Our Lady of Mount Carmel

Our Lady of Mount Carmel, Hilton WA

Strategic Plan
2016 - 2019
Here at OLMC we seek to create a respectful environment, that enhances learning, nurtures our young, and empowers our whole school community to authentically live out the faith that we proclaim.

Our new Strategic Plan uses the LEAD acronym and reflects the strategic direction of Catholic Education in Western Australia together with our vision for the next four years.

The goals and strategies form the framework for our Annual School Improvement Plan. The Success Indicators are the evaluation tools used to measure the success of this plan and to support future decisions and directions.
Our Lady of Mount Carmel School

Learning and Teaching Beliefs

We believe that students learn best:

When there is a positive relationship between teacher, student and parents
When they believe they can learn
In different ways and at different rates
When the classroom and school environment supports their emotional, social, cultural and educational needs
When the learning is authentic (involves the real world)
When they feel respected
When teachers provide explicit feedback designed to reduce the gap between a students current and higher level of understanding

We believe as teachers we must:

Believe all children can learn
Work hard to develop positive relationships with all students
Display enthusiasm and passions for what we teach
Work together as a Professional Learning community intent on improving students’ achievements
Set achievable but challenging class tasks
Provide differentiated learning activities
Provide a quality classroom environment in which all students feel valued and respected by the teacher and by fellow students
Know our subject matter well
Maintain high expectations of our students
Provide explicit feedback that helps students move from their current to a higher level of understanding
Embrace the appropriate use of ICT as a valuable teaching and learning tools
Keep learning
Learning is what we do. We are committed to learning at every level.

Learning
Enhance student achievement and wellbeing. Increase student and staff engagement in their own learning and faith formation.

Goals
- To nurture a social environment where students feel safe, respected and supported and their social/emotional resilience is fostered.
- Developing a systematic and developmentally appropriate approach to teaching and learning that utilises best practices and supports students in becoming independent and life-long learners.
- Develop and maintain learning resources, environments and curriculum classroom practice conducive to 21st Century learning.
- Enhance our Teacher Reflective Practice process.

Strategies
Formalise OLMC Schools Student Resilience Programs.

Investigate authentic opportunities to improve outcomes for the students in the middle and upper range of achievement.

Implement and review Teacher Reflective Practice process. (Teacher Professional Learning Plan).

Implement, monitor and review the explicit use of teacher directed learning intentions made known to students when commencing tasks and quality feedback given during and on completion of tasks.

Develop an explicit teaching model for Numeracy teaching and learning across the school.

Continue to implement and review whole school approaches to programmes such as Words Their Way and Stepping Stones.

Research the appropriate technologies and student / device ratios that have the most positive impact on student performance and student learning.

Identify student learning needs through standardised testing and classroom based assessment.

Continue to seek support in developing our staff capacity to differentiate teaching.

Explore innovative and progressive ways to enhance our aspiration for continued improved pedagogical delivery and enhance outcomes for all students.

Success Indicators
- Agreed measures and procedures in monitoring students and staff safety and well-being.
- Students are able to articulate the learning intentions, success criteria, goals and act on feedback given.
- The teaching and learning program will utilise 21st Century learning, explicit teaching, Individual Education Plans, Curriculum Adjustment Plans and acceleration learning.
- Student needs are identified through the use of data walls/boards and all students are making gains appropriate to targets set.
- Growth in teachers' professional capacity is evident through progress on the Australian Institute for Teaching and School Leadership (AITSL) Professional Practice Continuum.
Engagement
Enhance parental engagement in their child’s learning and faith formation. Develop our people to be leaders in Catholic Education’s mission.

Goals
- Create and enhance communication mechanisms across all dimensions of the school community e.g. school, classrooms, parent groups.
- Improve parent attendance and participation at all school events, including parent education, faith formation and annual community meeting.
- Foster parent engagement in an open, welcoming and inclusive school and parish community.
- Harness and utilise the diverse talents and knowledge of current and future parents for the benefit of the wider school community.

Strategies
Enhance the school’s website and other avenues of communication to ensure a consistent message of the school’s purpose and achievements is communicated.

Evaluate current methods of parent communication to improve delivery and content to the school and the wider community.

Undertake a survey of parents regarding their preferred methods of communication.

