

**Our Lady of Mercy
Primary School
Girrawheen**



Strategic Plan

2015-2017

HISTORY

The Sisters of Mercy

Catherine McAuley founded the Sisters of Mercy at age 53. She used her inheritance to open the House of Mercy in 1827 and this quickly became a centre dedicated to assisting the poor and oppressed. In 1846, five years after Catherine's death, the Sisters of Mercy started a foundation in Perth, Western Australia, led by Ursula Frayne. By 1952 there were 17 autonomous Mercy Congregations established in Australia. In Western Australia, there were two main congregations, West Perth and Perth. The West Perth congregation, founded by M Berchmans Deane, we are responsible for the development of Mercy College, in Koondoola, in 1972. Our Lady of Mercy Primary School first operated out of two rooms in Mercy College in 1975. The School was then known as Girrawheen Catholic Primary School. The School was officially opened and blessed on 28th September 1975 at 3:30pm by Rev. J.L.Goody, Archbishop of Perth. Our Lady of Mercy Primary School, continues the work of the Sisters of Mercy by focussing on the school motto of '*Integrity and Gentleness*' and Religious Education forms the basis of daily life. Our Lady of Mercy prides itself on having a staff dedicated to catering for the development of the whole child - intellectually, socially, emotionally, physically and spiritually. Our Vision is to build a collaborative learning community in which people reflect a love of God and a love of one another.

MOTTO

"Integrity & Gentleness"

CORE VALUES

B.R.I.D.G.E.

We will support each other's **balance**.

We will work with **respect** for all.

We will each show genuine **integrity**.

We will take **delight** in our work.

We will be **gentle** in our interactions.

We will direct our **energy** to solutions

The Story of B.R.I.D.G.E.

In March 2014 the OLOM staff created a core set of values remembered by the acronym B.R.I.D.G.E. This acronym is a strong statement about how we work together as a school community. It is a result of defining the following:

- Mission (*Why* do we exist?)
- Shared Vision (A picture of *what* we want to create for the future)
- Core Values (Our agreement of *how* we will live and work together on our journey)

The construction of this acronym was established during two days of professional development facilitated by Brendan Spillane and Bill Martin (OUR NETWORK). The process involved consultation and collaboration across a broad selection of the school community including all teaching staff, non-teaching staff and parents. The school Principal was not formally included in the formation of this set of values. This was to ensure that the values were community driven rather than influenced by the school leader and as such, the acronym B.R.I.D.G.E was constructed purely from the school community. He and all Principals that follow must play a key role in adopting these core values and upholding them within our workplace.

The Process

Through the facilitation of Brendan Spillane and Bill Martin, all participants went about constructing a shared vision. The participants were given a set of inquiry probes as a basis for their action research. These aligned to the QCS domains and ensured that the vision covered the breadth of school life. In refining these probes, participants took part in a range of collaborative strategies that allowed individual voices and thoughts to be heard. This included classic

brainstorming and 10/4 voting. Staff were educated on the lifecycle of groups (Tuckman), in order to recognise the essential elements of reaching a consensus on our core values (forming, storming, norming and performing). Staff were educated on Levels of Perspective (Kim) and the Leadership Management Model (Edwards & Martin). The purpose of this was to prepare participants for a shared journey in action research.

Participants went through a selection process, which allowed them to identify three of their preferred action research groups. All participants were allocated to a research group which had a team leader appointed by the group. The team also appointed a sponsor and recorder.

In order to facilitate school improvement and shared responsibility the ELITAR model was used as a basis for action research:

- E- Exploration
- L- Logistics
- I- Information
- T- Targets
- A- Action Learning
- R- Review

All participants were walked through this process by the facilitators. The action research for school improvement is a two to three year process. Action research teams meet regularly on a fortnightly basis. Team leaders set an agenda and ensure that all group members have a role and responsibility regardless of whether they can make the meeting or not. This means communication between team leaders, group members and leadership is essential. Minutes are taken at every meeting and forwarded to Curriculum leaders. Further information about this process can be obtained from the school administration upon request.

