

School Improvement Plan (SIP) for St Anthony's School, 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. <u>Key school-based personnel:</u> 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	Data indicates smaller percentage of Catholics enrolling in Kindy along with a decrease in students participating in the Sacramental program. Evangelisation plan identifies staff/student outreach as an area of need.	integrate Gospel values throughout school using MJR program. Aligning key values through Religious Education curriculum from CEWA. Identify area where staff can contribute to Social Justice	Visible signs of Making Jesus Real values throughout the school. Staff to identify two initiatives of Christian Service (for staff and students) throughout the year	PD in line with Christian witness Leadership (students) to present MJR core values at assembly. Utilise P&F, Board, Staff, and Parish Pastoral Council meetings along with parent information evenings, school newsletter to articulate MJR across all strata of our school.	Evangelisation Plan Strategic Plan	Staff to participate in PD End of Term 1 commit to at least one social justice activity for staff and students	MJR books/website and materials made available to staff by Assistant Principal. Assistant Principal to facilitate session to explore possibilities and where staff commit to social justice activity.	Students will be able to articulate key gospel values. Staff will participate in at least one social justice activity. Students will be involved in at least one social justice activity.	Teachers to award Merit awards at assembly based on students displaying Christian values. Staff and students to articulate and model values through set strategies (e.g High Five Friday) MJR moments to be shared at assembly by leadership team and students where practical.

				Staff to compile a list of possible areas to focus on for 2021.					Reflect as staff/students on how this service in social justice area answers call to Christian witness.
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Use the CEWA AEIM assessment tool to determine where we sit on the curriculum	100 percent of staff to complete survey	Survey Term 4, 2019. Leadership team to present data Term 1, 2020. Collaboratively select a focus based on results.	- Aboriginal Education Policy -2-B3 - CECWA Strategic Direction	Term 4 (2019) Survey Term 1: Interpretation of results and identify focus area.	AEIM Assessment tool. Leadership team and staff.	Completion of assessment. Analysis of results Identification of focus area.	- Increased AEIM self assessment rating
Curriculum Plan Focus	NAPLAN data indicates Writing as an area of focus?	Teachers design and implement Talk 4 Writing programs to focus on writing standards from Years 1 -6. Teachers to include differentiation is included in planning. Focus on extending learning of different cohorts of students. Teachers to use Grammar sequence in planning	Talk for writing (model text and focus) kept on file for all year levels. Grammar sequence to be updated across all year levels.	Allocate PLCMs for staff to share their Talk for Writing practices and student work samples. Use the Grammar sequence across the school Monitor progress in spelling using Diana Rig	Curriculum plan Strategic plan (education)	PLCM schedule to outline the time allocation to staff collaborating to work with co-teacher to plan units, reflect on results and share data and practices. Reflection built in to PLCMs.	Talk for Writing PD for staff who have not completed training.	Leadership team to monitor through class visits, programs and documentation.	Moderation of writing samples pre-post unit of work. Analysis of NAPLAN data at the end of 2021 to look at writing progression in students.
Curriculum Plan Focus	Data collected when creating our 'vision for learning' indicated inquiry based learning an area of need.	Teachers to imbed thinking routines into teaching and learning programs.	Staff to build toolkit of inquiry-based learning strategies and in include use of these in their programs.	Allocate PLCMs and Cluster meetings for staff to share their inquiry based units.	Curriculum plan Strategic plan	Allocate PLCMs and Cluster meetings for staff to share their inquiry based units.	CEWA support with PD Kath Murdoch Planning templates for teachers to plan	Leadership team to monitor use of inquiry based learning through class visits and as evidenced in teaching and learning programs.	Improvement in teacher confidence in planning inquiry based units as indicated by pre-post survey.

<p>Early Years Focus <i>(if applicable)</i></p>	<p>Data collected in completing the QIP identifies improvement required in Quality Area 3: Physical Environment Standard 3.21.</p>	<p>Teachers design and implement a learning environment that engages every child in quality experiences in both build and natural environments.</p>	<p>Staff to identify areas to improve using the 'group reflection tool.'</p>	<p>Survey: Term 1 Collaborative Planning: Term 1 Collaboratively select a focus based on results. End of Term 2: Survey: progress and further planning Term 4: reflection on improvements made</p>	<p>QIP standard 3.2 stipulates that in planning for the Early Years Physical Environment, children are supported in an inclusive environment.</p>	<p>NQS meetings scheduled to reflect/collaborate PD: Staff upskilled where necessary Professional reading.</p>	<p>CEWA support consultants Cluster leader</p>	<p>Sustainability practices embedded into school programs and practice (Waste free Wednesday, recycling). Indoor and outdoor spaces are utilised for student learning within learning programs. Cluster leader and leadership team to monitor.</p>	<p>Leadership team NQS leader Early Years Audit at the end of the Year against National Quality Standard (NQS).</p>
<p>Additional Focus <i>(optional)</i></p>									

Informed by evidence from:

ONGOING EVALUATION

- 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)

