

CECWA Strategic Directions	CATHOLIC IDENTITY	EDUCATION	COMMUNITY	STEWARDSHIP
<i>“Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.”</i>	<i>Inspiring Christ-centred Leaders</i>	<i>Catholic Schools of Excellence</i>	<i>Catholic Pastoral Communities</i>	<i>Accessible, Affordable and Sustainable System of Schools</i>

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 is responsible for ensuring we are on track?</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>How will we ensure we are on track and have not taken our eyes off the goals?</i>
Evangelisation Plan Focus Christian Service	Evangelisation Plan 2020-2023. This has been updated from 2018-2020 after our PD with Sandra Peterson CEWA Religion and Faith Formation Team.	Have a strong focus on 'Service'. Each year level to take on an area of service in the wider community eg. Christmas Shoe Boxes, Handbags for Dignity. Kindy - PP - Year 1 - Year 2- Year 3 - Year 4 - Year 5- Year 6 - Prayer scope and sequence.	Classes and staff report back on what has been done in the area of Service linking this to our Rainbow Values. Prayers that are taught throughout the year and in different year levels. Work with Father Stephen and the parish.	Staff will complete some community service as part of a half day PD followed by a discussions and reflection. Classes to complete service work for an organisation. Assessments will be used to check student understanding of prayer.	In our strategic plan Objective 3: encourage the joyful expression of faith in the school and home. Students work to assist and action social justice organisations targeting the vulnerable, poor and marginalised. Design a Prayer Graden for our school to pray the prayers in	Each term some classes will focus on their area of Service. Term One to have the scope and sequence. Term Two	Justin Miller, Kerry Peach, Bruce Plint and Tania Farcich, Judy Cobern to oversee these are completed. Sarah Williams (AP) will check-in as her role of RE and to help where needed. A greater understanding of	Raised awareness about those in our community who need our help. Prayers will be assessed. The BRLA where formal prayers are assessed. Links with Parish which see Fr Stephen more involved in our school for Masses and Liturgies. A greater understanding of	Throughout each term at Staff/Cluster Meetings those responsible will refer to the plan to ensure everyone knows we have this and for everyone to understand why we do what we do.

		<p>Continue working on building strong School Parish links.</p> <p>Our school's Charism. Focus on St Luke.</p>	Complete an RE Knowledge PD about St Luke and our Charism	RE Knowledge with Mario Borg from 24/7 Ministry.	our scope and sequence.	Term Two		our school's Charism.	
Aboriginal Education Plan Focus	<p>Aboriginal Education Plan 2019-21</p> <p>Aboriginal Education Improvement Map (AEIM)</p>	<p>-Continue to raise awareness of Aboriginal culture by including Indigenous Welcome or Acknowledgement of Country at the start of assemblies/masses/liturgies/PDs etc</p> <p>-Continue to celebrate important events such as Reconciliation Day, National Reconciliation Week, NAIDOC Week and Harmony Day</p> <p>-Classroom teachers/library to continue to create appropriate displays to acknowledge Aboriginal people as the first custodians of the land</p>	<p>-Audit by GECKO Coordinator (twice per term) to ensure introduction is a feature of all school gatherings</p> <p>-Assembly item/s</p> <p>-Gatherings</p> <p>-Photos</p> <p>-Inclusion in school newsletter</p> <p>-Inclusion in local paper</p> <p>-Audit by GECKO Coordinator (once per term) to ensure displays are featured in classrooms</p>	<p>-Create slides on OneNote that can be added to presentations</p> <p>-Add script to assembly running sheet</p> <p>-Create template for Acknowledgement of Country on SharePoint</p> <p>-Add significant events to annual calendar and class assembly list</p> <p>-Provide posters/provocation items/ ICT links/ word walls so displays are developmentally appropriate and culturally sensitive</p> <p>-Communicate with Mater Dei and their</p>	<p>-Aboriginal Education 2019-21 forms part of the school strategic plan as it is a National Curriculum Cross Curriculum Policy and as per the Mandate of the Catholic Education Commission of WA 2009-2015</p>	<p>-Templates to be created by the end of Week 1, 2021</p> <p>-Ongoing, throughout the year</p> <p>-Events/ speakers etc to be booked by the middle of Term 1</p> <p>-In line with local, state and international dates</p> <p>-Work with the Aboriginal Team CEWA to create an understanding of the Aboriginal Spirituality.</p> <p>Understanding of the</p>	<p>-ICT</p> <p>-GECKO Coordinator</p> <p>-Year 6 teachers (who coordinate assembly script)</p> <p>-Parish Priest</p> <p>-Spiritual Ministry</p> <p>-GECKO Coordinator and staff</p> <p>-Leadership Team (Budget)</p> <p>-GECKO Coordinator</p> <p>-Classroom teachers</p> <p>-Teacher Librarian</p> <p>-Leadership Team (Budget)</p> <p>-GECKO Coordinator</p> <p>-Leadership Team</p> <p>-Year 5 teachers</p>	<p>-Raised awareness of Aboriginal culture amongst staff and students</p> <p>-Slide, template will be a standard feature of all school gatherings</p> <p>-Feedback from staff</p> <p>-Inclusion in school newsletter</p> <p>-Evidence around school grounds (i.e. Reconciliation Garden)</p> <p>-Evidence of displays</p> <p>-Feedback from staff</p> <p>-Observations in classrooms</p>	