Vision Statement

Our Lady of Mercy Primary takes great pride in our traditions, multiculturalism and strong Gospel values. We provide a caring school community, which nurtures the integrity and gentleness of each individual.

Our staff model respectfulness and honesty through their authentic and genuine relationships with parents and students. We believe all people deserve to be treated with dignity and respect. Our whole school community shows kindness, care and understanding. We work together as compassionate and empathetic people to offer moral support of the highest level to children and staff. At Our Lady of Mercy we pride ourselves on demonstrating tolerance and acceptance for every individual.

Our School is committed to Religious Education, Sacramental celebrations and traditional teachings of the Bible. We promote tolerance, compassion and forgiveness by living through the example of Jesus and applying Christ's values to everyday life. Our school celebrates diversity and nurtures cultural equality. Through empathy, trust and honesty, we provide students with the foundations for developing a meaningful relationship with God and with one another. We create an atmosphere where children can develop sensitivity to others and to live in harmony.

Our Lady of Mercy Primary School encourages openness in relationships among all members of the school community and upholds a strong sense of belonging. We respect and value the needs of each individual child. We give all students the opportunity to develop the relevant knowledge, skills and attitudes necessary to achieve their academic and social goals. Our school fosters a trusting environment where children can grow as confident and independent learners.

We nurture the spiritual, intellectual and social potential of each child and assist children to improve self-management skills and develop the ability to make informed choices. We create and encourage an atmosphere where individual talents and contributions are respected and valued. We acknowledge the parent's role in their child's education and encourage partnership.

The dedication of our passionate teachers is highly valued. With a positive, welcoming and friendly atmosphere and approachable staff, our school has a strong sense of harmony. This makes Our Lady of Mercy a sought after school of choice. We maintain a strong, whole school discipline policy supported by our fair and supportive

principal and leadership team, which fosters respect for students and promotes the morals and values of our school. The needs of all students are catered for effectively through the provision of Educational Assistants and are further supported through structures that are in place for students at educational risk, as well as talented and gifted students.

We work collaboratively to provide engaging programs that ensure educational excellence; this includes networking with neighbouring schools. Seeking clarification, sharing resources, making consistent judgements and professional conversations are school priorities. We empower students to become critical thinkers by teaching them the tools to effectively access and sort information. Modern technology and digital resources are incorporated to prepare students for living in a technological and changing society. Diagnostic, formative and summative assessments are used as tools to facilitate student progress and as a basis for constructive feedback. Through collaboration and reflection, student's needs are catered for to achieve their maximum potential.

We create faithful leaders of tomorrow. Students are provided with the necessary tools and strategies for life-long learning. Learning experiences are purposeful and driven. Students leave Our Lady of Mercy Primary School equipped with the knowledge and skills required to deal with and work through life's challenges.

STRATEGIC STATEMENTS

1. We will maintain a highly effective teaching environment, which fosters stimulating and challenging learning experiences that are evidence-based, innovative and informed by current research.
2. We will ensure all professional learning is well planned and linked to current practice and research. Regular and focused feedback will be provided to individuals with an aim to improve teacher quality and student outcomes.
3. Through the promotion of the Mercy values and traditions, we will enhance parent engagement in our school and wider community by seeking parent's active participation in their child's learning journey and faith formation.
4. We will make optimal use of school funds and assets in order to facilitate quality teaching and learning. We will ensure quality care and maintenance of classroom, playground and school resources, with an aim to enable best practice
5. We will foster positive relationships throughout the school by maintaining strong links with the Parish and wider community. School policies and pastoral care processes will be widely communicated and the implementation of these will be a core part of Our Lady of Mercy's vision and mission.

FOCUS AREAS

Our Key goals fit under the broader headings of the Catholic Education Office of W.A.'s Strategic direction outcomes and the Quality Catholic Schooling Framework.

