Our Lady of Mount Carmel Mullewa

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.

OLMC'S VISION

At OLMC School our vision is based on four core beliefs. We are responsible for establishing a Culture of Care and a Culture of Learning. We are accountable for a vibrant, successful school and we have a focus on Discipleship.

OLMC Mission

"With a pioneering spirit, Our Lady of Mount Carmel School, Mullewa, aspires to foster Christian community living in harmony with each other and the environment."

We bring this mission alive by actively participating in our call to evangelise, to proclaim the good news

OLMC School Moto

"Love one another as I have loved you."

Our Lady of Mount Carmel Mullewa

STRATEGIC INTENTS | 2022- 2024



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Goal(s):	Success Indicators:	Links to QCE Elements:
Embed the school values in all areas of the school and curriculum so they are embodied by our students.	The Positive Behaviours for Learning and the Student Code of Conduct are taught, promoted and evident around the school. Our pastoral care that enables all children to feel safe and supported is maintained and continued. Mullewa based Acknowledgment to Country stories are being used.	1.1 (b & d) 1.2 4.1 (b & c)
Provide meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community.	The Staff Formation Planning has been implemented. Students have had the opportunity to complete real, meaningful and relevant service in the school, parish and wider community.	1.1 (d)



EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Ensure targeted and structured differentiation, intervention, enrichment and extension is in place to cater for the diverse academic needs of all students.	Systematic and effective data is collected and used throughout the school to identify the ability, learning and tracking progress of students. IEP's are developed and implemented. Students are supported while working in small groups within multiyear level classrooms.	2.3



COMMUNITY Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
Deliver research-based programs that support the safety, wellbeing and mental health of students and staff across the school.	The programmes, policies and professional learning that promotes child protection, staff and student wellbeing are implemented and maintained. The Health and Wellbeing Guidelines and Procedures are followed and implemented.	3.1
Maintain and strengthen the positive partnerships we have with parents and the wider community.	Communication to parents is timely and meaningful. Regular communication regarding student progress and wellbeing is occurring. Partnerships with community groups is maintained.	3.2 3.3 (b)



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Develop creative, collaborative and contemporary spaces that support teaching and learning.	Planning, implementing, monitoring and reviewing of resources, including infrastructure, ICT and contemporary facilities, occurs. Financial administration is conducted in a prudent and responsible manner.	4.3 (a & c)

STAFF Formation Planning 2022- 2024

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 	Improve students and staff awareness of their relationship with God	Prayer in Classrooms <ul style="list-style-type: none"> Prayer tables Formal prayer eg. Rosary Contemplative Prayer Staff prayer - develop knowledge and skills to be able to lead and participate in staff prayer	2 years 2021-2022	Prayer Boxes – coloured cloth, statues, artifacts, candles Seasons of the Church Guide for symbols used for different seasons eg. Colours, objects Jo Harris (RE Consultant Geraldton) Father Robert	Evidence of use of different forms of prayer within classrooms Children using contemplative prayer as a form to develop relationship with God	Feedback at staff meetings and PLC's over the term Forms survey administered with students and feedback on views on prayer
CALL TO FAITH <ul style="list-style-type: none"> Themes Beliefs 	Strengthening staff understanding of each of Fruit of the Spirit in order to teach students and increase their understanding	<ul style="list-style-type: none"> Students to identify Fruit of Spirit in actions of others during discussion Hang Fruit of Spirit on model tree with name of person Identify Fruit of Spirit in 4 Gospels to be read at Monday morning assemblies Continue with Fruit of the Spirit Reward system across the school Fruit of Spirit Tree for school names to be hung 	2 years 2022-2024	Professional Learning meetings (mini-sessions with Jo Harris) PD with Jo Harris (RE Consultant) Bibles	Children's development of their ability to recognise and identify situations where they see Fruit of the Spirit in action	Review at end of term No of Fruit of Spirit certificates Use of Fruit of the Spirit tree
CALL TO GROW IN DISCIPLESHIP <ul style="list-style-type: none"> Apostle's Creed Sacraments Life in Christ Christian Prayer 	Improve students and staff knowledge and understanding of the 4 Sacraments experienced within the school	<ul style="list-style-type: none"> PD with Jo Harris on knowledge of Sacraments Aligning RE Units of Work across the school with Sacramental celebrations Follow up PLC sessions on year level content and how we teach the Sacraments 		Jo Harris (RE Consultant) RE Units of Work OLMC Scope & Sequence for tracking of RE Units of Work	Stronger teaching of the Sacraments by classroom teachers Able to participate more fully in the BRLA Sacraments component	Feedback at end of Sacramental units - Baptism, Reconciliation, Eucharist and Confirmation Forms survey – what else would staff like more information on

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 Inspiring Christ-centred Leaders

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & 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>
Students will be rewarded for demonstrating the Fruit of the Spirit behaviours, in order to promote and support the Student Code of Conduct and Positive Behaviours for Learning.	The first weekly prayer of each three-week block will focus on one of the Fruit of the Spirit. At each assembly a certificate will be given to a student from each class or displaying the Fruit of the Spirit in focus. Raffle tickets will be given out at recess and lunch to students that are demonstrating the Fruit of the Spirit in focus. One will be drawn at each assembly and the winning student will receive a prize.	Every three weeks throughout the year, starting in term 1.	Raffle tickets, prizes. Fruit of the Spirit posters.	Students are demonstrating the Fruits of the Spirit throughout the school. Students demonstrating the desired behaviours have received Fruit of the Spirit rewards.	Classroom Teachers RE Coordinator Jill Hollands Tracey Messina

EDUCATION Catholic Schools of Excellence

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & 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>
All staff will learn a greater number of strategies to keep students engaged and learn how to support them to have an improved capacity for school achievement.	All staff will participate in further professional development on the Berry Street Education Model (BSEM).	Starting in term 1 and continuing throughout the year.	Jackie McMahon, Penny Critch Berry Street resources	Staff have implemented a variety of strategies from the Berry Street Education Model.	Classroom teachers. Leadership team.

COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & 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>
The school will have a health and wellbeing coordinator in the school to promote staff and student mental health and wellbeing.	Maintain a health and wellbeing coordinator. Timetable time for the officer to meet with identified students in need. Allow time for staff to work on their character strengths.	Begin the sessions early in Term 1.	Allowance in the budget to pay for the position. Health and wellbeing coordinator. Health and wellbeing guidelines and procedures.	Staff and students feel their health and wellbeing is being supported.	Leadership team, Health and Wellbeing coordinator.

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & 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>
Purchase and install shade over the new playgrounds and create a safe play area to utilise the physical environment.	Purchase and install two new playground shade structures.	Completion by the end of the term three holidays.	Funding to purchase the shade Leadership team, maintenance team, grounds person and installers.	The shades have been installed and the students are using the playgrounds during the summer months.	Leadership team, maintenance team.