

**School Improvement Plan (SIP) for St Columba's Catholic Primary School, South Perth Commencement Year: 2020**

<b>CECWA Strategic Directions</b>	<b>CATHOLIC IDENTITY</b>	<b>EDUCATION</b>	<b>COMMUNITY</b>	<b>STEWARDSHIP</b>
<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.

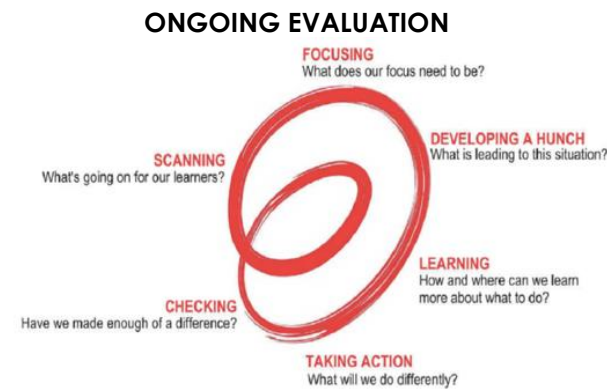
<b>Focus Area</b>	<b>Informed by Evidence</b>	<b>Specific</b>	<b>Measurable</b>	<b>Achievable</b>	<b>Relevant</b>	<b>Time Bound</b>	<b>Resources</b>	<b>Success Indicators</b>	<b>Monitoring Process and Progress</b>
	<i>Qualitative and quantitative</i>	<i>Performance &amp; development goal to be achieved (stated simply)</i>	<i>Evidence that will be used to demonstrate progression and goal achievement</i>	<i>What actions will we take to achieve the goal?</i>	<i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i>	<i>What are the timeframe milestones?  Timeframe within which the goal will be achieved</i>	<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>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>How will we ensure we are on track and have not taken our eyes off the goals?</i>
Evangelisation Plan Focus	Evangelisation Plan	Develop a sacred space for quiet reflection accessible to students  Practice Christian meditation as a prayer form	The establishment of a sacred space  Students participating in Christian meditation across all year levels	P&F Major Fund raiser  Students involved in developing plans for the sacred space  Staff PD on Christian Meditation	<b>Community and Engagement – P&amp;F Community</b> - Fundraising  <b>Catholic Identity - Living Gospel Values in our Everyday Lives</b> - Deepening our relationship with God by making prayer a focus	End of Year 2020  Term 3, 2020 RE PD	Funds, plans and builder  Christian meditation PD	Reflection area used by students in the playground  Christian meditation regularly practiced by students	Discuss this as the major fundraiser at first P&F Meeting for 2020  Book in REPD  RE Team to drive the embedding of Christian meditation

Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Staff to complete individual assessment  Aboriginal Education Team to lead school in placement on the AEIM	School will be plotted on AEIM and direction for 2020 decided based on AEIM plotting	Staff to complete self-assessment AEIM.  Book Aboriginal Education Team to lead whole staff PD on school placement on the AEIM	<b>Education - Indigenous Culture</b> -Staff professional development	Term 4, 2019  Term 4, 2019	Self-Assessment document  AEIM  Aboriginal Education Team	A goal will be set based on where the school has been plotted on the AEIM	Staff interested in leading Aboriginal Education, to drive the achievement of set goal.
Curriculum Plan Focus	Naplan Data	Brightpath to inform teaching practice to personalise learning in Writing  Investigate 7 Steps for Writing program  Differentiate teaching practice to facilitate top end growth  Students to set goals in learning area to promote academic growth and accountability	Power BI mid-year data assessment to track effect size  Naplan data	PLC's unpacking what personalised learning looks like in classroom practice.  Establish a committee to investigate the teaching and learning of Writing in the school  Evidence of Brightpath ruler used in programs to inform teaching of Writing and differentiated groups  Students articulate academic goals	<b>Education - Vision for Learning.</b> - Use data to inform teaching practice - Utilise peer coaching to enhance teaching practice to optimise children's learning - Create opportunities to enable children to have a voice in their learning	Commence Term 1, 2020  Review start of Term 3, 2020	Power BI Brightpath Ruler  PD in differentiation and personalised learning  7 Steps for Writing	Effect size of 1 or greater	Establish a Curriculum Team to lead PLC's around personalised learning  Individual teachers track progress through power BI effect size

Early Years Focus <i>(if applicable)</i>	NQS Audit	For the school to provide time for staff to collaborate and support each other  Investigate opportunities to increase engagement with local community	Teachers engaged at EY meetings  Term Calendar  Teachers taking responsibility for a Quality Area and collaborating with staff across EY to achieve outcomes	One staff meeting a term is an Early Years staff meeting  Brainstorm opportunities and assign responsibilities to investigate and disseminate information	<b>Community and Engagement - Local South Perth Community Relationships</b> - Participation and presence in local community events. - St Columba's early years South Perth hub.	Commence Term 1, 2020  Review start of Term 3, 2020	Set EY meeting dates in term calendar.  Teachers take responsibility for driving achievement of goals under a Quality Area	Improvements in collaboration across K to Year 2.  Evidence of engagement with local community linked to learning outcomes	Discuss progress at termly EY meetings.
---	-----------	---	--	---	---	---	--	--	---

**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
- 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)



etc.

Spiral of Inquiry (Halbert & Kaser 2014)