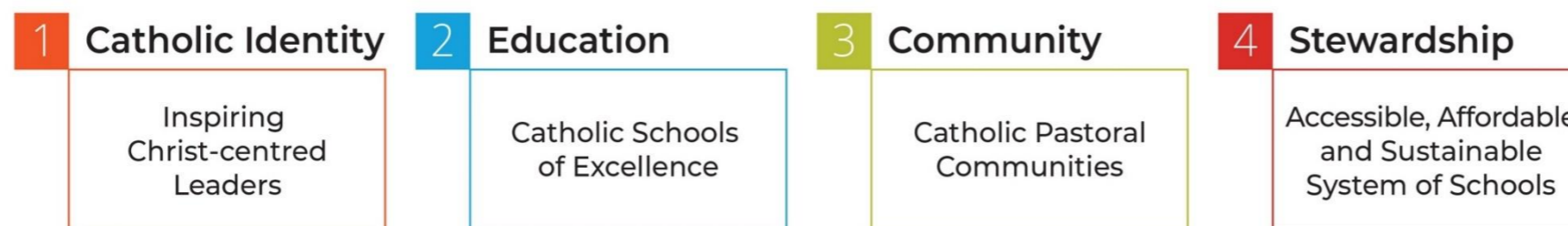




CECWA Strategic Directions

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	Parents and staff through PD and meetings develop a solid understanding of community engagement Foundation School Evangelisation Plan	Staff and parents to have a shared understanding of community engagement Parents expertise encouraged and used in the classroom and school activities	Provision of PD for parents and staff Parent and Engagement Policy Parents informed regarding the Engagement Policy via newsletter and classroom teacher email	PD and meetings allocated - parents are informed via the school calendar or personal invitation Survey the parents and wider community to invite participation in the process	Evangelisation Plan Strategic Plan	End of Term 2 2019	Leadership Team PFFWA CEWA – Community Engagement CSPWA Association The School Board Access Community Agencies	Parents utilised in the classroom and whole school activities Parent survey results show 60% are aware of and feel part of the community	Leadership Team PFFWA CEWA – Community Engagement CSPWA Association The School Board Access Community Agencies
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM) Cultural Understanding Conversations CEWA/School	Engage with CEWA consultants to start developing an AEP that is authentic and not because of compliance	Hopefully increased aboriginal enrolments PLCs committed to enrolment conversations	Sue Curtis released each week to focus on the AEP CEWA consultants engaged	Discipleship link to AEP Increase enrolment of the vulnerable, poor and marginalised as well as	End of Semester 1 2020 Term 1 onwards	Sue Curtis (Aboriginal Education Coordinator) and Jade Baxter (Middle Leaders Coordinator) CEWA consultants	Number of Aboriginal families in the school	Sue Curtis and Jade Baxter

			AEP completed with increased understanding and awareness by participation		indigenous scholarships Fee's and discounts				
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>
Early Years Focus <i>(if applicable)</i>	NQS Audit and feedback from staff and leadership	Documentation and planning to include evidence of reflective / differentiated practise from Pre-Kindy to Year Two.	Documentation of planning and programs contain evidence of reflective and differentiated practise	ECE PLC dedicated times ECE consultant from CEWA to conduct a workshop with staff	From NQS audit, and feedback meetings with CEWA Consultant	Review end of Semester 1 2020 Practises in place for the start of 2021	Emma Fernandez Kim Manov (Middle Leader Coordinator)	Reflective / Differentiated teaching documentation is embedded in staff documentation Documented conversations of staff feedback and review of the processes and procedures/practises now in place	All Teaching Staff Emma Fernandez Kim Manov (Middle Leader Coordinator)
Curriculum Plan Focus	NAPLAN and classroom assessments Levelling out and decline in growth of writing	To use Seven Steps for Writing and Diana Rigg to focus on writing, grammar and punctuation. Develop strategies for teachers to use in classrooms to engage students in writing.	Seven Steps and Diana Rigg records across year levels, tracking student progress. Anecdotal conversations with students about writing How can we make writing interesting to encourage them to reach their full potential?	PLC meetings Professional Learning Provide time for staff to meet and compare results across cohorts. Moderate. SAND Meetings	Curriculum Plan Focus Connects Learning Points in the Strategic Plan QCS 303 and 305	Term 1 – Term 3 PLCs End of Semester Review Student feedback consistent over the first semester	Katie Hastie (Support Teacher) Emma Fernandez	Increase in growth of students' achievement in grammar and punctuation. Survey results of student attitudes to writing.	All Teaching Staff Katie Hastie (Support Teacher) Emma Fernandez
School Focus 1 LEAD NQS 3.2.1 <i>(Inclusive Environment)</i>	Outdoor and Indoor play to engage every child and embed sustainable practices.	Ensuring documentation and planning includes evidence of planned indoor and outdoor activities including sustainable practices	Documentation of planning and programs contain evidence of indoor/outdoor and sustainable practises	ECE PLC dedicated times ECE consultant from CEWA to conduct a workshop with staff	From NQS audit, and feedback from meeting with CEWA Consultant	Review end of Semester 1 2019 Practices in place for the start of 2020	Emma Fernandez Kim Manov (Middle Leader Coordinator)	Indoor/outdoor play and sustainable practices is embedded in staff documentation Document conversations of	All Teaching Staff Emma Fernandez Kim Manov (Middle Leader Coordinator)

								staff feedback and review of the processes including procedures/practises now in place	
School Focus 2 LEAD	Increase enrolments throughout the school	Branding of the school to increase and sustain enrolments and include the scholarships/bursaries Continue to enhance our new website and School App Encourage parents to share care and concerns with others	Increase in enrolments Heightened presence on Social Media (i.e. Instagram, Facebook, Website, CEWA LTD) Banners purchased for Athletics Carnival	Continue to work with Chameleon Logic on our website and School App CEWA: Digital Stack	Strategic Plan Accountability Undertake a systematic approach to marketing the school to maintain a strong enrolment pattern. QCS 304	Ongoing throughout 2020 with the promotion of the Scholarship /Bursary School App completed February 2020 for website	School Board Carmel O'Shaughnessy Emma Fernandez Melissa Dimond Claire Didlock Marketing and Communications Manager CEWA: Brenda Sharp	Enrolment data from end of 2019 to start of 2020 Regular data collection Reviews from parents School Climate Survey	School Board Carmel O'Shaughnessy Emma Fernandez Melissa Dimond Marketing and Communications Manager CEWA: Brenda Sharp Officer

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

