



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.

Blue Font = new for 2021

Black Font = continuation/consolidation

Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</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>
Evangelisation Plan Focus	Evangelisation plan and Strategic plan	Develop common language on campuses	<p>Qualities of St Joseph – Semester 1. One word per fortnight as a focus in classes and newsletter.</p> <ul style="list-style-type: none"> Reflecting with Reidy – homeroom videos based on Sunday's gospel and linked to St Joseph's word <p>Begin looking at the MJR Program on the Primary campus</p> <ul style="list-style-type: none"> Introduce the MJR at 'Reflecting with Reidy' Include MJR awards & Weekly MJR challenge <p>Newsletter piece with a focus on our Charisms - 'Reflecting with Reidy' picture and blurb to be included in the newsletter or on Face Book post</p>	Strategic Plan 2.1 To deepen the knowledge of our Founding charisms in our community	Semester 1 Throughout the year	<p>REC Evangelisation team – LR, AMc, MB</p> <p>AW, HOP, AHOP, REC Possibly purchase of books</p> <p>Leadership team, Marist Ass & Sr of St Joseph's of App.</p>	<p>Staff and parent feedback</p> <p>Staff & student feedback of she videos</p> <p>Students and staff using some of the MJR sayings</p>
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Greater understanding by staff and students of shared history of Australia	<p>Development of the cultural sessions for Secondary students – regular timetabled time, guest speakers, yarning time, art projects</p> <p>Begin working on the development of the Aboriginal Education Improvement map</p> <p>Continue to develop a bank of resources for staff to use with students.</p> <ul style="list-style-type: none"> Vocabulary and language (whole school) Introduce 'Wanjoo, Wanjoo' 	Strategic Plan 1.1, 1.2, 2.1 To improve Literacy and Numeracy outcomes for all students To improve student engagement in their learning.	Term 1 Week 5 to start By end Semester 1 2021 Throughout the year	<p>HOP, HOS,</p> <p>AW to contact CEWA staff</p> <p>ATA and Geckos team</p>	<p>Greater presence of ATA in the school with clear projects undertaken.</p> <p>Evidence of cultural awareness in learning programs.</p>
Early Years Focus <i>(if applicable)</i>	NQS Audit	<p>Establish a playgroup</p> <p>Utilise and use the outdoor space/area for more meaningful learning.</p>	<p>Introduce the Joey's playgroup for children under the age of 3</p> <p>QA 3 – Physical Environment Investigate better use of utilising outdoor learning environment to facilitate productive learning experiences.</p> <ul style="list-style-type: none"> Paint learning opportunities on the ground Focus on undercover area – utilize existing area Weatherproof undercover area both Kindy & Junior years 	Community Engagement in the younger years to encourage enrolments in #3K NQS Quality Area 3	Start of Term 2 2021 Ongoing Ongoing	<p>AW, HOP, Sr Navisa</p> <p>HOP, LM, early years team</p>	<p>Attendance at the playgroup increases over the year</p> <p>Evidence of increased use – noted by HOP</p>

