2021 SCHOOL IMPROVEMENT PLAN (SIP)

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
			LIGHT OF FAITH		
Shared leadership and governance practices that embrace Catholic Social Teaching principles emphasising common good, participation, subsidiarity and co-responsibility.	Practices that embrace Catholic social teachings	Develop shared leadership and governance practices that emphasise the common good, participation, subsidiarity and co-responsibility (Catholic Social Teachings)	Provide opportunities for staff to develop their literacy around, and understanding of, Catholic Social Teachings so that they can effectively model these teachings Incorporate the principles of Catholic Social Teachings into the language and practices of the College Provide opportunities to illustrate Catholic Social Teachings in both the curriculum, and extra-curricular programs offered	A range of professional learning opportunities are provided to support staff to develop their knowledge and understanding of Catholic Social Teachings The Reconciliation Action Plan (RAP) includes the language of Catholic Social Teaching Explicit opportunities that focus on the principles of Catholic Social Teachings are included in curricular and extra-curricular programs, such as retreats	Staff PL day 19/4, with a strong focus on Catholic Social Teachings Staff Spiritual Wellbeing PL Day 27/8 RAP approved and published in September Included in Yr 10 and 11 RE classes Emmaus retreats Opportunities for service Young Vinnies Matrix Mission

2021 SCHOOL IMPROVEMENT PLAN (SIP)

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
			LIGHT OF EXCELLENCE		
Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.	High quality teaching that gauges individual progress for further development	Develop pedagogical best practices that are responsive to diverse needs	Embedding of the College Vision for Learning and SchoolWide pedagogy (SWP) to develop learning and improve student outcomes	The SchoolWide pedagogical principles (Connect, Explore, Empower) are embedded in learning strategies across all areas of the College	SPIDER activity completed by all Learning Areas during staff PL meeting. This activity highlighted opportunities for embedding the pedagogical principles
			Ongoing observation of teaching and learning to support the sharing of good pedagogical practices within and between Learning Areas	HOLAs/HOYs observe lessons and provide constructive feedback to teachers	Some HOLAs complete observations/learning walks, but this practice needs to be far more consistent across LAs
				Opportunities are created (eg at staff meetings, PL days) for teachers to regularly share good practice so that effective teaching and learning strategies can be developed across the College	Some examples of this, but needs to be developed further
			Accurate identification of individual student academic goals and monitoring of progress	Improve performance in standardised tests	Progress has been made in NAPLAN, particularly in literacy. Further improvement and focus needed in OLNA
				Increase the % of Year 12 students achieving the WACE	Clear identification of students at risk of not graduating. Data wall in staffroom. Interventions put in place
				Improve the median ATAR.	
			Ongoing constructive feedback to	Increase the frequency and	Use has increased but practice is

			students, to improve learning outcomes	quality of targeted feedback to students using a range of methods including digital platforms, so that students know what they need to do to improve Develop the use of the Student Information Panel (SIP) in SEQTA to inform students and parents of student performance and progress Improve counselling of students and parents regarding appropriate post school pathways Achievement of Learning Area goals	patchy. SEQTA feedback is used by some LAs. Feedback is also provided in OneNote, but practice is varied across and within LAs Use of the SIP (SEQTA) has been refined to support improved feedback. Counselling processes have been refined. Data is used more accurately to support counselling Progress is patchy and at times unclear. This focussed will be re-considered and modified for 2022
			Identification of specific Learning Area goals from the SIP with regular monitoring of progress toward these goals		

