



STRATEGIC PLAN 2016 – 2018

YIDARRA CATHOLIC PRIMARY SCHOOL

Our Story	Yidarra Catholic Primary School began with a land acquisition by the Archdiocese of Perth in 1982 in the Somerville Estate, Bateman. In the same year an interim School Board was formed and plans began for the development of a two-streamed school of between 400 and 500 students on the acquired land. In 1984 a foundation Principal, Sr Maura Kelleher, of the Mercy order, was appointed and in February 1985 the first students attended the school in classes PP to Year 4. The development of the school and its grounds over the next years relied heavily on parent support and, together with founding staff and the adjacent parish of St Thomas More, Yidarra developed a close knit community. To link with local parish, Yidarra selected St Thomas More as its patron saint and in the year of the school's 30 th Anniversary, the sport factions were renamed in recognition of the school's historical roots and current context, Gold: Mercy; Red: McCormack; Blue: More and Green: McAuley. In 2015 the inaugural Yidarra "Mercy Week", was held to strengthen our association with the Mercy Sisters.
Our Context	Today, Yidarra is a double stream co-educational Catholic primary school situated in the South Central Region of Perth, catering for approximately 500 students from Pre-Kindergarten to Year 6. The school strives to offer a broad and high quality curriculum based upon our Catholic values, the principles of personal excellence and a respect for the dignity of each individual. It provides a range of specialist subject areas including Physical Education, Italian, Indonesian, Music, Library, Science and Enrichment classes. The school has a one to one iPad program in Years 4-6. Yidarra works closely with the Parish of St Thomas More to ensure an authentic Catholic school setting and faith based education. The School Board provides a positive focus for the school. The Parents & Friends Association is an active group which provides additional financial support for educational resources and is committed to building community in the school. The school has a staff of approximately 50 and embraces an integrated approach to cater for the needs of all of our students.
Our Crest	Yidarra's first year of education, in 1985, coincided with the International Year of the Tree. The image of the tree is a symbol of the spiritual, physical, emotional, social and intellectual development of our children. It also represents the personal and collective growth of the whole school community comprising of staff, children, parents, parish and the wider community. The triangle, in which the school crest is set, represents the Holy Trinity, the strength of God's presence in the school.
Our Motto	"Yidarra" (pronounced like Pinjarra) loosely translates from the local indigenous Noongar language as, "in the act of going upward". From this, the school motto, "Towards God", recognises the central importance of spiritual growth to the school community.
Our Vision	At Yidarra Catholic Primary School we endeavour to continually GROW , are given the skills and opportunities to SHINE and are nurtured to BECOME Christlike and share our gifts and talents with others.
Our Mission	<p>Grow in our Learning Grow: We aim to grow and achieve success spiritually, academically, emotionally, socially and physically.</p> <p>Shine like a Star Shine: We aim to be inspired through learning, to be positive, resilient and confident in order to develop our talents and abilities.</p> <p>Become like Jesus Become: We aim to develop a relationship with God, share his message and contribute to make our school and world a better place.</p>
Our Values	<p>Our values arise from our links, through the school's founder, to the Mercy Order:</p> <p>Compassion: Respecting, forgiving and caring for others.</p> <p>Justice: Being fair in everything we do.</p> <p>Service: Giving to others and making a difference.</p> <p>Excellence: Doing our best and striving to reach our full potential.</p>



