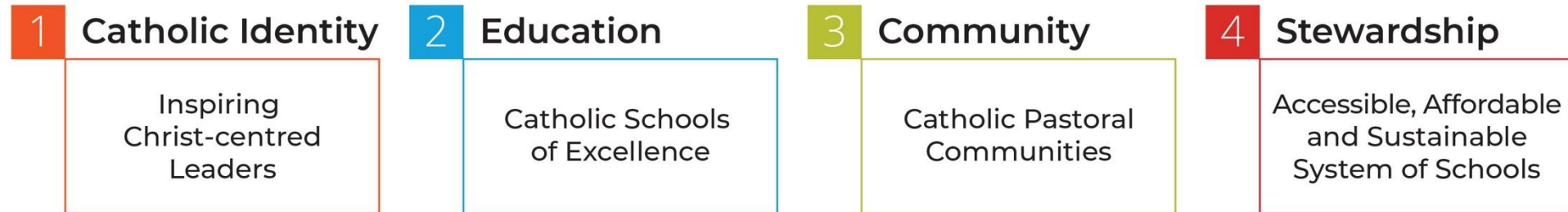




CECWA Strategic Directions

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> |
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| Evangelisation Plan Focus | Provide a holistic approach to the faith formation and total development of all students and staff. | Revisit the Evangelisation Plan through GDC process Incorporate the Living Like Jesus Wall character traits into the classroom Staff formation in RE units and preparing prayer and class liturgies. | Strategic Direction (Discipleship) | Attend GDC in Perth Voice from all Stakeholders Link Living Like Jesus Wall positive character traits – links to resources will be sent out prior to each fortnightly focus. | Children will have gained confidence in articulating the life and mission of Jesus through their words and actions. | Term 1 Ongoing reflection and review Ongoing | Displayed in Staffroom Term Planners (indicating Sacrament and Catholic Feast Days) Prayers during staff meetings. Faith focus Information sent each week via Teams Professional development day to give staff knowledge of RE units, prayer and liturgy | Planned times for prayer and celebrations of Sacraments, Catholic feasts and traditions throughout the school year. Opportunities to reflect on the Gospel. Staff will have confidence to prepare class liturgies | Principal and All Staff Ongoing reflection and review |
| Aboriginal Education Plan Focus | Currently staff believe we are working towards completion of Cultural Competence Stage 2 of the AEIM map | Evidence of Aboriginal perspectives in classes and Learning Areas | A variety of content and resources in lessons and classroom areas is visible Evidence of Aboriginal perspectives in planning in the | Ensuring that all teaching staff have more of a focus of Aboriginal perspectives in their class Sharing resources during PLCs | Achieving the goal will make our school more culturally competent. | End of Semester Two 2021 | All staff members Online resources for CEWA Elders in the community* Aboriginal Learning Area Coordinator | Evidence supporting that we are teaching with a purposeful approach of Aboriginal perspectives. Staff engage with colleagues to evaluate the | Aboriginal Learning Area Coordinator in conjunction with Principal |

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| | | All staff have commenced their CCM journey | classroom in some learning areas | Source and attend PD on Aboriginal Perspectives Allocate time for staff to complete/discuss CCM journey | | Ongoing consultation with Aboriginal Education Team | PD with Aboriginal Education team in Term 2 Timetable adequate time for PD | effectiveness of Aboriginal Education All staff have made progress on their CCM journey with evidence supporting their movement through the stages. | |
| Early Years Focus <i>(if applicable)</i> | NQS Audit | 1.2.2 Responsive teaching and scaffolding 3.2.2 Resources support play based learning | NQS Self Reflection Tool Group NQS Reflection Principal NQS Reflection | School visits to other Early Year classrooms &/or Network with other Early Year teachers remotely Respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. Build proficiency in a wide repertoire of instructional strategies Design the learning with a combination of assessment, instruction and feedback strategies that optimise student growth Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. | Strategic Direction (Learning) Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in built and natural environments. Positive rating in the National Quality Standards. | Review progress End Semester One to ensure NQS standards are met by End of Year | Vision for Learning (5 Teacher Practice Summaries) -Learning design -Engagement -Quality relationships -Place, space and technology -Instructional range Early Years Position Statement CEWA | Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program Outdoor and indoor spaces are organized and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. | Class visits Learning walks and talks Connecting with CEWA Early Years Consultants |
| Curriculum Plan Focus | Lyn Sharratt's Literacy Collective School based Data | Enhance classroom pedagogy and data informed practices to influence a differentiated approach to learning Enhance writing teaching practices to directly influence student writing outcomes. | Case Management and Data Walls to regularly review student progress. Student writing samples. Students are moving up the ruler. | Continue to develop teaching practices to support students from all ability levels, ensuring success. Maintain a consistent school wide approach. Utilising the teaching points to move students along the ruler. | Strategic Plan (Learning) Utilising Brightpath to allow teachers to make highly reliable assessments of | Ongoing Narrative/Oral Term 1 & 3 Terms 2 & 4 Persuasive Yr 1-6 | Refine support program Develop extension program. Map curriculum areas (literacy and numeracy) Brightpath Teaching Points Table for Narrative, Oral Narrative, Persuasive and Recount | Increased understanding of the curriculum Based on WA performance students not on NCCD will be at or above expected year level and those | Case Management Data Walls Teaching Points are documented in Programs and DWP |

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| | | | | <p>Moderating sessions during PLCs</p> <p>Bump it up wall in each classroom.</p> <p>Use learning intentions to focus the learning</p> <p>Use success criteria to identify growth Co-construct success criteria with students</p> | <p>student achievements in a range of areas based on classroom assessment tasks.</p> | <p>Recount K-PP or students at risk</p> | <p>CEWA Literacy Position Statement</p> <p>Vision for Learning Supporting Materials Content Containers</p> | <p>identified as NCCD will have achieved individual milestones</p> | |
| <p>Additional Focus <i>(optional)</i></p> | <p>Staff and Student Wellbeing</p> | <p>Develop a whole school wellbeing approach which involves leaders, teachers, support staff, students, parents and the wider community.</p> <ul style="list-style-type: none"> - To improve staff wellbeing through the SEARCH model. - Develop mindfulness strategies | <p>Evidence of mindfulness/wellbeing strategies in the classroom</p> <p>Use of Climate Survey for students</p> | <p>Use of staff and student wellbeing strategies across the school</p> <p>Incorporating strategies into staff and PLC meetings</p> <p>Setting aside time for staff wellbeing (in staff planner)</p> <p>Identify students who need targeted support</p> | <p>Strategic Direction (Engagement)</p> <p>To build on pastoral care initiatives that promotes dignity and integrity of all school members as priority.</p> <p>To challenge and encourage students to greater involvement in the decisions regarding classroom environments, personal goal setting and caring for school mates.</p> <p>Establish strong relationships with parish</p> | <p>Ongoing</p> | <p>Father Matthew Chaplaincy Service - You Can do It</p> <p>Smiling Minds</p> <p>Positive Growth Mindset</p> <p>Links to CEWA Psychologist and Outside Agencies such as Wheatbelt Mental Health</p> <p>Child Safe Framework (TEAMS)</p> <p>Pastoral Care and Wellbeing Leaders (TEAMS)</p> | <p>Students are confident to take risks, more positive growth mindset, independence, time management, etc.</p> <p>Staff have a greater sense of personal wellbeing</p> | <p>Monitor programs and DWPs</p> <p>Regular liaison with Father Matthew</p> <p>Regular conversations with families, outside and CEWA agencies</p> |

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

