



MARY'S MOUNT PRIMARY SCHOOL

STRATEGIC PLAN 2018 – 2020

'The past is never fully gone. It is absorbed into the present and the future. It stays to shape what we are and what we do.'

Sir William Deane, 1996

OUR HISTORY



Mary's Mount Primary School is a co-educational Catholic primary school in Gooseberry Hill, 28 km east of Perth. The school is one with the Holy Family Parish of Kalamunda and as such, its goal is the integration of our Catholic faith with the lives of our students, our staff and our parents. We are to be a witness to our society of the presence of Christ in our world.

Established in 1921 by the Sisters of St. Joseph of the Apparition, the school has come a long way from its humble beginnings when it was opened as a boys' college. In the early 1950's, a new brick school was completed and blessed by Bishop Goody. The year 1969 was the last year Mary's Mount Primary School catered for boarders and the school became co-educational.

In 1987 the original two storey building from 1926 was demolished and a new school building with six classrooms, a toilet block, staff administration building and a library was built in the front garden area.

The original crest incorporated the letters J.M.J.E (Jesus, Mary, Joseph and Emilie) and the Latin Motto, *Vigilate et Orate* (let us be vigilant and pray). In the early 1980's the crest was redesigned to simplify it and incorporate the letters MM (Mary's

Mount) and the symbol of the fish which is the symbol for Christ used by the early Christians. The motto 'TRUTH' symbolises an openness to truth, honesty and service in our school community. In 2014, the school's founding year (1921) was added to the crest to recognise the heritage of Mary's Mount Primary School.

Today, Mary's Mount Primary School caters for in excess of 250 students from 3 Year Old Kindergarten to Year 6 in purpose built facilities. It is a flourishing school where all families are warmly welcomed and it is our hope that all children will enjoy happiness, continuing achievement and strong friendships during their time at Mary's Mount Primary School. Comprehensive education is offered which is underpinned by the values of the Catholic faith and where Religious Education is an integral part of the curriculum. The school's extensive program includes all areas of the WA Curriculum as well as early intervention in numeracy and literacy, gifted and talented, specialist art, physical education lessons and music.

We pride ourselves on the strong connections we have with our families, the parish and our local community.



OUR SCHOOL PRAYER

*O God, guide our school
in the way of truth
and goodness.*

*Mary, since our school
bears your name,
help us so to live
that nothing brings
dishonour to our school,
parents or ourselves.*

St Joseph, pray for us.

St Emilie, pray for us.

OUR STRATEGIC PLAN

2018-2020



The four key elements established by the Catholic Education Commission of Western Australia (CECWA) is core to our school's strategic focus – Learning, Engagement, Accountability and Discipleship (LEAD). It is these key areas that define our school's priorities and guide our school's work over the next three years. In addition, the Strategic Plan outlines our school's performance outcomes and is intended to build on our strengths and align with our school's commitment to the five pillars of Community, Tradition, Responsibility, Christ and Wisdom. Through our Strategic Plan, we aim to link the Mandate of the Catholic Education Commission of Western Australia (The Mandate) and Quality Catholic Schooling (QCS) Framework.

In formulating this Strategic Plan, our School Board has consulted widely with all stakeholders of the school community to assess our performance and explore new initiatives and opportunities. It is with appreciation that we look excitedly ahead to develop our aspirations for Mary's Mount Primary School and embark on this plan.

As a LEADing organisation, Mary's Mount Primary School's goal is to ensure that all students and staff are successful learners and grow to reach their full potential, ultimately making their own contribution to a world envisaged by Christ. This is both our hope and collective responsibility, with our Strategic Plan 2018-2020 providing the roadmap.

OUR STRATEGIC DIRECTION

LEADING in a flourishing Catholic Education System



Focus	Intent	Outcomes
LEARNING (Education)	LEARNING is what we do – We are committed to learning at every level.	<ul style="list-style-type: none"> • Enhance student achievement and wellbeing. • Increase student and staff engagement in their own learning and faith formation.
ENGAGEMENT (Community)	ENGAGEMENT is essential – We are committed to Catholic Education's mission through relationships with all.	<ul style="list-style-type: none"> • Enhance parental engagement in their child's learning and faith formation. • Develop our people to be leaders in the Catholic Education's mission.
ACCOUNTABILITY (Stewardship)	ACCOUNTABILITY is not optional – We have a personal and collective responsibility for our system's success.	<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.
DISCIPLESHIP (Catholic Identity)	DISCIPLESHIP is our calling – We are committed to deepening our relationship with Jesus.	<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.