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CECWA Plan	Our Goals	Our Strategies	Our Success
Learning <i>...at every level.</i>	1. Know our students and foster their potential and wellbeing.	<ul style="list-style-type: none"> ❖ Using student data to drive improvement and inform classroom instruction. ❖ Sharing our professional knowledge and experience. ❖ Key Teachers as leaders in Learning Areas. ❖ Identifying and implementing best practice. ❖ Providing individualised programs for Students with Disabilities. ❖ Providing talent focussed Enrichment programs. ❖ Sharing and developing strategies that promote differentiation. ❖ Technology as a key tool of learning. ❖ Student leadership (Peer Support), Mental Health and Wellbeing (Kids Matter, Keeping Safe) as key teaching resources. 	<ul style="list-style-type: none"> ✓ Data collection practices are seamless and embedded. ✓ Data established as a key input into program planning and cluster meeting discussion. ✓ Teachers leading staff PD. ✓ Students with Disabilities have an appropriate intervention program that is reviewed at regular intervals. ✓ Students identified with specific talents are provided places in the YEP program. ✓ Differentiation is evidenced in classroom practices. ✓ Technology is used regularly and appropriately to enhance learning. ✓ Students indicate an increased knowledge and understanding of mental health and wellbeing practices and report positively on their impact.
Engagement <i>...our Catholic Mission through relationships.</i>	2. Build effective communication and strong, positive relationships.	<ul style="list-style-type: none"> ❖ Newsletter, website, class pages and use of SEQTA to be relevant and current. ❖ A register of parent skills and volunteers established through the P&F. ❖ Staff Communication Committee to establish protocols for staff communications. Board Communications Committee to be ongoing. ❖ Class representatives identified and promoted in the school community. ❖ Parent workshops to promote effective classroom involvement and inform on current parenting issues. ❖ Community protocols for use of emails, social media and communication channels established in consultation with P&F, Board and staff. ❖ Promoting the school through the local media. ❖ Opportunities for welcome and inclusivity identified and developed. ❖ Develop a common understanding of the dimensions of staff wellbeing and adopt practices that promote staff welfare. 	<ul style="list-style-type: none"> ✓ School communication feedback indicates it is seen as useful and timely. ✓ More parents volunteering across a wider variety of areas in school life. ✓ Parent talks well attended. ✓ Teachers and parents report positively about school and classroom activities and events. ✓ Local media running positive articles about Yidarra. ✓ Constructive and respectful social media postings. ✓ Evidence of an increase in mutually respectful and trusting relationships across the school. ✓ Community members report feeling valued, appreciated and are able to identify supportive practices in the school. ✓ Staff report an improved sense of wellbeing in the workplace.
Accountability <i>... the personal and collective responsibility for our success.</i>	3. Promote a culture of excellence, feedback and recognition.	<ul style="list-style-type: none"> ❖ Planned and regular feedback to and from staff. ❖ An explicit reporting agenda. ❖ Teachers use explicit feedback to inform students of progress. ❖ Reflecting on and reviewing our programs. ❖ Acknowledging staff and student success through merit certificates and newsletter awards and acknowledgement. ❖ Teacher's Professional Standards are promoted and highlighted in professional practice. ❖ Continually review facilities to meet growing needs and current pedagogical practices around collaborative, play and nature based learning. 	<ul style="list-style-type: none"> ✓ Staff planning for and providing feedback to each other each term. ✓ Students report that they receive regular and effective feedback. ✓ Professional Standards are known and displayed in staff areas and evidenced in Professional Development and teaching. ✓ Merit awards reflect academic successes and effort. ✓ A cycle of evaluation of school practices established and used. ✓ Newsletter contains articles of acknowledgement. ✓ Equipment and facilities meeting needs and standards.
Discipleship <i>...deepening our relationship with Jesus.</i>	4. Cultivate our Catholic values and spirituality.	<ul style="list-style-type: none"> ❖ Visible engagement of our Catholic ethos at all levels of school life. ❖ Religious Education the core and foundational Learning Area. ❖ Increase symbols of our Catholicity in the school environment. ❖ Development of the Mercy Charism in the Yidarra context. ❖ Clear expectations of the whole school community to witness to the school's values in decision-making, relationships and actions. 	<ul style="list-style-type: none"> ✓ Catholic prayer, reflections and beliefs clearly evident in classrooms, meetings and at school events. ✓ Religious Education resources available and used extensively in classrooms. ✓ A number of Catholic symbols are clearly noticeable around the school. ✓ Mercy charism is evident in school culture through prayers, prayer resources, outreach and visitations. ✓ The school values are well-reflected in school policies, communications, classrooms, meetings, events, relationships and plans.