Build upon class blogs/webpages and SEQTA as a form of both communication, accountability and assessment and reporting.

Explore creative and purposeful ways to increase the diversity of parents who attend and support school events.

Build upon the culture of providing parent education workshops by drawing on parent needs as the key process for engaging appropriate facilitators (Social and Emotional Wellbeing).

Provide increased parent education workshops (Teaching and Learning).

Increase promotion, advertising and personal invitation to all school (School Board / Parents and Friends Association) events.

Develop class participation in extracurricular activities e.g. recycling, Christian service, sustainability.

Success Indicators
- Revised processes of formal and informal parent / staff / community communication (enhanced use of digital technology/refurbished school website).
- Continued monitoring of positive InSight SRC School Climate survey results.
- Increased attendance of minority groups to all school (School Board / Parents and Friends Association) events.
- Wider representation and attendance at all parent education opportunities.
Accountability is not optional. We have personal and collective responsibility for our system’s success.

**Accountability**
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.

**Goals**
- Create physical learning environments that are well maintained, inviting and conducive to effective 21st Century teaching and learning.
- Ensure the ongoing financial administration of the school continues to be conducted in a prudent and responsible manner.
- School has a clear direction and plan for continued internal and external self-improvement.
- To implement a whole school Quality Improvement Plan (QIP) in accordance with National Quality Standards (NQS).

**Strategies**
Capital Development Plan is current and progress is being made to ensure the learning environments are conducive to 21st Century pedagogy and the learner’s needs.

Regular board meetings that include a spirit of collaboration, robust discussion and succession planning.

Provide opportunities to canvas expertise both internal and external to enhance systems that generate improvement and self-reflection.

Quality Catholic Schooling (QCS) tool to be used alongside other whole-school improvement frameworks to assist in school governance and future direction.

Devise and implement school ICT Infrastructure / Maintenance Plan.

That the QCS review process will lead not only to school improvement but also provide opportunities to celebrate school successes.

Maintenance of school internal and external facilities / furnishings (Focus on Years 1-6)

Implement QIP.

**Success Indicators**
- Capital Development Plan is a well-prepared document.
- Capital works that have commenced/are completed and enhance the learning programs, safety, practicality and aesthetic of OLMC School.
- The school remains in a sound financial position with sufficient funds to support the priorities of the strategic plan and expenditure (as prescribed in the annual budget).
- Implementation of ICT Plan and its directions.
- QCS Component reviews are monitored and utilised as per their intention.
- QIP recommendations are actioned accordingly.
Discipleship is our calling.
We are committed to developing our relationship with Jesus.

Discipleship
Enhance opportunities for personal faith development. Increase enrolment of vulnerable, poor and marginalised as a visible sign of our faith in action.

Goals
• Deepen the spirituality of our children and their relationship with Jesus through an integration of faith, life and culture.
• Engage students, staff and parents in their own learning and faith formation.
• Inspire students to know, understand and live out the gospel values of Catholic Christianity as an expression of faith in our modern world.

Strategies
Extend the opportunities that exist within the Making Jesus Real Program to the lower grades.

Provide ongoing professional learning opportunities for all staff.

Increased awareness and focus around matters of “Discipleship” across all forms of school communication.

Identify and respond to the needs of our school community and in particular how we include minority groups / families. Foster a culture of inclusivity of all staff, students and families.

Enhance student, staff and family understanding of the relevance of faith to life and society through providing more Christian Service opportunities to students, staff and families (Clarity of definition).

Build and strengthen connections with organisations and missions, with a focus on faith on action and developing a philosophy of peace, justice and advocacy across the school.

Introduce a bi-annual retreat and spiritual direction program for staff.

Survey parents about what faith development opportunities they seek.

Identify enhanced/formal leadership opportunities for students (Provide student leadership training).

Increase opportunities for student and community involvement in prayer, Masses, non-Eucharistic liturgies etc.

Success Indicators
• Implemented Making Jesus Real opportunities Kindy – Year 4.
• Enhanced opportunities to celebrate the uniqueness and diversity of the groups within our school.
• Student and community involvement in clarifying direction for formal student leadership opportunities.
• Established formal Christian Service Program in the school.
• Plan for OLMC Week Activities with visible Christian Service opportunities.