- **LEARNING** – QCS Link; (i) Professional Learning
- **ENGAGEMENT** – QCS Link: (ii) Student Well-being & Pastoral Care (ii) Learning Environment
- **ACCOUNTABILITY** – QCS Link: (i) Finances & Facilities
- **DISCIPLESHIP** – QCS Link: (i) Vision & Mission

LEARNING

Strategic Statement 1: *We will maintain a highly effective teaching environment which fosters stimulating and challenging learning experiences that are evidence-based, innovative and informed by current research.*

Key Goals

1. To develop a systematic, whole school approach to teaching & learning across Kindergarten to Year 6
2. Develop and maintain learning resources and environments conducive to 21st Century Learning and current research and practice

Strategic Statement 2: *We will ensure all professional learning is well planned and linked to current practice and research. Regular and focused feedback will be provided to individuals with an aim to improve teacher quality and student outcomes.*

3. To develop and implement a comprehensive Teacher Reflective Practice process

ENGAGEMENT

Strategic Statement 3: *Through the promotion of the Mercy values and traditions, we will enhance parent engagement in our school and wider community by seeking parent's active participation in their child's learning journey and faith formation.*

Key Goals

1. To foster parent engagement in an open, welcoming and inclusive school & parish environment
2. To develop new avenues for engagement between the P&F, parish and wider school community
3. To encourage the use of parent's expertise in the school curriculum and extra-curricula programs

ACCOUNTABILITY

Strategic Statement 4: *We will make optimal use of school funds and assets in order to facilitate quality teaching and learning. We will ensure quality care and maintenance of classroom, playground and school resources, with an aim to enable best practice.*

Key Goals

1. To establish whole school protocol on feedback and assessment with an aim to have all teachers using data effectively to improve teaching and learning programs
2. To develop a whole school Quality Improvement Plan (QIP) to satisfy NQS standards
3. To seek ways to make the management and use of finances and resources transparent and equitable to all members of staff

DISCIPLESHIP

Strategic Statement 5: *We will foster positive relationships throughout the school by maintaining strong links with the Parish and wider community. School policies and pastoral care processes will be widely communicated and the implementation of these will be a core part of Our Lady of Mercy's vision and mission.*

Key Goals

1. To develop a whole school culture which is Christ centered and focused on the B.R.I.D.G.E. values
2. To develop and maintain Pastoral Care and Welfare Policies which encompass processes for restorative practice and parent involvement
3. Seek new ways to promote the Mercy Spirit and provide educational plans that assist in educating students and the community on the Mercy traditions.

STRATEGIC INTENT C.E.O.W.A.	LEARNING <i>Learning is what we do – we are committed to learning at every level</i>	ENGAGEMENT <i>Engagement is essential – We are committed to Catholic Educations’ mission through relationships with all</i>	ACCOUNTABILITY <i>Accountability is not optional – We have personal and collective responsibility for our system’s success</i>	DISCIPLESHIP <i>Discipleship is our calling – We are committed to deepening our relationship with Jesus.</i>
QCS	Education	Community	Stewardship	Catholic Identity
STRATEGIC STATEMENTS	<ul style="list-style-type: none"> ✂ We will maintain a highly effective teaching environment, which fosters stimulating and challenging learning experiences that are evidence-based, innovative and informed by current research. ✂ We will ensure professional learning will be well planned and linked to current practice and research. Regular and focused feedback will be provided to individuals with an aim to improve teacher quality and student outcomes. 	<ul style="list-style-type: none"> ✂ Through the promotion of the Mercy values and traditions, we will enhance parent engagement in our school and wider community by seeking parent’s active participation in their child’s learning journey and faith formation. 	<ul style="list-style-type: none"> ✂ We will make optimal use of school funds and assets in order to facilitate quality teaching and learning. We will ensure quality care and maintenance of classroom, playground and school resources, with an aim to enable best practice. 	<ul style="list-style-type: none"> ✂ We will foster positive relationships throughout the school by maintaining strong links with the Parish and wider community. School policies and pastoral care processes will be widely communicated and the implementation of these will be a core part of Our Lady of Mercy’s vision and mission.
KEY GOALS	<ol style="list-style-type: none"> 1. To develop a systematic approach to the teaching & learning across Kindergarten to Year 6 2. To develop a Teacher Reflective Practice process to be implement within 12 months 3. Develop and maintain learning resources and environments conducive to 21st Century Learning and current research & practice 	<ol style="list-style-type: none"> 1. To foster parent engagement in an open, welcoming and inclusive school & parish environment 2. To develop new avenues for engagement between the P&F, parish and wider school community 3. To encourage the use of parent’s expertise in the school curriculum and extra-curricula programs 	<ol style="list-style-type: none"> 1. To establish whole school protocol on feedback and assessment with an aim to use have all teachers using data effectively to improve teaching and learning programs 2. To develop a whole school Quality Improvement Plan (QIP) to satisfy NQS standards 3. To seek ways to make the management and use of finances and resources transparent and equitable to all members of staff 	<ol style="list-style-type: none"> 1. To develop and maintain a Pastoral Care and Welfare Policies which encompass process for restorative practice and parent involvement 2. Seek new ways to promote the Mercy Spirit and provide educational plans that assist in educating students and the community on the Mercy traditions. 3. To develop a whole school culture which is Christ centred and focused on the B.R.I.D.G.E. values
OUR STRATEGIES	<ul style="list-style-type: none"> • ICT improvement plan • Teacher Reflective Practice process • Pedagogical approach of Explicit Teaching across the school • Staff TRBWA Maintenance and record keeping • Action Research Groups 	<ul style="list-style-type: none"> • P&F Fundraising Protocol • Class Representatives • New parent engagement • Support-a-reader • Communications Day 	<ul style="list-style-type: none"> • Review of data & assessment schedule • Processes for managing and accessing school resources • School maintenance plans • Instructional Walks • Data Walls • Maintenance of school playground and furniture (K-PP particularly) 	<ul style="list-style-type: none"> • Student Pastoral Care and Welfare policy • Mercy Day protocol changes (more detailed and education aligned, lead up all week to that day) • Plan & execute a timetable of lead up events for Mercy Day. A Mercy history & values Curriculum (scope & sequence) • Implement B.R.I.D.G.E. with the student body • Staff committees

