



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>
Whole College Focus	With joint determination , Mandurah Catholic College will develop: <ul style="list-style-type: none"> An adaptable and positive school climate involving respectful relationships which will enhance the well - being and performance of all staff and students. 	A College culture characterised by positive interactions that improve wellbeing and performance.	Improved Attendance rates Reduced SEQTA Pastoral Care Notes Less wellbeing related sickness Increased collegiality	Source relevant PD opportunities: Eg: Resilience, Wellbeing. Form Wellbeing Committee	CONTRIBUTE GROW ACHIEVE SUSTAIN	Term 4 2020	College Climate Survey MCC Wellbeing Survey ACER Wellbeing survey SEQTA Pastoral Care Notes Guest Speakers Eg, Steve Kiely	Student attendance rates improve Reduction in negative SEQTA Pastoral care notes Reduction in wellbeing related sickness	Compare survey results longitudinally
Secondary Curriculum Plan Focus	With joint determination , Mandurah Catholic College will develop a: <ul style="list-style-type: none"> Culture of accountability for consistent expected behaviours to occur in the classroom and Homeroom. Passionate teaching practitioners who support deep learning, with a growth mindset for staff and students. 	Teachers and students will use common language and daily routines to ensure a positive school climate. Teachers and students' growth mindset are evident, and all students can learn in a safe environment.	A reduction in classroom behaviour management issues Teaching Programmes are inclusive of rich learning tasks	'College rules for secondary students' (M. Reynolds) Review teaching programmes Tailor PD based upon EI Development Goals	GROW SUSTAIN GROW ACHIEVE	Term 2 2020 Term 2 2020	<ul style="list-style-type: none"> Classroom Teachers HOH / HOY HRT DPPC Classroom teachers HOLA's DPT&L and VP PLC's Educator Impact 	Increased student engagement. Engaging and challenging pedagogy Increased PD engagement Improved student performance	

Evangelisation Plan Focus	Accreditation Program HR contribution to daily prayer Staff participation at Wednesday morning mass and Friday morning prayer Christian Service Learning Hours Student contribution to mass preparation and increasing Student Ministry numbers	Source engaging guest speakers Increase the number of HR contributing Continue to build this group Encourage greater participation at these two weekly events Increase Years 8-10 completion rates	Surveys and evaluations of speakers Utilise Ministry prefects	Research speakers Promote meeting times Promote participation	CONTRIBUTE GROW SUSTAIN ACHIEVE	Dec 2019	<ul style="list-style-type: none"> Principal, Vice-Principal, Coordinator (Retreats) Coordinator (Liturgies) Co-ordinator (CSL) Student Ministry Team Gemma McCann HOH Special Ministers 	Positive survey results HR 's working autonomously	
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Build relationships which empower MCC Aboriginal community (parents/guardians /carers) to engage with their child's learning	Attendance at events such as Parent Information Nights and Parent/ Teacher interviews	Advertising, welcoming letter, SMS to key stakeholders	Contribute Seek Truth in our relationship Parental and Community involvement	Term 2 & Term 4	<ul style="list-style-type: none"> ATA DTL HoPS 	An increase in the number of parents / guardians that attend Parent Information evenings and Parent/Teacher Interviews.	
Early Years Focus <i>(if applicable)</i>	NQS Audit	Teachers and students adapt and enhance child agency, through approved curriculum material	Planning considers learning from the child's perspective as well as specific, outcomes aligned with the Primary School Curriculum Scope and Sequences as well as ELYF and other Kindy Curriculum documents.	Review teaching programs to monitor scope and sequence progression in identified curriculum areas.	GROW ACHIEVE	Term 1 2020 Term 2 2020 Term 3 2020 Term 4 2020	<ul style="list-style-type: none"> ELYF KG Curriculum Documents TAK 	NQS – Audit tools, Checklists Anecdotal records On Entry Assessment	<ul style="list-style-type: none"> AHPOS – Teaching and Learning HOPS
Primary Curriculum Plan Focus	NAPLAN ACER	Raise standards in reading by providing practical comprehension strategies and developing a whole Primary School Approach	NAPLAN ACER	PD staff from Year 3 – 6 on Talk for Reading program	GROW ACHIEVE SUSTAIN CONTRIBUTE	Term 4 2020	<ul style="list-style-type: none"> DSF – Talk for Reading 	ACER Reading Improvement by % Year 5 Students show High Growth in NAPLAN Reading in 2020	<ul style="list-style-type: none"> AHOPS T & L Ela Hope Tina McShane
Primary Pastoral Care Focus <i>(optional)</i>		Teachers and students will use common language and daily routines to ensure a positive school climate	A reduction in classroom behaviour management issues	1, 2, 3 Magic – Consistent approach. Targeted Behaviour intervention for at risk students	GROW SUSTAIN CONTRIBUTE	Term 1 2020 Term 2 2020 Term 3 2020 Term 4 2020	Brad – Behaviour Tonics Refresher courses. Whole Primary Posters with Behaviour expectations clearly displayed and outlined. Targeted intervention of at risk students using PBL Pyramid.	Reduction in time outs Reduction in PC notes on SEQTA	<ul style="list-style-type: none"> AHOPS – PC HOPS Random monitoring of 1, 2, 3 practices. Print SEQTA notes to present at PLC's Case Conferences.
Primary Student Growth Focus <i>(optional)</i>		Teachers and students growth mindset is evident and all students are able to learn in a safe environment	Development of students midset to increase student achievement	Targeted Mindset program across all Year levels	GROW ACHIEVE	Term 1 2020 Term 2 2020 Term 3 2020 Term 4 2020	<ul style="list-style-type: none"> AHOPS – T & L 	Increased student engagement.	<ul style="list-style-type: none"> AHOPS T & L AHOP – PC HOPS

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)