



## 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 &amp; 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>
<b>Evangelisation Plan Focus</b>	Teachers of sacramental program have noted a decline in parental attendance at current workshop. As per the Archdiocesan of Perth Sacramental Guidelines, teachers are seeking a joint parent/child workshop for each sacrament.	By the end of 2020 we have seen an increase in attendance at parental sacramental workshops.	Attendance of parents and students at sacramental workshops with an increased engagement and interaction.	Engage the Liturgy Centre to facilitate the sacramental workshops	School Strategic Plan Key Result Area (KRA) 5.1 Evangelisation Plan – Community Formation	By the end of 2020 increases in parent and child attendance across all sacramental workshops.	Teachers Leadership team Parish priest The Liturgy Centre facilitators Parents Students	Visible attendance of parents and students at sacramental workshops. Feedback in relation to effectiveness to sessions	Leadership Team Year 3, 4 & 6 teachers to check numbers and participation at each sacramental workshop. Have verbal feedback and survey parents and students via Forms.
<b>Aboriginal Education Plan Focus</b>	Aboriginal Education Improvement Map (AEIM) Through the development of a new School aboriginal Plan, it was thought that a major area of growth for our school is to build links with Aboriginal people within our community.	Partnerships -school and parish to enhance links with Aboriginal community	With the assistance of our TLEO (YTA) we will aim to make connection with local Aboriginal people. Inviting Aboriginal community members into the school.	Participation in 'Our Sacred Song Lines Upon this Earth' Angelico Art Project	Strategic Plan KRA Engagement 3.2 & 3.4	Semester 1 & 2 (completion end of Term 3)	TLEO - (CEWA) -Sue Blair -Parish Priest -Chris & Loretta - Aboriginal Catholic Ministry -Wendy (Art Specialist) -La Salle & Mazonod Colleges -Members of community	-Entry in the Our Sacred Song Lines Upon This Earth with production of some end Visual Art pieces.	Christopher Smith – AP Through the guidance and direction of the new TLEO timelines will be set for this goal to be achieved.

<p><b>Early Years Focus</b> <i>(if applicable)</i></p>	<p>NQS Audit outlined the need for continued focus and development of integrated and student driven collaborative learning</p>	<p>By the end of 2020 staff will have undertaken PLC's focussing on developing their knowledge and understanding of integrated learning and it will be evident in programs and class observations that it is being put into practise within K-2 classrooms.</p>	<p>Documentation in programs will highlight areas being integrated</p> <p>Class observations conducted by peer staff or Admin will focus on this area and feedback will be given in order to allow for continued growth and development</p>	<p>K-2 PLC's will focus on highlighted area. Open discussions, collaborative sharing of ideas and resources</p> <p>Professional Readings and possible PD (Fran Italiano)</p>	<p>Strategic Plan – KRA 1: Learning (Quality Teaching)</p> <p>Curriculum Plan</p>	<p>By the end of 2020, all K-2 classes will be able to demonstrate effective implementation of integrated learning</p>	<p>Professional Readings sourced by staff members and Leadership Team</p> <p>CEWA EC Team</p> <p>Loretta Hackner (AP K-2) All K-2 Staff</p>	<p>Observable evidence of integrated learning through class observations</p> <p>Documented evidence through class programs and units of work in all K-2 classes</p>	<p>Loretta Hackner (AP K-2) All K-2 Staff</p> <p>PLC Meetings each term to monitor progress and continue development of the goal</p>
<p><b>Focus Area</b></p>	<p><b>Informed by Evidence</b></p> <p><i>Qualitative and quantitative</i></p>	<p><b>Specific</b></p> <p><i>Performance &amp; development goal to be achieved (stated simply)</i></p>	<p><b>Measurable</b></p> <p><i>Evidence that will be used to demonstrate progression and goal achievement</i></p>	<p><b>Achievable</b></p> <p><i>What actions will we take to achieve the goal?</i></p>	<p><b>Relevant</b></p> <p><i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i></p>	<p><b>Time Bound</b></p> <p><i>What are the timeframe milestones?</i></p> <p><i>Timeframe within which the goal will be achieved</i></p>	<p><b>Resources</b></p> <p><i>Support/resources that will be required to achieve the goal.</i></p> <p><i>Key school-based personnel who will be engaged.</i></p>	<p><b>Success Indicators</b></p> <p><i>How will we know we have been successful (quantitative and measurable)?</i></p>	<p><b>Monitoring Process and Progress</b></p> <p><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></p>
<p><b>Curriculum Plan Focus</b></p>	<p>NAPLAN and PAT results over the last 2 years show evidence that the school requires work in the Grammar and Punctuation and Vocabulary area.</p>	<p>By the end of 2020 we will expect to see growth of 0.4 per school year in this area.</p>	<p>NAPLAN &amp; PAT assessment data. On-going class assessments.</p>	<p>Implementation of Talk 4 Writing strategies. Literacy and Numeracy Warm Ups. Revision activities in homework tasks. Homework Club.</p>	<p>Strategic Plan: KRA 1 (1.1) &amp; (1.4)</p>	<p>By the end of 2020, we will have developed and completed a G&amp;P Scope and sequence from K-6 for teachers to implement in class sessions</p>	<p>Talk 4 writing digital and written resources. Literacy Coordinator Leadership Team Class Teachers</p>	<p>Improved results on a year to year basis in G&amp;P. (0.4) Implementation of T4W ideas and strategies in daily practice.</p>	<p>Leadership team All teachers Data Day at the end of the year. NAPLAN and PAT assessments will all be reviewed class by class at the end of year. One whole day will be dedicated to Data reading.</p>
<p><b>Additional Focus</b> <i>(optional)</i></p>	<p>NAPLAN and school standardised assessments (PAT) reveal that students working in the top 20% of Year 5 in Reading and Numeracy are not making the expected growth within a two year period.</p>	<p>By 2020 100% of students in the top (20%) bracket will demonstrate 0.8 or above growth between Years 3 and 5 in Reading and Numeracy.</p>	<p>NAPLAN and school assessment data (PAT).</p>	<p>Consolidation of the Agile Teaching Sprints approach to assist staff in implementing processes for students working in the top 20% of each class and not only, for the bottom 20% in Reading and Numeracy.</p>	<p>Strategic Plan – KRA 1: Learning (Quality Teaching)</p> <p>Curriculum Plan</p>	<p>2018 – 2020 NAPLAN Data analysis using</p>	<p>Literacy Coordinator and Leadership Team to assist staff in developing a manageable sprint.</p> <p>Extension teacher to liase with classroom teachers on strategies to use.</p> <p>Formal PLC meetings to discuss Sprint progress.</p> <p>Leadership Team to check for understanding with identified students 3-4 weeks after the sprint. (Loretta PP-2); Chris (3-4) and Sandro (5-6)</p>	<p>An increased number of students working in the top 20% of NAPLAN Reading and Numeracy data demonstrating a minimum of 0.8 growth.</p>	<p>Leadership team All teachers Data Day at the end of the year. Year 5 NAPLAN and PAT assessments will all be reviewed at the end of year to see if goal has been achieved or improved on.</p>

<b>Additional Focus</b> <i>(optional)</i>									
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- 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)