TIMELINE AND IMPLEMENTATION

STRATEGIC INTENT C.E.O.W.A. QCS	LEARNING <i>Learning is what we do – we are committed to learning at every level</i> Education	2015	2016	2017
KEY GOALS	<ol style="list-style-type: none"> To develop a systematic approach to the teaching & learning across Kindergarten to Year 6 To develop a Teacher Reflective Practice process to be implement within 12 months Develop and maintain learning resources and environments conducive to 21st Century Learning 	ACTION PLAN: <ul style="list-style-type: none"> Develop and initiate a new process for managing Teacher growth and performance Implement this new “Teacher Reflective Practice” policy in 2015. Introduce Explicit Teaching across the school with supported coaching from Dr. Lorraine Hammond (10 staff members over 12 months) Research and survey staff regarding whole school programs and approaches to Literacy and Numeracy teaching. Implementation of: <ul style="list-style-type: none"> Cars & Stars 1 – 6 Spelling Mastery 1 – 6 Stepping Stones PP- 6 Let’s Decode K-2 Support Research team in investigating use of authentic and reliable whole school assessments 	ACTION PLAN: <ul style="list-style-type: none"> Support Research team in investigating use of authentic and reliable whole school assessments. Review their recommendations and make whole school decisions Review use of current whole school approaches. <ul style="list-style-type: none"> Cars & Stars 1 – 6 Spelling Mastery 1 – 6 Stepping Stones PP- 6 Let’s Decode K-2 Review Teacher Reflective Practice policy (Term 3 / Term 4), Make changes and adaptations ready for 2017. Begin allocating funds to the remodeling and upgrade of the computer lab. Replace old computers with portable devices. Develop a rationale for the use of the converted computer lab / contemporary learning hub. Begin quotes and design work for remodeling of computer lab. Review furniture allocations in Years 5 and 6, Kindergarten and Pre-Primary. Allocate funds for new furniture to be purchased in 2017. 	T.B.A.
OUR STRATEGIES	<ul style="list-style-type: none"> ICT improvement plan Teacher Reflective Practice process Pedagogical approach of Explicit Teaching across the school Staff TRBWA Maintenance and record keeping Action Research Groups 	<ul style="list-style-type: none"> Review Computer Lab and use of digital technologies. Upgrade Wi-Fi and infrastructure. Put proposal forward for new computers and an upgraded “learning hub” 		
L.E.A.D. Outcomes	<ul style="list-style-type: none"> Enhance student achievement and well being Increase student and staff engagement in their own learning and faith formation 	OLOM STRATEGIC STATEMENTS: <ul style="list-style-type: none"> We will maintain a highly effective teaching environment, which fosters stimulating and challenging learning experiences that are evidence-based, innovative and informed by current research. We will ensure professional learning will be well planned and linked to current practice and research. Regular and focused feedback will be provided to individuals with an aim to improve teacher quality and student outcomes. 		