		<p>-Continue to participate in Wadjuk's Gift with Mater Dei staff, students and local schools</p> <p>-Include culturally sensitive segment in Faith Story & Witness PD</p> <p>-Invite guest speakers, dancers, cultural presenters (e.g. smoking ceremony, damper making)</p> <p>-Promote social justice through RE</p> <p>-Include Aboriginal perspectives across all core subject areas</p>	<p>-Photos -Follow-up assembly/ presentation to demonstrate collaboration</p> <p>-Document to be created and added to SharePoint</p> <p>Sing Aboriginal 'Our Father'</p> <p>Sing the Aboriginal Version of National Anthem.</p>	<p>Aboriginal Studies Coordinator for updates/ new initiatives etc.</p> <p>-Liaise with Faith Story & Witness coordinator and Evangelisation Team to ensure a segment is written, included and approved by local Aboriginal elder</p> <p>-Access Aboriginal Guest Speakers program -Investigate what CEWA grants are available</p> <p>-Include in cultural events, significant church events -Liaise with Music Coordinator so song is taught during Music - Create visibility around school with Aboriginal flag and pole</p> <p>-Provide SCSA links and cross curriculum ideas</p>		<p>Yellagonga National Reserve.</p> <p>-Term 2</p> <p>-Commence in 2021, ongoing</p> <p>-Events/ speakers etc to be booked by the middle of Term 1 -In line with local, state and international dates</p> <p>-Commence 2021, ongoing</p>	<p>-Mater Dei Aboriginal Studies Coordinator and students</p> <p>-GECKO Coordinator -Spiritual Ministry -Sacramental Coordinator -Parish Priest -Local Aboriginal community -New staff</p> <p>-GECKO Coordinator -Aboriginal Perspectives TEAM group</p> <p>-GECKO Coordinator -MJR Team -Music Coordinator -Parish Priest -Liturgy Ministry -CEWA Aboriginal Consultant -Leadership Team (Budget)</p> <p>-GECKO Coordinator -Classroom teachers -ICT</p>	<p>-Feedback from staff and students -Feedback from Mater Dei community</p> <p>-Update of program</p> <p>-Feedback from staff and students</p> <p>-Staff and students will know song and any accompanying actions -Flag will be raised on pole for significant events (TBC)</p>	
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			-Individual class programs	-Provide resources through library, ICT and Aboriginal Perspectives TEAM group			-Library		-Student awareness of Aboriginal culture is embedded in their learning
Curriculum Plan Focus Numeracy	Informed by Evidence <i>Qualitative and quantitative</i> -PAT Numeracy data -NAPLAN data -iMaths Assessment Data -Mathletics Test Data -Teacher collected data	Specific <i>Performance & development goal to be achieved (stated simply)</i> -To adopt an inquiry-based approach to Numeracy Dedicated Time based on Paul Swan -To develop proficiency in problem solving -To increase Mathematical literacy -Use same colour code Place Value system through year groups	Measurable <i>Evidence that will be used to demonstrate progression and goal achievement</i> -PAT data -NAPLAN data -iMaths Assessment Data -Mathletics Assessment Data -Classroom assessments (written, digital and oral) -Level of student engagement -Learning Intentions and Success Criteria are explicit. - -Blooms Taxonomy - Assessment	Achievable <i>What actions will we take to achieve the goal?</i> -Be familiar with Paul Swan NDT format Lesson Outline Mental Maths 5-10 mins Introduction – 5-10 mins Body – 30 mins Conclusion – 10-15 mins <u>LEARNING INTENTIONS</u> Visible - Whiteboard or Digital Including WALTS WILFS -Be familiar with St Luke's Maths Language Scope and Sequence -Every classroom to have a Maths Word Wall -Teach iMaths problem solving strategies	Relevant <i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i> -Develop a consistent school approach to Teaching and Learning Curriculum Plan- Numeracy Improvement	Time Bound <i>What are the timeframe milestones?</i> <i>Timeframe within which the goal will be achieved</i> -Every class to have a word wall started by Term 1 Week 5. Relevant to the concept being taught at the time. This is to be built upon as topics are taught -Teach Problem Solving strategies by end of Term 1 -Show evidence of planning for problem solving activities in programs	Resources <i>Support/resources that will be required to achieve the goal.</i> <u>Key school-based personnel:</u> <i>Who is responsible for ensuring we are on track?</i> Jo to support Junior Primary Jill to support Senior Primary Contact Ben Saulsman Maths Consultant CEWA to look at Values and Beliefs Statement for Maths - Create one for St Luke's CPS -Resources on Staff Share File Tab-Numeracy Dedicated Time -Paul Swan NDT -Maths Language Scope and Sequence -Mental Maths Games -Number Talks -iMaths resources	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i> -Improvement in PAT Data -MAI testing results -Improvement in classroom assessments (both written and hands on) -Improvement in student engagement -Classroom assessments (written, digital and oral)	Monitoring Process and Progress <i>How will we ensure we are on track and have not taken our eyes off the goals?</i> -Once a term review of SIP at relevant Numeracy Clusters. -Cluster Meeting discussions and sharing of data

