



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	Evangelisation Plan	By the end of 2021 we will see 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. Class blogs and newsletter items of Sacramental classes will inform and motivate active participation.	School Strategic Plan Key Result Area (KRA) 5.1 Evangelisation Plan – Community Formation	By the end of 2021 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.	Monitor numbers and participation at each sacramental workshop. Verbal feedback and survey parents and students via Forms.
		To increase the connection between Parish and school by the engagement in Community Masses.	Attendance at Community Mass by the students and families hosting the Mass. 8 May – Yr 6 & Yr 2 18 Sept – PP. Yr 1, Yr 4 & Yr 5 13 Nov – Kindy & Yr 3	Engagement with Liturgy Centre to facilitate the inclusion of students leading the mass during Community Masses. Class blogs and newsletter items will actively promote the Community Masses.	School Strategic Plan Key Result Area (KRA) 5.1 Evangelisation Plan – Community Formation	Throughout 2021 the engagement and participation in Community Masses	Teachers, music specialist Leadership team Parish priest The Liturgy Centre facilitators Parents Students	Buddy classes attendance at Mass Feedback from students regarding participation and an increase in attendance.	Dates advertised in modes of community communication, newsletter, class blogs, Facebook. Father Suresh to report on numbers of families attending mass.
		Enhance prayer within the classroom and use the focus to share with students and families.	RE kits implemented into classrooms.	<ul style="list-style-type: none"> Obtain resources Sort RE resources Discuss during 10-minute rounds to ensure staff are aware of what is in the kits and how they should be used. 	School Strategic Plan Key Result Area (KRA) 5.4 Evangelisation Plan – Community Formation	By the end of Term 1 Prayer table Kits will be introduced into the classrooms.	CEWA approved age appropriate bibles, liturgical calendars and coloured prayer cloths.	Class prayer focus dressed appropriately in liturgical colours. Bibles being used within the classroom to support learning.	10 minute round feedback. Active participation in prayer in class communication about prayer shared with the community.

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>
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM) Focus - Perspectives Cross Curriculum Priorities	Integration of Aboriginal and Torres Strait Islander Perspectives when relevant to the learning area. Specifically, HASS, Science, English, Visual Arts, Technologies, design and digital	Evidenced in teacher documentation. SCSA booklet elaborations in pre- and post-programming when integration occurs Evidence of work in classrooms and students able to articulate and demonstrate their knowledge of Aboriginal and Torres Strait Islander perspective	Use of SCSA booklets Resource 'Our Land, Our Stories' kits being used across all year levels. Inclusion of Welcome to Country Noongar Season posters in classrooms. Use of Nyoongar welcome song 'Wanjoo'. Application for PALS grant to provide resources for NAIDOC Week, 2021.	Strategic Plan links	Duration of 2021	Aboriginal Education Team CEWA – Isobel Bevis Aboriginal Perspectives key teachers – Devina Branche GECKOS coordinator, Christopher Smith, Aboriginal elders/community member Candy McKay Kits. - 'Our Land Our Stories' held in the library CEWA Aboriginal Perspectives TEAMS group Orana Educators Kits. - 'Our Land Our Stories' held in the library CEWA Aboriginal Perspectives TEAMS group MMPS Educators	Planning documents Evidence in work in classrooms and around the school. Evidence of resources being used. Students being able to articulate and demonstrate their knowledge of Aboriginal and Torres Strait Islander perspectives.	PLC's providing feedback and sharing wisdom with each other.
Early Years Focus <i>Linked with Social and Emotion Learning 2021 Goal</i>	NQS Audit Self Audit PLC Meetings Group Reflection Tools								

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>
Curriculum Plan Focus	NAPLAN and PAT results over the last 2 years show evidence that the school requires work in the Grammar and Punctuation and Vocabulary area. (ongoing 2021)	By the end of 2021 we will expect to see growth of 0.4 per school year in this area.	NAPLAN & PAT assessment data. On-going class assessments.	Implementation of Talk 4 Writing strategies. Literacy and Numeracy Warm Ups. Revision activities in homework tasks. Homework Club.	Strategic Plan: KRA 1 (1.1) & (1.4)	By the end of 2021, we will have implemented, reviewed and refined our G&P Scope and sequence from K-6	Talk 4 writing digital and written resources. Literacy Coordinator Leadership Team Class Teachers	Improved results on a year to year basis in G&P. (0.4) Implementation of T4W ideas and strategies in daily practice.	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.
Social and Emotional Learning Early Years	Social Emotional Learning: Through QCS discussions and teacher observation we have noted that students have had difficulty in: <ul style="list-style-type: none"> Emotional regulation Conflict resolution Lack of tools to solve social issues NQS Audit	By the end of 2021 students will demonstrate the ability to use tools to manage emotions and conflict Use the MMPS values and commitment to the five pillars along with Highway Heroes programme to sustain the social and emotional wellbeing of the MMPS community	Student survey – pre and post SEL program Teacher feedback on number of incidents Parent survey pre and post SEL program Parental feedback Floor book with be utilised on a regular basis All staff to actively use Highway Heroes Programme	Term 1- staff familiarise themselves with the programme Term 2 – launch the programme Leadership to support staff in addressing the trends we identify – either whole school approach or cohort specific Effective communication with community - beginning of year meeting, newsletter items speaking to the schools values and commitment.	Highway Heroes and Little Highway Heroes Programme Strategic Plan: KRA 3 (3.3) KRA 1 (1.5) CEWA Strategic Direction	Community meeting information shared about the implementation of Highway Heroes and Little Highway Heroes PLC Meetings	SEL program resources/kits External presenters Class Teachers Leadership Team Wellbeing Committee Yr 6 with coordinator (Yr. 6 Teacher)	Positive responses to the SEL program Stakeholders using the tools and the language Students using the tools to manage emotions and conflict situations	Leadership Team All Staff

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

SCANNING
What's going on for our learners?

CHECKING
Have we made enough of a difference?

Spiral of Inquiry (Halbert & Kaser 2014)

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