STRATEGIC INTENT C.E.O.W.A.	ENGAGEMENT <i>Engagement is essential – We are committed to Catholic Educations’ mission through relationships with all</i>	2015	2016	2017
QCS	Community			
KEY GOALS	<ol style="list-style-type: none"> To foster parent engagement in an open, welcoming and inclusive school & parish environment To develop new avenues for engagement between the P&F and the wider school community To encourage the use of parent’s expertise in the school curriculum and extra-curricula programs 	ACTION PLAN: <ul style="list-style-type: none"> Introduce classroom parent representatives for every class (Kindergarten through to Year 6). Actively promote this at Parent Teacher Information Night in March. Continue with Support-A-Reader Program. Encourage parents on P&F and school board to drive this initiative. Ask a parent to speak about Support-A-Reader at Communications Day Ask School P&F President to speak about P&F at Communications day Send home a parent questionnaire upon enrolment, which asks which annual events they will be able to help out at. Initiate a consistent approach to school fundraising with an appropriate protocol for all members of the OLOM community to follow Introduce Homework diaries to ensure open communication between home & school Actively promote and support work done by the 40th anniversary committee Suggestion Box Feedback on Annual school events to be gained within a week 	ACTION PLAN: <ul style="list-style-type: none"> Review process for inducting parent representatives (Kindergarten through to Year 6). Review and implement changes from the “Suggestion Box” Review and set goals based on the 2015 Insight Survey data. Measure parent outreach. Review and set goals for parent involvement in 2017. Continue with Support-A-Reader Program. Encourage parents on P&F and school board to drive this initiative. Continue with Communications Day – ask staff what they would like the theme to be? (feedback week 2, Term 4 on Communications Day). Establish new protocols for systematic and regular feedback of annual school events 	T.B.A.
	OUR STRATEGIES			
L.E.A.D. Outcomes	<ul style="list-style-type: none"> Enhance parental engagement in their child’s learning and faith formation Develop our people to be leaders in Catholic Education’s Mission 	OLOM STRATEGIC STATEMENTS: <ul style="list-style-type: none"> Through the promotion of the Mercy values and traditions, we will enhance parent engagement in our school and wider community by seeking parent’s active participation in their child’s learning journey and faith formation. 		