				-Cluster meetings to discuss goals and share what is happening in the classroom					
Curriculum Plan Focus Literacy	<p>PAT testing demonstrates steady growth in the area of Literacy</p> <p>No NAPLAN 2020 data, refer to 2019 data which shows steady growth in reading comprehension and spelling, minimal growth in grammar and punctuation</p> <p>Diana Rigg Spelling assessment data</p> <p>Data Wall</p>	<p>Class teachers to use Literacy Dedicated Time</p> <ul style="list-style-type: none"> -modelled/shared reading -small group/guided reading -independent reading -word work/vocab -modelled/shared writing -small group independent writing <p>Heggerty (PK-2)</p> <p>Classroom teachers Literacy Dedicated Time informed by evidence-based research. What do Literacy Blocks look like according to the Science of Reading?</p> <p>View the research completed by the National Reading Panel.</p> <p>The National Reading Panel found that, to become good readers, children must develop:</p> <ul style="list-style-type: none"> Phonemic awareness Phonics skills <p>The ability to read words in text in an</p>	<p>NAPLAN assessment</p> <p>PAT testing</p> <p>Implementation of Brightpath for writing assessment</p> <p>Current research-based reading assessment tools to be implemented and utilised (eg, IPI and PM Benchmark)</p> <p>LITPRO</p> <p>Reading Data Wall</p>	<p>Peer observations and Instructional Walks during parts of Literacy Dedicated time as required for feedback.</p> <p>Continue to follow curriculum plan for writing (Semester 1 all years to teach a variety of genres, Semester 2 all years to focus on Narrative and persuasive text to assist with NAPLAN)</p> <p>Develop a writing scope and sequence</p> <p>Use DATA Wall for regular case management meetings and professional conversations about reading progress.</p> <p>Explore and implement a reading comprehension resource to assist with the teaching of reading comprehension strategies (eg Springboard)</p> <p>PLC to explore the alternative teaching</p>	<p>Develop a consistent whole school approach to the improvement of teaching and learning of Literacy through the understanding of the Science of Reading.</p>	<p><u>By the end of Semester One & Semester Two</u></p> <p>Pre Primary - Year 6 teacher utilising Benchmark and IPI's for all students</p> <p>Implementation of DATA Wall case management meetings</p> <p>Professional Learning - Brightpath</p> <p><u>Springboard into Comprehension</u></p> <p>The teaching of Explicit Comprehension strategies.</p> <p><u>By the end of Semester Two</u></p> <p>Grammar and punctuation Scope and sequence completed.</p> <p>Spelling and Phonics scope and sequence completed</p>	<p>Renita to support K-2 Sarah and Meg to support 3-6</p> <p>Resources to be acquired and built on throughout the year.</p> <p>Professional Learning Guided Planning at the end of each term.</p> <p>Professional conversations and regular cluster meetings which are linked to Numeracy / Literacy</p> <p>NAPLAN PAT Testing Diana Rigg testing Data Wall</p> <p>IPI, Benchmark & LiftPro assessments</p>	<p>Improvement in NAPLAN data & PAT testing data</p> <p>Positive professional feedback</p> <p>Increased teacher confidence in LDT.</p> <p>Increased student engagement in LDT.</p>	<p>Renita and Sarah and Meg in collaboration with Leadership team to monitor progress and staff confidence.</p> <p>Literacy Clusters held each fortnight.</p> <p>Data Team – Sarah, Maura and Meg to meet with individual Teachers to discuss data</p> <p>Vision for Learning team meetings</p> <p>Professional discussions</p> <p>Peer feedback to share successes</p> <p>PAT testing</p> <p>NAPLAN data</p> <p>Diana Rigg Spelling data</p>

