

CECWA Strategic Directions	CATHOLIC IDENTITY (Discipleship)	EDUCATION (Learning)	COMMUNITY (Engagement)	STEWARDSHIP (Accountability)
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Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progression and goal	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school’s strategic plan (and/ or other plans)?	Time Bound What are the timeframe milestones? <i>Timeframe within which the goal will be achieved</i>	Resources Support/resources that will be required to achieve the goal. <u>Key personnel:</u> who is responsible / ensuring we are on track	Success Criteria How will you know you have been successful (quantitative and measurable)?
Evangelisation Plan Focus Laudato Si	Request from Pope Francis in regards to Laudato Si from second encyclical ‘On care for our common home’. Introduction of the CEWA Aboriginal Education Improvement Map to staff.	All staff and students to ‘unpack’ and ‘explore’ the message and goals of ‘Laudato Si’. All staff to explore the ‘perspectives’ priority of CEWA Aboriginal Education Map.	100% attendance at Staff PD.	All staff to attend and reflect on PD outcomes. - ‘Getting closer to nature’. - Aboriginal guest presenter and activities. Focus days planned	Evangelisation Plan Aboriginal Education Policy	TBA 2019	Leadership Religious Education Coordinator CEWA Aboriginal Education Improvement Map	All staff are invited to participate and reflect on workshops and activities offered by Laudato Si.
Aboriginal Education Plan Focus Personalised Learning Plan (PLP)	School policy established. Student PLP (Personalised Learning Plan) established through examination of data.	All Indigenous students to have a PLP.	Meeting with parents/carers at implementation of plan, and during report interviews.	Individual acknowledgments to children in regards to the achievement of goals.	Aboriginal Education Policy Aboriginal Education Improvement Map	By the middle of Term 1, PLP to be completed and parent/carer interviewed. Plan to be revisited at report interviews. Plan presented at handover meeting to following year’s teacher.	School Indigenous coordinator.	Feedback from parents and staff.

<p>Curriculum Plan Focus</p> <p>Spelling</p>	<p>Based on Nov 2018 SA Spelling test results (38.2 % of all students are not achieving spelling age). 2018 NAPLAN results confirm findings.</p>	<p>70% of students will achieve a spelling age at or above their chronological age in the SA Spelling test in November 2019.</p>	<p>SA Spelling test results from Feb-Nov 2019. NAPLAN 2018 results.</p>	<p>All teachers to participate in PLD Synthetic Phonics Training Course. Including new staff, regular relief and teaching assistants.</p> <p>Whole School explicitly teach Synthetic Phonics daily as part of 'Literacy Dedicated Time'.</p>	<p>English Curriculum Plan</p>	<p>By the end of Term 1 all staff will review and new staff to be upskilled in synthetic phonics strategies.</p>	<p>English Coordinators-continue to provide training and ongoing guidance to classroom teachers, regular relief and teacher assistants.</p>	<p>Increased number of students meeting expectations by the end of 2019.</p>
<p>Curriculum Plan Focus</p> <p>Case Management (Maths)</p>	<p>APPRAISE data</p>	<p>Continue to ensure student progress</p>	<p>Comparative data/APPRAISE, PAT Maths, EMU and individual student results</p>	<p>Case Management and Data Walls to regularly review student progress, and maths concept development.</p>	<p>Strategic Plan Curriculum Plan Continue to develop teaching practices to support students from all ability levels, ensuring success. Maintain a consistent school wide approach.</p>	<p>2019 will be a year of mathematical analyses to unpack, analyse, evaluate and future plan.</p>	<p>2019 Lyn Sharrat Whole school approach to ensure uniformity, and continuation of the progression of skills.</p>	<p>Future APPRAISE data, Data Walls, QIP and Instructional Walks.</p>
<p>Early Years Focus</p> <p>Agency</p>	<p>Discussions and evaluations during the 2018 NQS Audit revealed an inconsistent approach to the area of Agency amongst Years K-2.</p>	<p>All teachers from Kindergarten to Year 2 to include and accommodate children's interests to pre and post programming.</p>	<p>Curriculum area programs, daily work pads and PLC/collaborative meeting notes from teachers in K-2.</p>	<p>All teachers to review 'Agency' Element 1.1.6 from the Quality Improvement Plan. Brainstorm children's interests and apply this to programming. These interests will be discussed collaboratively with partner teacher to include in future programs. Especially in the selection of integrated activities.</p> <p>All teacher assistants will be invited to attend CCC (Catholic Collaborative Community) meeting to discuss 'agency'</p>	<p>NQS QIP Curriculum Plan</p>	<p>All K-2 staff to include children's interests from the beginning of year programs during Term 1 and continue through to Term 4 each year.</p>	<p>Leadership, Early childhood coordinators and Literacy Support teacher to monitor and review programs from K-2.</p>	<p>Increased familiarity to use EYLF practice and principles in all planning and programming from K-2.</p>

				and gain a common understanding.				
<p>ICT Focus</p> <p>OFFICE 365</p>	<p>Staff discussions at meetings revealed that staff were not overly confident to use Office 365 products of Teams, OneNote and Sway.</p> <p>29% of staff have not implemented any coding lessons or experimented with digital technology devices.</p>	<p>All staff to use Office 365 products Teams, OneNote and Sway with increased confidence by the end of 2018.</p> <p>All staff to implement updated Digital Technologies scope and sequence.</p>	<p>Leadership to monitor progress.</p> <p>Digital Technologies to be incorporated into programs.</p> <p>Record of 'Device use' via 'Robotic Technology' register.</p>	<p>Ongoing PD for Office 365 products for all staff.</p> <p>Office 365 training sessions at PLC's and supported by ICT coordinator and DTLE's.</p>	<p>Curriculum Plan</p> <p>Digital Technologies Scope and Sequence.</p>	<p>All staff to be familiar with Office 365 by the end of 2019.</p> <p>All staff to implement Digital Technologies on a weekly basis in the classroom.</p>	<p>Digital Technologies Coordinator, And DTLE's (Digital Transformation Lead Educators).</p>	<p>Digital Technologies survey to investigate staff use of Office 365 platform.</p> <p>Review 'Robotic Technology' register.</p>

Informed by evidence from:

ONGOING EVALUATION

- CECWA Strategic Directions (when finalised)
- 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 Tool
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)