STRATEGIC INTENT C.E.O.W.A.	ACCOUNTABILITY <i>Accountability is not optional – We have personal and collective responsibility for our system's success</i>	2015	2016	2017
QCS	Stewardship			
KEY GOALS	<ol style="list-style-type: none"> To establish whole school protocol on feedback and assessment with an aim to have all teachers using data effectively to improve teaching and learning programs (everyone is an expert at reading data) To develop a whole school Quality Improvement Plan (QIP) to satisfy NQS standards To seek ways to make the management and use of finances and resources transparent and equitable to all members of staff 	ACTION PLAN: <ul style="list-style-type: none"> Train staff to read & interpret whole school data (e.g. Appraise Data & Data Wall) <ul style="list-style-type: none"> Regularly engage in professional dialogue during cluster meetings regarding student achievement & establish supportive strategies All staff to be trained measuring effectiveness of teaching & learning programs <ul style="list-style-type: none"> Hattie: Effect Size Data teams Analysis Develop processes for providing quality feedback to staff with an aim for professional improvement <ul style="list-style-type: none"> Instructional walks Teacher Reflective Practice with professional partners Review of reporting process to parents <ul style="list-style-type: none"> Support Action Research Team in their investigations consider their recommendations for 2016 review and establish reporting procedures for Pre-Primary review and establish assessment collection in Pre-Primary & Kindergarten Review proposal for maintenance and upgrade of ECE playground Implement new process for managing school resources and finances (Finance & Resource Coordinator) Finalise Q.I.P. Ensure teachers are using their Professional Practice files (TRBWA) 	ACTION PLAN: <ul style="list-style-type: none"> Implement Q.I.P. Allocate funds for the upgrade of ECE playground and commence refurbishment Review Finance and Resource Coordinator's role and job expectations. Are processes working? Annual update of Professional Practice files – teachers to maintain themselves. Monitor by principal in professional conversations Implement recommendations from Action Research Teams regarding reporting Review Pre-Primary & Kindergarten assessment and reporting protocols 	ACTION PLAN: <ul style="list-style-type: none"> Continue to implement Q.I.P. continue with upgrade of ECE playground and commence refurbishment Review focus areas for Data Wall
	OUR STRATEGIES			
L.E.A.D. Outcomes	<ul style="list-style-type: none"> Increase understanding of our individual and collective responsibility for Catholic Education's mission. Ensure inclusivity, good governance, and the resource allocation required to meet our mission 	OLOM STRATEGIC STATEMENTS: <ul style="list-style-type: none"> We will make optimal use of school funds and assets in order to facilitate quality teaching and learning. We will ensure quality care and maintenance of classroom, playground and school resources, with an aim to enable best practice. 		

STRATEGIC INTENT C.E.O.W.A. QCS	DISCIPLESHP <i>Discipleship is our calling – We are committed to deepening our relationship with Jesus.</i> Catholic Identity	2015	2016	2017
KEY GOALS	<ol style="list-style-type: none"> To develop and maintain a Pastoral Care and Welfare Policies which encompass process for restorative practice and parent involvement Seek new ways to promote the Mercy Spirit and provide educational plans that assist in educating students and the community on the Mercy traditions. To develop a whole school culture which is Christ centred and focused on the B.R.I.D.G.E. values 	ACTION PLAN: <ul style="list-style-type: none"> Establish a Mercy group to research and develop resources for our students and teachers in promoting the Mercy traditions (check with Research Group and 40th Anniversary Committee) Make Mercy Day a ‘week lead up’ event with each class partaking in different educational activities that teach students about the Mercy values and traditions. Implement the new Pastoral Care and Welfare Policy Provide PD for teachers to understand how to make referrals and mandatory reports 	ACTION PLAN: <ul style="list-style-type: none"> Create a Mercy “teaching pack” for each year level with a scope and sequence throughout the year levels of activities and learning experiences for students. Plan & execute a timetable of lead up events for Mercy Day. A Mercy history & values Curriculum (scope & sequence) Review and seek feedback on the Pastoral Care and Welfare Policy Implement new Faith Story and Witness policy Evaluate B.R.I.D.G.E. initiatives <ul style="list-style-type: none"> staff parents students 	ACTION PLAN: <ul style="list-style-type: none"> Review and seek feedback on current Faith Story and Witness policy
OUR STRATEGIES	<ul style="list-style-type: none"> Student Pastoral Care and Welfare policy Mercy Day protocol changes (more detailed and education aligned, lead up all week to that day) Implement B.R.I.D.G.E. with the student body Staff committees 	<ul style="list-style-type: none"> Revise Faith Story and Witness policy Introduce B.R.I.D.G.E. to the P&F and School Board. Brainstorm ways to get this information to parents and the community Introduce B.R.I.D.G.E. to the students, brainstorm and plan ways to get this message into all classrooms Support the recommendations of the “Godspeak” Action Research group 		
L.E.A.D. Outcomes	<ul style="list-style-type: none"> Enhance opportunities for personal faith development Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action 	OLOM STRATEGIC STATEMENTS: <ul style="list-style-type: none"> We will foster positive relationships throughout the school by maintaining strong links with the Parish and wider community. School policies and pastoral care processes will be widely communicated and the implementation of these will be a core part of Our Lady of Mercy’s vision and mission. 		

