



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 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	At St Pius X, Assistant Principals plan and prepare all Masses and Liturgical Celebrations. All teachers and classes attend Masses, however, they do not play an active role in their preparation.	Increase staff Christian Witness through upskilling them and empowering them to develop their own liturgical celebrations.	'Forms Survey' which staff complete at the start of the year and end of the year in relation to their confidence and knowledge of planning and preparing Masses. Observations of practice – Teacher will plan, rehearse students and participate in Mass.	Professional Development booked in for 24 th of May – Fr Patrick will focus on Parts of the Mass, the meaning behind aspects of Mass and how to plan school Masses. Sharpoint File created which contains planning templates, hymns and PowerPoint template.	Evangelisation Plan Strategic Plan	By the end of 2021, all teachers will have received adequate professional learning and support to prepare and facilitate a class liturgical celebration – Mass (Yr 3-6) and or Liturgy of the Word (PP-3).	Professional Development on parts of the Mass. AP (Stephanie Johnson) to create Sharepoint resources for staff by Term 1. Fr Patrick will meet with individual staff to guide them in planning Masses / Liturgy of the Word.	'Forms Survey' to be completed at the end of the year to compare and contrast staff confidence and awareness of planning and preparing Masses. Teachers effectively planning, rehearsing students and facilitating Mass.	Ensure school staff are planning and delivering liturgical celebrations throughout the year and have adequate support from school leadership team.
Aboriginal Education Plan Focus	St Pius X does not have any Aboriginal students enrolled in the school. Clontarf College is located down the road.	Principal to liaise with Clontarf to see if there is a possibility of making connections and increasing our Aboriginal student enrolments e.g. siblings of Clontarf students.	Correspondence between Principals of the two schools.	Principal to make contact with Clontarf Principal. Initiate connections e.g. Clontarf workexperience students coming to SPX.	Strategic Plan	By the end of 2021, some form of connection will be made with Clontarf e.g. work experience students, buddy system, NAIDOC week celebration.	Leadership Teams Vocation coordinator	Clontarf students completing work experience at SPX Promotion of SPX as a school of choice for younger siblings.	Maintain communication between the two schools.

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<p align="center">Curriculum Plan Focus</p>	<p>At the start of 2021 the staff at St Pius X had limited exposure to the current CEWA Vision for Learning and Teacher Practices.</p>	<p>Increase staff awareness of the CEWA Vision for Learning and the '5 teacher practices' with a focus on instructional range and quality relationships.</p>	<p>Teacher programs before and after professional development session.</p> <p>Quality teacher-parent, teacher-student, teacher-staff member relationships.</p>	<p>Professional Development sessions run by school leadership 28 / 29th Jan, 2nd March and PLCs throughout Semester 1 dedicated to unpacking CEWA VFL and each of the Five Teacher Practices.</p> <p>Staff performance enhancement meetings / goal setting to be based around the teacher practices – specifically Instructional Range and Quality Relationships (selected by staff).</p>	<p>Strategic Plan</p>	<p>By the end of Semester 1 2021, all staff will have had adequate opportunities to unpack CEWA Vision for Learning and the 5 Teacher Practices.</p> <p>All staff will have a meeting with Assistant Principals to develop goals based on the teacher practices – regular checkins to monitor and assist staff with progress toward achieving goals.</p> <p>Teachers to have Programming Meeting</p>	<p>CEWA Vision for Learning portal resources.</p> <p>School Leadership Team</p> <p>New goal setting templates and process.</p>	<p>Assistant Principal check in meetings with staff in Term Two.</p> <p>Teacher programs and practice changes which reflect goals.</p> <p>Improved instructional range and quality relationships in the capacity identified by individual staff in their personal professional goals.</p>	<p>Regular check in meetings.</p> <p>PLC meetings to continue to be based around the Vision for Learning and teacher practice for the rest of 2021.</p>
	<p>Aside from the Principal and Assistant Principal, there is currently no formal distributed leadership team.</p>	<p>Creation of a distributed leadership team model at St Pius X.</p>	<p>Introduction of Key Teachers</p>	<p>Term 1: Invite staff who are interested in a formalised leadership position to email Principal with their vision.</p> <p>Term 2: Staff appointed to leadership positions. Meet with Principal and AP to discuss and formulate vision.</p>		<p>Sem 1: Professional Development for Staff appointed to distributed leadership role; Pedagogical Leadership Course and Digital Technologies Curriculum.</p> <p>Interrogate data with staff to identify focus area</p> <p>Sem 2: Distributed Leadership team lead PLCs – guide staff in inquiry process, action research in specified area and assessment of impact on student learning.</p>	<p>Professional Development – CEWA</p> <p>Meet with Principal, Assistant Principal, School Improvement Consultant (Carma) to formulate vision, guide inquiry.</p> <p>Webinars on CEWA Portal.</p>	<p>Implementation of distributed leadership team.</p> <p>PLCs that explicitly focus on improving teacher practice and student learning in specified areas.</p>	<p>Principal and AP to regularly meet with distributed leadership team (formally every three weeks) to support them and maintain momentum.</p> <p>AP checkins with individual staff.</p> <p>Principal class visits and observations.</p>

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Early Years Focus <i>(if applicable)</i>	<p>The current Early Years play space is outdated and staff have stated there is not enough scope for imaginative play.</p>	<p>Create a new Early Years play space that encourages students to use imagination in their play as well as provide oppurtunities to develop gross motor skill such as upper body strength and core strengthening.</p>	<p>Observations of student engagement in both the old and new play space.</p>	<p>Development of a committee of Early Childhood staff to plan and research the play space.</p> <p>Meetings with play space companies to get quotes and ideas.</p> <p>Discussions with P&F and school board reagring the new nature play space.</p>	<p>National Quality Standards.</p>	<p>By the end of 2021, a new research based play spaced which engages children will be at St Pius X school.</p>	<p>CEWA Early Years consultant Wendy Manners.</p> <p>Professional learning on the importance of nature play.</p>	<p>Formulation of a committee.</p> <p>Regular Early Childhood meetings to dscuss the play space.</p> <p>Design and quote being presented to the school board.</p> <p>Dvelopment of a new early childhood playspace.</p>	<p>Continual 'check-ins' with Early Years staff in regards to the use of the new outddor play areas and how they are being integrated into their planning.</p>
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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

