

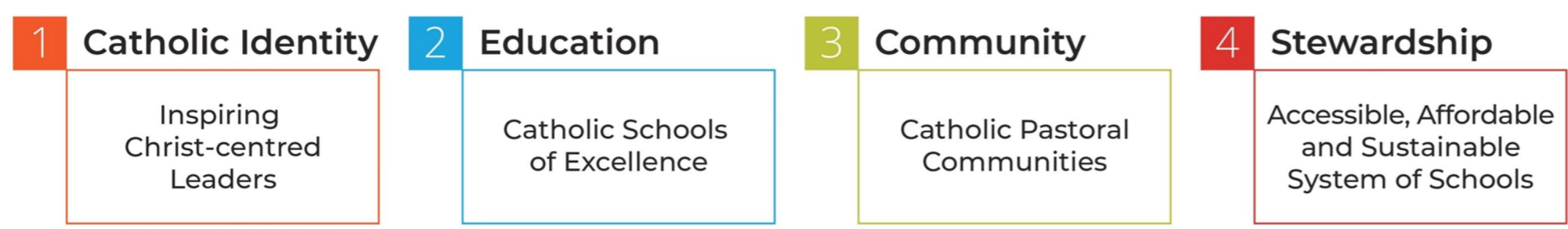


School Improvement Plan (SIP) for _____ Commencement Year: _____

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	Bishop Gerard wants teachers to have an understanding of the significance of Jesus in the Bible so they can pass that on to students.	Teachers to participate in sessions about Jesus from Helen, Ben and Paul.	Staff can list different qualities and actions of Jesus that resulted in his influence developing Catholic faith.		Our focus on knowing Jesus is a main focus from our Evangelisation Plan.	Initially during PLC sessions and pupil free days during 2020.	Helen, Ben and Paul to provide PD opportunities for staff to increase their understanding of Jesus.	Staff are able to transfer some of what they learn from the presentations.	Helen, Ben and Paul will liaise session dates for staff.
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Provide students with opportunities to better understand Aboriginal culture through art and cultural visit.	Students able to explain aspects bush medicine and traditional food.	Mel Toia is incorporating Aboriginal Art into a full term of her Art program. Paul will contact PALS to gain support for a cultural incursion.	Our goal of improving Aboriginal cultural understanding is reflected in our AEIM.	PALS funding and cultural event will be set up in Term 1.	PALS funding.	Selected students able to write an article for the newsletter explaining aspects of what they learnt from the incursion.	Mel – Art lessons Paul – arranging funding and booking event. Tino and Paul to celebrate NAIDOC Week and Reconciliation Week.

Early Years Focus <i>(if applicable)</i>	NQS Audit	Improve indoor/outdoor play opportunities for Year 1 and 2 students to allow for greater agency.	Work is carried out.	Coordination of tradespeople.		2019 Christmas holidays.	Approximately \$25 000 to complete the removal of a wall and installation of a veranda and grass.	Project is completed.	Paul to work with tradespeople.
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Curriculum Plan Focus	EI was identified as a reason for improvement in NAPLAN results in recent years from the Cyclical Review.	Allow staff to further develop their understanding to allow implementation of Explicit Instruction in all classrooms.	Teachers are able to demonstrate additional aspects including Warmups p and Plough backs of EI in their classroom teaching on a daily basis.	EI is scheduled for PLCs with the assistance of Roger Saulsman. Admin will be making regular visits to classrooms with detailed feedback.	EI implementation is a key driver of school improvement and part of the Strategic Plan.	Teachers spend 31 January with John Fleming. Roger's visits planned for Terms 1 and 2.	The assistance of resources from Steve Dowie, visits from Roger Saulsman, staff attending a day with John Fleming	Staff confidently and successfully use EI lesson format to deliver lessons.	Roger, Paul, Helen and Ben to visit classrooms.
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

SCANNING
What's going on for our learners?

CHECKING
Have we made enough of a difference?

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?

Spiral of Inquiry (Halbert & Kaser 2014)