OUR COMMITMENT

THE FIVE PILLARS



CHRIST

We live, teach and learn through Christ by following the Gospel message of love, vigilance in prayer and devoted sacramental celebration.

WISDOM

We strive to develop a community that yearns for knowledge, truth, excellence and justice, thus empowering all for life long growth.

COMMUNITY

We engage with all in trust where each person is valued as a contributing member of an all-embracing, inclusive, Christian based community.

TRADITION

We remember those who have come before us, especially the Sisters of St Joseph of the Apparition and celebrate the vision of our founders while following their path of faith through St Emilie and St Joseph.

RESPONSIBILITY

We are all accountable for the education and well-being of our students so that they flourish spiritually, physically, intellectually and socially both now and in the future.

OUR STRATEGIC STRUCTURE

2018-2020

The Bishop's Mandate Letter



Strategic Directions (*LEAD*)

School Strategic
Plan

CEWA
Strategic Plan



Quality Catholic Schooling Framework

School Review &
Improvement Plans

CEWA Team Review &
Improvement Plans



Mary's Mount Primary School

School Strategic Plan



KEY RESULT AREA 1

LEARNING

Quality Teaching

CECWA Strategic Direction

Enhance student achievement and well being.
Develop students and staff in their own learning.

Strategic Priorities

- 1.1 Embed the Agile Learning Sprints strategy to monitor student progress and inform practice, based on student data.
- 1.2 Monitor the implementation of Explicit Instructional strategies in Literacy and Numeracy via instructional walks and peer observations.
- 1.3 Capitalise on the Leading Lights platform to enhance 21st-century learning opportunities for students and staff.
- 1.4 Develop and implement scope and sequence documents for Grammar and Punctuation and Mathematics, and review and refine current planning documents.
- 1.5 Develop and implement the Protective Behaviours Curriculum in alignment with the school's Code of Conduct policy.

Performance Measures

Application of consistent teaching practices across all year groups, including differentiated instruction to target varied learning needs of students.

Analyse NAPLAN data to determine that gains made exceed 'like schools' and that school standardised assessments show effect size of positive (0.4) student growth per year.

Participation by all staff in a Leading Lights conference, (2018/19) focusing on pedagogy and IT integration of the Leading Lights platform across learning areas.

Application and integration of Office 365 into Years 4, 5 and 6.

Implementation of up-to-date key Literacy and Numeracy programming documents across all year levels.

Establish and execute the Protective Behaviours Scope and Sequence documents which itemises key teachings of the Keeping Safe Child Protection Curriculum across the year levels.

Link to the Bishop's Mandate

96. A prime task for teachers is to ensure that a gospel atmosphere permeates the school. Their special responsibility is to cooperate actively in fostering the school's mission through its life and curriculum. Mandate 2009-2015 CEOWA

Elaboration

Through research and review of the AITSL Standards, Area 1 aims to build professionalism, accountability and high quality teaching. The learning aspect is for all staff, which will then result in higher learning outcomes for students.

KEY RESULT AREA 2

LEARNING

Technology

CECWA Strategic Direction

Enhance student achievement and well being.
Develop students and staff in their own learning.

Strategic Priorities

- 2.1 Continue to sustain school-wide use of digital technologies and upgrade infrastructure to ensure that the current and future digital needs within the school are met.
- 2.2 Monitor and evaluate the effectiveness of the school's current technologies on student engagement, learning and teacher confidence and competence.
- 2.3 Continue to upskill staff, students and parents in the effective use of current learning-enhancing technologies.
- 2.4 Implement and enable creative and innovative learning environments through selected technologies that bear greatest impact on student performance.

Performance Measures

IT Committee executes maintenance and improvement of infrastructure and equipment as required to sustain broad information technology usage by students and teachers across the school.