		<p>accurate and fluent manner (fluency)</p> <p>The ability to apply comprehension strategies consciously and deliberately as they read (comprehension)</p> <p>Classroom teachers use Guided Reading/small group to teach comprehension strategies explicitly. Springboard into Comprehension.</p> <p>Literacy is embedded into all learning areas and content specific vocab is explicitly exposed and taught.</p> <p>LCWC charts are replaced with Sound write Charts.</p> <p>Classroom teachers to utilise Brightpath as a tool to assess writing.</p>		<p>practices in regards to reading.</p> <p>Review current Grammar and Punctuation Scope and Sequence</p> <p>Create a scope and sequence for phonics and spelling.</p> <p>Professional Learning for staff- Brightpath</p>					
<p>Curriculum Plan Focus</p> <p>Digital Technologies</p>	<p>Continue with purposeful integration and use of technology with assistance of the St Luke's Digital Technologies Scope and Sequence.</p> <p>Focus on the Digital Fluencies for 2021. Lee Crockett.</p>	<p>Children engaging in purposeful learning experiences linked to the Digital Technology Curriculum.</p>	<p>Sharing in a Cluster Setting.</p> <p>Assessments in Digital Technologies. What does this look like?</p> <p>Staff feel more confident in teaching and assessing the Digital</p>	<p>Within the Scope and Sequence, only approved apps will be installed. Common apps which are included on the Scope and Sequence eg SeeSaw PK-PP Digital Portfolio</p>	<p>St Luke's has invested in upgrading its infrastructure and hardware to ensure the successful implementation of a 1:1 program. St Luke's also invests heavily in upskilling staff to use and implement technology into</p>	<p>Each term, during our 'Techie Tuesdays' This will include formation of staff in the digital technologies.</p>	<p>DTLE-Georgia to work with Sarah (to support Junior Primary teachers) – Professional Development via CEWA Digital Technologies Team</p> <p>Bruce as (to support Upper Primary teachers) – Professional Development via</p>	<p>Dedicated Time in a 3 week rotation for Techie Tuesdays.</p> <p>Student Digital Portfolios-SeeSaw and/or OneNote Focusing on how they are used? Using the SAMR model to drive student learning.</p>	<p>Ensuring staff meeting schedules are not disrupted</p> <p>Teachers are held accountable to present at cluster meetings</p> <p>Ensure that DTLEADs are provided time to work with staff and students to</p>

