

School Improvement Plan (SIP) for Queen of Apostles School

Commencement Year: 2021

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	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Indicators	Monitoring Process and Progress
	<i>Qualitative and quantitative</i>	<i>Performance & 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	Ongoing formation of Students	<ul style="list-style-type: none"> Buddy System Developing relationships 	<ul style="list-style-type: none"> Buddy classes will work together for minimum of two session per term 	Timetabling into term planners Set up buddy classes	Evangelisation Plan	2 buddy sessions per term – 1 hour session at least.	Teacher driven on learning needs	Classes to meet together	Report back on activities at staff meeting – what they are doing and why.
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Cultural Competency Matrix (CCM) - Reconciliation	Certificates to be issued by Admin Team to demonstrate completion and achievement	Online training from the “Share Our Pride” – staff complete individually	SSP: Learning – Engagement by teachers in Professional Learning Communities	1 module per term 2 modules in Term 4 Week 10 2021	CCM online link: https://cewaedu.sharepoint.com/sites/aeim/sitepages/HomePage.aspx Share Our Pride: www.shareourpride.org.au/ Staff meeting to discuss online training Personal Devices Certificates	Staff keep a record of modules completed - inform Principal Whole staff discussion on learnings Certificates for completion	Staff Professional Growth Meetings – review progress towards

Curriculum Plan Focus	Online program of Cars and Stars	Reading Comprehension	Data driven	Set up classes in timetable Set up levels for children to work with like groups	SSP: Continued growth in Literacy and Numeracy Teachers to continue to develop best practice	4 x 30 minute sessions per week Benchmark testing occurring throughout program.	Online Cars and Stars program	Data supplied by program	Periodical data analysis.
Early Years Focus (if applicable)	NQS Audit	Learning Hub to relate to learning program	Links to programs and DWP	Hub activities planned around learning intentions	NQS Audit SSP: Continued growth in Literacy and Numeracy Teachers to continue to develop best practice	Modify activities in hub when required	CEWA personnel	Records of learning taking place in the hub - accountability	Evidence of learning from Hub to appear in DWP
Additional Focus (optional) <i>ChildSafe Framework</i>	Informed by evidence from audit	Voice of Child - Code of Conduct for Students	Regularly review each term or when necessary	Follow ChildSafe Framework guide	Registration Audit	Early in Term One	Teacher discussion in first 2 staff days Code of Conduct for students from Handbook	Code of Conduct on display in classrooms – prominent position	Principal to meet with SRC each term Complete Code of Conduct for Students at the beginning of the year – regularly revise
Additional Focus (optional) Future Focused Learning (FFL)	Informed by evidence to improve Higher Order Thinking Skills from NAPLAN data	FFL Continue with online learning community and make it a valuable resource for teachers	Teachers posting through their own interest and needs Voluntary communication with either Kathleen or Lee	Continue PLC discussion Continue integration driven by children's interests	SSP:	Continuously	Online platform – Wabisabi Lead teachers	Integration of all the Shifts of Practice into classroom integration	PLC 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 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)