Undertake annual surveys and checks to determine the extent of technology use in the school.

School wide utilisation of the Information Computer Technology Scope and Sequence to plan for the integration of progressive ICT skills in teaching programs from year to year.

Through questionnaires, evaluate the impact of ICT skills and available technologies on student work habits and outcomes and teacher confidence and engagement.

Provision of annual professional development for staff in current technologies and Information Technology ideologies and one annual information session/workshop for parents.

IT Committee to keep abreast of new educational information technologies and meet each term to work from the school's Information Technology Plan.

Link to the Bishop's Mandate

19. The school must begin from the principle that its educational program is intentionally directed to the growth of the whole person. Mandate 2009-2015 CEOWA

Elaboration

Area 2 aims to keep Mary's Mount Primary School up to date with the current information technology trends. It will aim to deploy the latest devices as a learning tool for students to have their outcomes differentiated and thus achieve higher learning outcomes.

KEY RESULT AREA 3

ENGAGEMENT

Community

CECWA Strategic Direction

Involve parents in their child's learning and faith formation.
Develop our community to be leaders in Catholic Education's mission.

Strategic Priorities

- 3.1 Streamline a consistent communication method with parents.
- 3.2 Heighten family and community involvement in the school, including Alumni partners.
- 3.3 Establish seminar sessions for parental education and forums to obtain parent feedback.
- 3.4 Develop greater involvement in outer community events and activities.

Performance Measures

Integrate a single communication system to parents and caregivers in the school community by 2020 and administer yearly parental surveys on the clarity of communication.

Broaden scope for parental, local business and community involvement in school events such as inviting local businesses, past students and staff involvement in Breakfast in the Park, Open Night, Mary's Mount Week and P&F events.

Two parent information sessions per year centred on new educational initiatives and family-centred focus topics.

Class involvement in external community events at least once a semester.

Link to the Bishop's Mandate

77. Catholic schools would not exist without the outstanding dedication and contribution of parents. We urge all staff to continue involving parents in the development of the school's outcomes. Mandate 2009-2015 CEOA

Elaboration

Area 3 aims to continue the good work that the school is currently undertaking. When working with the community, we aim to increase awareness of who we are and at the same time ensure that all students, parents and the wider community are involved in the learning experiences of the students at Mary's Mount Primary School.



KEY RESULT AREA 4

ACCOUNTABILITY

Responsibility

CECWA Strategic Direction

Increase understanding of the Catholic Education's mission.

Ensure inclusivity, good governance and the resources required to meet our mission.

Strategic Priorities

- 4.1 Plan for upgrades to classrooms, playgrounds and school facilities which are contemporary, attractive and conducive to learning.
- 4.2 Prioritise funding the goals of the current Strategic Plan through annual budgets and the School Board including P&F commitment to mutual projects.
- 4.3 Ensure the Information Technology Plan and digital technology equipment is used to support integration into the learning program.

Performance Measures

Commencement of student work spaces and playground upgrades such as Art/Science space refurbishment, Phase 1 and Phase 2 of nature playground, upper classrooms, Grotto project and Music learning space.

If required, School Maintenance Plans and Capital Development Plans are produced and receive the necessary CEWA approvals.

Prioritised listing of major school projects prior to the beginning of the school year, with representatives from the School Board and P&F to confirm funding of projects.

Information Technology Plan to be reviewed and updated on a yearly basis.

Link to the Bishop's Mandate

1.15. Financial Administration: Foster leadership in financial administration so that decisions taken apply principles of justice, effectiveness, co-responsibility and preferential option for the poor in all financial decision- making processes.

Mandate 2009-2015 CEOWA

Elaboration

The School Board is accountable to both the local school community and CECWA. This area aims for all financial matters and any capital planning for the school to meet the present and future needs of students.



KEY RESULT AREA 5

DISCIPLESHIP

Faith, Story and Witness

CECWA Strategic Direction

Enhance opportunities for personal faith development.
Increase the number of students from poor, vulnerable or marginalised families as a sign of our faith in action.

Strategic Priorities

- 5.1 Provide enhanced opportunities for staff, students and parents to develop their faith.
- 5.2 Enhanced focus on the school's patron, Saint Emilie, and her Christian role.
- 5.3 Extend the school's Christian service in the community.
- 5.4 Increase involvement of students in class masses and school community Easter and Christmas services.

