



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?</i> <i>Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal.</i> <i>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	Teacher feedback. Student observations.	Increase the time students spend on prayer and mindfulness. Introduce at least four different ways to spend time in prayer or being mindful.	Time for prayer and mindfulness is timetabled. Students will be able to identify at least 4 different ways they can pray or be mindful.	Staff will attend Professional Learning on prayer and mindfulness. Time will be allocated in the daily timetable for prayer and mindfulness.	Links to our Evangelisation Plan and Positive Behaviours for Learning Program.	At least one form of prayer or mindfulness will be introduced to students each term.	Jill, Penny, Jo Harris, (from CECWA district office), Sheree, all staff. Visio Divina resources Text: "Prayer Strategies" by Beth Nolan	Discussions with students, and student reflection journals. Timetable	Reflect at the end of each term. Review reflection journals.
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Each Aboriginal student at OLMC will have an up to date "My Story" document.	A "My Story" document will be available for every Aboriginal student at OLMC.	Meet with our Aboriginal families to discuss the important information regarding their children. Gather as much information about each student from all stake holders.	Links to our Aboriginal Education Plan and Policy.	By the end of Term 1 then updated as required.	Leon Ridgeway-CEWA Consultant. All staff Aboriginal families	Every Aboriginal student at OLMC will have an up to date "My Story."	Review each students' "My Story" at the end of each Term.

Curriculum Plan Focus	CEWA Strategic Directions #2 and #4	Develop relevant scope and sequences for Literacy and Numeracy in our Multi Age Classrooms.	The scope and sequences will be available for teachers to use.	During our PLC's in Term1 teachers will review the curriculum and identify the key outcomes required in Numeracy and Literacy to meet the needs of our multi age classrooms.	Links to our Curriculum Plan	By the end of Term 1	SCSA, OLMC Mathematics Plan, West Coast Language Development Centre Critical Learning Path. MAG TEAM All teaching staff	Classroom teachers will have scope and sequence documents relevant to their class.	Allocate time in Term1 PLC's to work on the documents.
Early Years Focus <i>(if applicable)</i>	NQS ACED Survey EYLF	Implement the Skills for Learning Project.	The Skills for Learning project will be operating within the school.	Upskilling appropriate staff to work with the students in the program. Work with Allied Health to assist with the Occupational and Speech therapy goals.	Links to our NQS and Curriculum Plan	The program will be operating by the end of Term 1 and then be ongoing.	Allied Health Geraldton, Sheree Tropiano, Ann Ocon, Leonora Tunbridge	Students that require the skill and therapy sessions will be attending the sessions and demonstrating improvement in their communication and motor control.	Reflect on the program at the end of each term.
Additional Focus <i>(optional)</i>	School Principal Review	Develop a process to ensure all staff undertake Performance Enhancement.	All staff have completed the Performance Enhancement process.	Develop a Performance Enhancement process and allow time for staff to complete.	Links to CECWA Strategic Directions and NQS	By the end of 2021	CECWA Geraldton Consultants, Jill, Tracey, all staff.	Staff will complete the performance enhancement process.	Reflect on the process at the end of each term. Allocate time during each term to complete the process.