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CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
			LIGHT OF WELCOME		
Inclusive communities welcoming and supporting students with diverse learning and social needs	An inclusive community where all are welcomed, known, safe and supported	Develop effective enrolment and transition processes that enhance engagement	Implement a comprehensive, digital enrolment process	Simplified and improved experience for parents that leads to a more effective enrolment process	Online enrolment software has streamlined and simplified the process. Discussion occurring about how to improve enrolment interview process
			Develop standard procedures in the digital enrolment process to ensure that relevant and accurate data are collected and analysed	Early identification of learning needs and abilities and wellbeing considerations to enhance student learning	Students identified at, or before enrolment, and enhanced transition and orientation plans are developed with them
			Review and document transition processes for all new students (recognising the needs of both individual students and transitioning cohorts) to enhance the student experience and further improve retention rates	Creation of a New Student Transition Plan that includes a detailed timeline from enrolment to commencement, including a post commencement review. Includes student and parent surveys as part of the process	HOLA Diversity Education is further developing the orientation and transition process for students with additional needs.
			Develop standard procedures and accurate data collection processes regarding student withdrawal	Improved analysis of reasons for student withdrawal to improve retention rates	Reasons for withdrawal and being recorded, analysed and followed up where necessary
	An appreciation and recognition of Aboriginal and Torres Strait Islander peoples and cultures	Develop a multi-faceted strategy to strengthen relationships between the College	Develop an Aboriginal Education Plan, using a range of sources including data collected at the Aboriginal and Torres Strait Islander symposium (staff PL day)	Promotion of cultural awareness across the College community	Staff PL is ongoing. ALO and ATA have been instrumental in delivering PL this year

		community and Aboriginal and Torres Strait Islander people	Develop a Noongar language pilot program in Year 7 as a language option, for Aboriginal and Torres Strait Islander students	Successful implementation of the pilot program, which is sustained for 2022 and offered to Year 8 students	Program began in Term 1. Was suspended at the end of Term 1 due to resignation of teacher and inability to find a replacement. This program cannot be re-introduced until there are sufficient trained staff to deliver it

2021 SCHOOL IMPROVEMENT PLAN (SIP)

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
LIGHT OF EXAMPLE					
Open processes for conversation and engagement with all members of CEWA communities and their local church.	A culture that recognises the dignity and potential of all	Develop decision making that is shared, inclusive and based on integrity	Consider how participation in decision making may be highlighted and enhanced	Provision of staff PL and opportunities for staff feedback to consider the range of decision-making processes and how they may be developed	PL delivered to staff by GCI
			Ensure that Catholic Social Teachings principles are imbedded into decision-making Ensure all decisions are evidence based and place the child at the centre	Increased opportunities for shared decision making, eg targeted staff feedback, participation in working parties	There are several avenues for participation in decision making such as: • Wellbeing Committee • ICT champions • College Council • Timetable committee
			Develop the leadership capacity of middle leaders so that they may continue to develop highly effective communication skills, supporting them to lead their teams and effectively feedback to and from those teams	Provide a PL program to enhance the coaching skills of Middle Leaders	DiSC completed by all Middle Leaders to enhance understanding of their own preferred style. This information has been used to support the development of PGPs Ben Calleja has worked with CC to develop feedback and coaching skills
			Provide development opportunities for teachers as leaders	Develop Professional Growth Plans (PGPs) for Middle and Senior leaders	Completed in Semester 2
				Creation of a teacher leader PL stream	Completed in Semester 2. Very well supported (more than 40 participants)

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CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
			LIGHT OF CREATIVITY		
Shared understanding and commitment to a Catholic *Vision for Learning* across all schools.	Fostering a love of learning	Develop a culture of creativity and discovery	Consider with staff how the SchoolWide pedagogical principals of Connect, Explore, Empower can be embedded in student learning

Explicitly and regularly share the VFL and SWP with staff and students so it becomes embedded in learning | Observe embedding of the SWP in lessons

The SWP is reflected in the reporting process

Some progress has been made towards embedding the SWP in learning | This has not been achieved and will continue to be a focus for 2022

Staff have been involved in developing the VFL and SWP and are aware of what they are. They are not yet broadly embedded in learning, and this will continue to be a focus for 2022 |
| | | Develop staff professional learning that supports innovation | Provide PL opportunities for staff to reflect on their practice

Create professional learning communities (PLC) centred around the VFL | A culture of reflection and innovative pedagogical practices is evident

PLCs are established and thriving | Some work has been done in this area, particularly during PL days throughout the year.

Not achieved |