<p>Curriculum Plan Focus</p>	<p>NAPLAN, OLNA, formal & informal assessments</p>	<p>PRIMARY Spelling program revision & PD for staff</p> <p>Greater curriculum links to Genius Hour projects</p> <p>Common Language across the campus</p> <p>Consolidation of writing program on Primary campus</p> <p>Review programs with specific focus on the B stream classes</p> <p>Greater emphasis given to Yr 10 careers and subject selection.</p> <p>Better cater for Students with Disabilities on Secondary Campus</p> <p>Increase in subject specific vocabulary</p>	<p>PRIMARY</p> <p>1 Investigate new spelling program for Years 5 & 6 and to complement PLD</p> <p>2 PLD PD opportunities for all staff working in clusters</p> <p>3. Genius Hour - Develop more integrated project or STEM based programs for this</p> <p>4. Maths –</p> <ul style="list-style-type: none"> maths vocabulary visible across the campus develop a range of sequential posters with common definitions for classrooms <p>Talk 4 Writing –</p> <ul style="list-style-type: none"> develop own photos and actions for SJS that can be used across campus PD 'Talk 4 Writing' Master Class to be delivered in Semester 2 Whole school scope and sequence <p>SECONDARY</p> <p>1. Revision of programs for 9b, 10b and General students to make them more engaging and relevant.</p> <ul style="list-style-type: none"> Review of the type of assessments to allow for those who struggle with tests Tracking of assessment dates <p>2 Careers -</p> <ul style="list-style-type: none"> Teacher given time to work on program and engage speakers Subject selection process to be inclusive of parent interviews <p>3. Establish 'The Hub'</p> <ul style="list-style-type: none"> Detailed IEPs and individual timetables Case management PD for staff on differentiation <p>2. Glossary to be used in each Learning Area for each topic. Whole campus template to be followed</p> <p>CROSS CAMPUS</p> <p>1. Continue to develop and refine the Transition Program to suit the needs of the 2021 cohort</p> <p>2. Revisit the paragraph writing template for Years 5-8 Develop eye catching posters for each room</p>	<p>Strategic plan 'Learning' 1.1,2.1 3.1 To improve Literacy outcomes for all students</p> <p>To improve student engagement in their learning</p> <p>To improve student engagement in their learning</p>	<p>Decisions made regarding program choice by end Term 1 2021</p> <p>Ongoing</p> <p>Term 1 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>End Term 3 2021</p> <p>Begin start 2021</p> <p>Begin start 2021</p> <p>Ongoing</p>	<p>HOP, Yr 5 & 6 cluster</p> <p>DSF PD</p> <p>All staff</p> <p>All staff</p> <p>All staff who teach those classes & Curic Coord, HOS</p> <p>AW, HOS, Curric Co, Gerard V</p> <p>AW, HOS, LSC Christien Williams for PD</p> <p>N Parker to develop template. Curic Coord to check that they are being used.</p> <p>AW, HOS, LSC</p> <p>Sec English to define what they want and Pri teachers to break it down</p>	<p>Greater percentage of students spelling basic words more consistently correct</p> <p>Staff and students are using the T4W strategies</p> <p>Greater engagement of students in their classes, increased participation, less E grades</p> <p>Parent feedback, student feedback, less students needing to change course at the start of Yr 11</p> <p>Parent and staff feedback Greater engaging for SWD students</p> <p>Improvement in the spelling of key words in each subject.</p>
<p>Vision for Learning Focus</p>	<p>CEWA Vision for Learning School Climate Survey</p>	<p>Development of Whole Staff - Vision For Learning</p> <p>Strategic Planning</p>	<p>Restart the Vision For Learning Process</p> <p>1..Identify the characteristics of what is good pedagogy.</p> <ul style="list-style-type: none"> * Teaching practices (lessons/planning) * Behaviour management * Ipad/tech why do we do it? * Assessment/feedback <p>2. Defining the way that we want learning to look at St Joseph's School.</p> <p>3. Revisit our Vision, Mission, Values & Motto in line with our Vision for Learning</p>	<p>Strategic Plan 1.1, 1.2, 2.1, 4.1 To improve Literacy and Numeracy outcomes for all students</p> <p>To improve student engagement in their learning.</p> <p>Revisit our Vision & mission</p>	<p>2021</p>	<p>Leadership Team CEWA staff Students School Staff</p>	<p>Increased understanding by staff of good pedagogy and the development of our school vision for Learning</p> <p>Programs will incorporate a higher level of creative use of devices rather than them being used at a basic substitution level.</p>

ICT Focus	Curriculum Plan	Upskilling of staff to improve the integration of ICT into all programming areas	<p>WHOLE Continue to run ICT workshop for parents (SEQTA, Education Perfect, Hot Maths, Teams)</p> <p>Revise the ICT policy/Permissions regarding the student agreement section</p> <p>Primary Apple classroom to be implemented across primary campus</p> <p>Seesaw Pioneer training to be conducted by all staff (teachers and EA's)</p> <p>Secondary - Upskilling staff in use of SEQTA, Teams</p>	Strategic Plan 2.1, 2.2 Develop further avenues of communication with parents	Ongoing By end of 2021 Term 1 2021 Semester 1 2021 Term 1 2021	HOP, AHOP, HOS, Curric Coord Leadership Team AHOP, Michael Burke HOS	Parent feedback Staff feedback Staff feedback Staff feedback and greater consistency in use of SEQTA
House Points Focus	Strategic Plan	Revitalisation of House System & Introduction of Positive Reward system to increase student engagement	<p>PRIMARY - Class teachers to use house tokens as positive rewards, fortnightly count & reward for winning House</p> <p>SECONDARY</p> <ul style="list-style-type: none"> House points distributed through SEQTA Semester rewards determined by % (top 10% receive x etc) House Coordinators introduced in place of Pastoral Care Coordinators – new structure to be consolidated 	Strategic Plan 2.1, To improve student engagement in their learning.	Week 5 Term 1 Introduced to students day 1 Term 1	HOP, AHOP Student leaders HOS & DV to oversee points system P, HOS & House Co's	Feedback from staff, students & parents. Greater engagement in classes and school sports carnivals

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)

