



CECWA Strategic Directions

Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.



The School Improvement Plan (SIP) is not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, the SIP is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of the SIP is encouraged and schools may find the addition of notes and/ or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

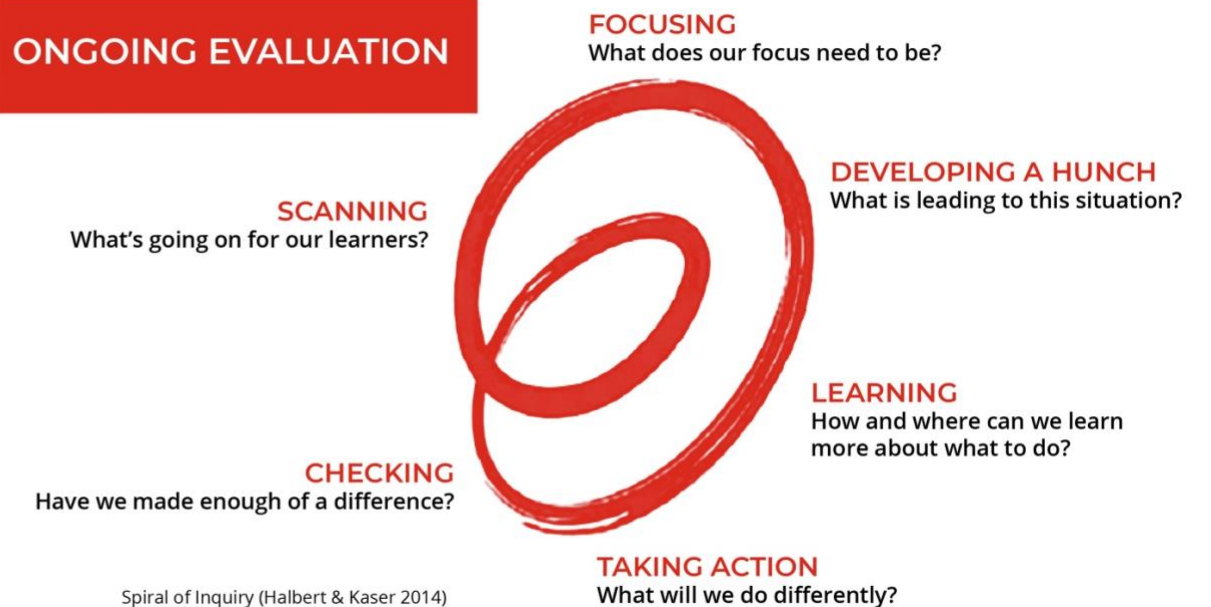
Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal achievement</i>	Achievable <i>What actions will we take to achieve the goal?</i>	Relevant <i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <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>
Evangelisation Plan Focus <u>School Vision, Values and Mission</u>	Multiple versions of our Core Values and Mission Statement exist. Our official school values aren't as visible as our PBS pillars and MJR values. These two factors create a lack of clarity around our core identity as a school.	Undergo the process with students, staff and parents of analysing what our vision is asking of us in our time, as well as clarifying what our core values mean and how we are all called to show them. Review our Mission Statement to ensure it reflects our agreed school values.	Release a clarifying document to the community.	Schedule regular meetings and opportunities for discussion and analysis with key stakeholders (students, staff, parents).	Strategic Priority 6	At least one meeting/discussion for this purpose scheduled for each term with each stakeholder. Release clarifying document to the community before the end of 2020.	Seek examples of similar processes carried out by other schools. Dedicate time for discussion with all stakeholders.	All members of the community show an increased familiarity with the school's Vision, Mission and Values in 2021.	Brett to assess progress and plan the next meetings at the beginning of each term.
Aboriginal Education Plan Focus <u>Topics Document</u>	Aboriginal Education Improvement Map (AEIM) indicates a desire for a greater presence of Aboriginal perspectives in teaching and learning.	Develop an Aboriginal Studies topics document for use in all classes.	The topics document to be complete and ready to implement for 2021.	Plan to be developed through staff collaboration at PLC meetings, with guidance from CEWA and Curriculum.	Relates to a key goal in our Aboriginal Education Plan.	Complete topics document by end of 2020. Have time scheduled regularly throughout 2020 for working collaboratively on this focus area.	Leon Ridgeway and other CEWA Aboriginal Team members to provide support. Curriculum documents. Examples from other schools.	The topics document to be in place, with evidence of classroom use, in 2021.	Brett to assess progress and plan the next meetings at the beginning of each term.
Early Years Focus <u>Re-develop outdoor learning environment</u>	NQS Audit	Re-develop our outdoor learning environment in ECE, to facilitate the learning described in our ECE Philosophy Statement and to attract future enrolments.	An overall planning document to be completed, with a schedule of work underway.	Work on this project each week at NQS Meetings, plus at some whole-staff PLCs. Utilise the P&F for assistance.	Strategic Priority 8	Complete planning document by end of Semester 1. Begin works Semester 2.	P&F (funds and personnel). NQS Audit and EYLF resources Examples of outdoor environments from other educational facilities.	Works to be underway, according to the plan, in Semester 2, 2020.	All ECE staff to monitor progress through our weekly NQS meetings.

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Curriculum Plan Focus <u>Grammar and Punctuation</u>	NAPLAN School-based testing data. Classroom observation	Improve student achievement in grammar and punctuation.	NAPLAN results School-based assessments Teacher observation	Make grammar and punctuation a major focus of our PD/PLCs in 2020 Classroom teachers to target grammar and punctuation in daily lessons.	Strategic Priority 4	By the beginning of Term 2, review how we approach instruction in grammar and punctuation. Implement changes in approach from Term 2.	CEWA and external consultants Research on best practice Examples from other schools	NAPLAN results to show significant growth in grammar and punctuation achievement in 2021- more than two years growth Year 3 2019- Year 5 2021	Brett to schedule and arrange relevant PLCs and PD. All staff to track student progress through assessment results.
Additional Focus <u>Work Standards</u>	Teacher observation	Improve work standards (quality, accuracy and presentation) in each year level.	Teacher observation Comparison of work samples at intervals throughout the year	Review and enforce agreed work standards expectations for students.	Strategic Priority 4	By the end of Term 1, have reviewed and communicated to students the expected work standards. During Term 2-4, improvement should be observed.	Review what is already in our Teaching and Learning Handbook Posters to make expectations visible and explicit in each class.	Comparison of work samples at various intervals throughout 2020 to show clear improvement.	All staff to monitor and enforce.
Additional Focus <i>(optional)</i>									

Informed by evidence from:

- CECWA Strategic Directions (2019-2021)
- School Strategic Plan
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis, e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Component Reviews
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

ONGOING EVALUATION



Spiral of Inquiry (Halbert & Kaser 2014)