QUALITY CATHOLIC SCHOOLING REVIEW 2014

COMPONENT	Student Well-being and Pastoral Care	Vision and Mission	Student Learning	Professional Learning
INDICATORS	Identified: 4 Target: 6	Identified: 4 Target: 6	Identified: 4 Target: 6	Identified: 4 Target: 6
ACTION FOCUS	<ul style="list-style-type: none"> - During staff meetings allow for regular review of current policies and procedures. - Classroom teachers must inform teachers of student responsibilities and expectations at the start of each term. - Parent information evenings will incorporate a section on policies/rules/student expectations/issues and concerns protocol to ensure that parents have a clear understanding of OLOM expectations. - Continue to communicate with parents via newsletters, communication day and parent teacher interviews. - Behaviour management policy based heavily on restorative practice to maintain relationships. - Staff to consistently use SEQTA and welfare tracker form to record behaviour and welfare concerns. - Provide readily accessible information on community services to parents e.g. display stand in front office and via newsletter. - Make provisions for ESL parents 	<ul style="list-style-type: none"> - When policies are developed, explicit links could be made to the Mandate Letter. - Continue to ensure that Catholic symbols and icons are visible throughout the school. - Continue to implement the Religious Education programs as stipulated by the Catholic Education Office of Western Australia. - Continue to support Catholic charities e.g. Life link and Project Compassion - Ensure students are explicitly taught about the sisters of mercy and the traditions of the school. E.g. Link this to Mercy Day. 	<ul style="list-style-type: none"> - Communal learning environments to be better utilised e.g. Library, computer lab, and undercover area. This could include displaying student work, having areas open at play times/ before and after school. - Look into programs to encourage learning, positive relationships and community building e.g. vegetable garden, chicken coup, involving wider community. - Raising expectations of uniform and work standards to ensure a strong sense of pride and consistency from all staff on these two issues. - Whole school approaches to core learning areas such as Mathematics and Literacy are implemented based on best practice. - Implement a process for purchasing new programs/resources to ensure that they are linked to current school priorities and annual improvement plan. - Allocated funds yearly (built into maintenance plan) to go into updating classroom layout, including furniture, to ensure 	<ul style="list-style-type: none"> - Continuation of Research Teams that were initiated as a result of the work done with Our Network (Brendan Spillane & Bill Martin) - Develop a scope and sequence for whole school curriculum. - Expectation that when staff return from a PD that they report back to whole staff at following staff meeting. - Resources and professional development to align to school strategic plan and/or annual improvement plan. - Pupil free days are planned in advance and are explicitly linked to the school improvement plan. - Professional development will be allocated based on school and system priorities and individual classroom needs and teacher expertise will be taken into account when approving PD requests. - All professional development requests go via leadership/Principal using the allocated green form. - Develop a culture of reflective practice, which is structured through professional learning and support for all staff with a

	<p>e.g. translators (were possible and within school budget)</p> <ul style="list-style-type: none"> - Additional parent information nights scheduled were relevant e.g. speech therapy info session, digital citizenship info session, nutrition info session etc... 		<p>that work spaces promote student centred learning.</p> <ul style="list-style-type: none"> - ICT workspace revamp (ICT strategic development plan). - Continue to implement whole school behaviour management and student welfare plan. - Teachers to display in a highly visible location; school rules, classroom rules and behaviour management plan. - Staff to hold each other accountable for learning environments, student behaviour and pastoral care of students. 	<p>high level of trust and open rapport. This will be addressed through an updated teacher appraisal process which will include professional conversations with the Principal.</p> <ul style="list-style-type: none"> - Continue with opening doors regional meetings to strengthen relationships with the broader educational community. - Provide opportunities for staff to present and utilise their expertise in professional learning situations e.g. PLC's, staff meetings and round table discussions. - All teaching staff have an individual responsibility to maintain Teacher Registration requirements. Staff were provided with the option of a TRBWA file (provided by the school) in 2014. - All staff have individual responsibility to track and maintain their Accreditation requirements. Staff Accreditation requirements will be covered in professional conversations with the Principal.
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