			Technologies curriculum.		everyday teaching pedagogy.		CEWA Digital Technologies Team IT Solutions– provide Technical support to staff and students.	End of year survey to indicate success.	upskill in the areas of Digital Technologies
Early Years Focus <i>(if applicable)</i>	NQS Audit QIP Classroom Observations	After review of Early Childhood Charter in 2020, devise a condensed Charter to be displayed in all Early Childhood classrooms and communicated to parents at the beginning of the year and at parent information evenings. Review NQS documentation to be in line with our Early Childhood Charter Continue to upskill and familiarise all Early Childhood Staff with current NQS Document and QIP (2018)	PLC and Cluster Meetings EA Cluster Meetings Individual meetings and observations	Review and write a condensed Charter for display and use in classrooms. Focus on Inquiry Learning – Kath Walker	NQS is mandated by Federal Government Link NQS to class programs (through observations) with relevance to Early Years Framework and Curriculum	NQS lead teachers to have time each term to put updates together Constant throughout the year through Yearly Audit PD for NQS leaders about current practises/ Catholic Education Office.	NQS Document Staff NQS PD at CEO Children/parents	All Early Years Staff have a united vision and Learning Environments will reflect this united approach to Early Childhood Each classroom will be operating through the same NQS standards and will operate according to our Early Childhood Charter/NQS document/ELYF and Curriculum will be displayed/communicated with parents	Self-Audit Meetings Regular conversation with Early Childhood Staff Observation of classrooms and peer observation
Wellbeing	Survey	To introduce regular mindfulness sessions in each classroom To use a common language for S & E learning throughout the school	Level of student engagement	Parent Education on Mindfulness. Dedicated Mindfulness time 1.00-1.10 UR Strong PD Develop strategies from ‘Be You’ to be implemented into classrooms. Committee formed for struggling families			Leadership – Maura Be You committee – Ann and Katherine	Teacher Feedback Survey for students?	Teacher Feedback

Science (STEM) & Sustainability	Curriculum Plan School Climate Survey	<p>To develop the Science knowledge and understandings of all students.</p> <p>To continue to expose and inform staff, students and the wider community to other ways to live a sustainable life.</p> <p>To understand the role that STEM might play in their future lives.</p>	<p>Current research based assessment including inquiry skills</p> <p>Waste Audit</p> <p>City of Joondalup Battery recycling amounts</p> <p>Future NAPLAN??</p>	<p>- Mini lessons on inquiry skills</p> <p>- Subscriptions to Inquisitive, Mystery Science & Generation Genius</p> <p>- Purchase more resources to explain concepts</p> <p>- Encourage staff to use the robotics/coding materials using Bruce as a guide</p> <p>- Develop a better bin system in the staffroom</p> <p>· Look at staffroom functions to reduce single use plastic</p> <p>· Continue to inform staff about what we are doing and why we are doing it</p> <p>· Make Kangaroo Café days less wasteful</p> <p>· Develop signage for what is growing in the garden beds</p>	<p>Students learning about and discovering more about their world</p> <p>Attentiveness – respect for the world around them</p> <p>Engagement with the school community on ways to be more sustainable</p> <p>Staff wellbeing – living a life that is more aware of the environment that we live in</p>	<p>Semester One – Inquiry Skills, using the new STEM room for all staff and utilising the technology equipment in there</p> <p>Semester Two – Focus: Science as a Human Endeavour</p> <p>Ongoing - garden growing, composting and looking after the chickens.</p>	<p>STEM Team: Tania F, Jo H, Bruce</p> <p>Sustainability Coordinator/Animal Ethics – Tania F</p> <p>Purchase more/update STEM equipment</p> <p>Take staff to Tamala Park Recycling Centre</p>	<p>Raised awareness through newsletter articles – wider community</p> <p>Feedback from staff</p> <p>Waste Audit 2021</p> <p>Increased Teacher confidence</p> <p>Increased student engagement</p> <p>Food is being composted</p> <p>Chickens are healthy</p> <p>Gardens are growing produce</p>	<p>STEM Team to meet each term to assess how progress is going and future needs</p> <p>Tania F to give feedback on how Science lessons are progressing</p>
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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)

ONGOING EVALUATION



Spiral of Inquiry (Halbert & Kaser 2014)