Performance Measures

Undertake adult faith education sessions for parents biennially, faith formation retreats for staff triennially and staff professional development of the structure of the mass and significance of Liturgical elements.

Conduct cross-class 'St Emilie' focus activities during Mary's Mount Week and make St Emilie's key messages visible and known in the school community.

Pursue ongoing projects for social justice in the community with heightened student involvement in Foodbank and SoapAid and staff volunteer work at Christian outreach centres.

Recruit students across year groups, to participate in Stations of the Cross pantomimes and Christmas plays and include students in active participation in class masses through enacting the Gospel, setting of the Altar, producing mass-related banners, art work, liturgical actions in hymns, symbolism etc.

Enact the updated Evangelisation Plan.

Link to the Bishop's Mandate

74. The Catholic school cannot succeed in its mission unless it always strives to become a better faith community. Mandate 2009-2015 CEOWA

Elaboration

In Area 5, we are continuing to live out the Gospel values and maintain Jesus Christ as our role model within the school community. Evangelisation must go beyond the classroom and become a whole community focus.



GLOSSARY

AITSL	The Australian Professional Standards for Teachers is a public statement of what constitutes teacher quality. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools, which result in improved educational outcomes for students.
CECWA	<p>The Catholic Education Commission of Western Australia is appointed by the Bishops of Western Australia and is responsible to them under a Mandate which states that CECWA will:</p> <ul style="list-style-type: none"> • Foster the continuous development and improvement of Catholic schools and act on behalf of the Catholic community for the benefit of all Catholic school-aged children. • Generate official statement policies and also assist individual Bishops with schools in their own diocese. • Continue to recognise and make provision for religious institutes that operate Catholic schools in Western Australia and will respect their particular charisms.
CEWA	The Catholic Education system of Western Australia provides for 163 schools and colleges around the state. Catholic Education of Western Australia comprises four regions, Broome, Bunbury, Geraldton and Perth that correlated to the four diocese of WA. These four diocese and their Bishops mandate a single entity, the Catholic Education Commission of WA and its administrative arm, Catholic Education of WA to oversee Catholic Education throughout Western Australia.
Keeping Safe Child Protection Curriculum	The Keeping Safe: Child Protection Curriculum provides a current framework to teach students (preschool to secondary grades) to recognise abuse and develop the skills and knowledge to protect themselves from it. The Keeping Safe Curriculum is in line with the Early Years Learning framework and the Australian Curriculum. It reflects current research on child protection.
LEAD	<p>LEAD has been developed by CEWA, in an attempt to simplify our crowded conceptual airspace in a very practical and tangible way.</p> <p>At its simplest level LEAD is defined in the following terms:</p> <p>LEARNING is what we do – We are committed to learning at every level.</p> <p>ENGAGEMENT is essential – We are committed to the Catholic Education's mission through relationships with all.</p> <p>ACCOUNTABILITY is not optional – We have personal and collective responsibility for our system's success.</p> <p>DISCIPLESHIP is our calling – We are committed to deepening our relationship with Jesus.</p> <p>Setting the strategic direction for the organisation provides clarity in our purpose and decision-making.</p>
Leading Lights	Leading Lights is the single digital ecosystem for all Western Australian Catholic schools and early years centres. This digital transformation initiative offers contemporary ways of using technology to help every student achieve their full potential, every teacher deliver inspiring learning, and every school to be equipped with significant insights that enable informed decisions about the running of the school.
QCS	<p>The Quality Catholic Schooling (QCS) Project was established in late 2008 to create and implement a whole-school planning and improvement framework for all Catholic schools in Western Australia. There are two main work strands:</p> <ol style="list-style-type: none"> 1. To devise a whole-school review and improvement framework for all schools to use in self-review. 2. To support and deepen leadership capacity at all levels with a view to the further development of reflective professional cultures in our schools.
Scope & Sequence Documents	Scope and Sequence documents establish consistency of instruction throughout the school (in different grade levels and learning areas) by providing clear guidance on what the teacher should teach and when they should teach it.



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