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SCHOOL PHOTO HERE
AND SCHOOL LOGO BELOW

CATHOLIC SCHOOL IMPROVEMENT PLAN |

CEWA'S VISION

Catholic Education WA is a Christ-centred
and child-focused community of
engaged learning environments,
inspiring all to actively live the Gospel.

SCHOOL'S VISION

CHRIST LIKE: The school environment will empower all to live a Christian life through the essence of Catholic faith and values.

FLOURISH: We aspire that Sacred Heart Catholic School students will be happy, balanced and strong students who will thrive across all the domains.

ENVIRONMENT: The potential of all, will be realised in a positive and safe environment that recognises the God given gifts of each individual.

MISSION STATEMENT: Sacred Heart is a unique Catholic rural community where everyone is nurtured, respected and valued as God's children. We strive to develop each child's full potential by recognising their individual giftedness as part of God's creation.

STRATEGIC INTENTS |

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.

CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Witness the Truth
As a community we aspire to Witness the Truth in our daily lives, both in the community and at school by following the example of Nano Nagle.

1) Provide regular opportunities for staff to deepen their faith and relationship with Jesus.
2) Further strengthen and deepen the relationship with the Sacred Heart Parish with a specific focus on ensuring liturgical celebrations are developmentally appropriate for children.
3) Partner with the Sacred Heart Parish to ensure that the Sacraments are celebrated as special occasions in the community.
4) Children, staff and parents and carers are asked to Witness the Truth in the wider community, ensuring we are known as a Catholic School with a distinctly Catholic ethos.

LINKED TO QCE ELEMENT/S:
4.1b provide staff with opportunities to witness their faith, and engage with faith formation, professional learning and development
3.3a we partner with parishes and their Christian faith communities especially with regard to the celebration of the sacraments
1.1a we commit to the Catholic Church's objectives for Catholic school

SUCCESS INDICATORS

EDUCATION Catholic Schools of Excellence

Aspire
We aspire to provide a quality Catholic education that allows each individual to grow to their full potential.

1) Development of a Sacred Heart Catholic School Vision for Learning.
2) Pursuing academic excellence in Teaching and Learning.
3) Developing the capacity of school staff to implement teaching and learning programs in a Multi Age Grouping (MAG) context, taking a cooperative approach to cater for the range of learning needs at our school.

LINKED TO QCE ELEMENT/S:
2.3 Catholic Vision for Learning
2.3e ensure all aspects of the learning environment scaffold and accelerate each student's learning
2.3d utilise a wide instructional range that reflects contemporary pedagogies that engage, challenge and progress student learning

SUCCESS INDICATORS

COMMUNITY Catholic Pastoral Communities

Empower
We aspire to create an inclusive and welcoming learning community that celebrates growth and empowers those within it. We aspire to deepen our relationship with our school families, parish and the wider community.

1) Shared understanding and commitment to the CEWA Transforming Lives: Strategy 2025
2) Stabilise school student numbers.
3) Working with parents as the first educators of their children
4) Continue to ensure the Sacred Heart Catholic School remains a safe place for children, staff and community

LINKED TO QCE ELEMENT/S:
3.1d Transforming Lives
3.1a through our inclusive practices, we welcome and celebrate the uniqueness and diversity of each person formed in the image of God
3.2 We partner with and support parents and caregivers as the first educators of their children
3.1b We ensure the safety of students is our highest priority and that the voice of each child is heard in all off our undertakings.

SUCCESS INDICATORS

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Rural
We aspire to provide access to a Catholic education to all families in this rural area who desire it. We are responsible for effectively providing for the ever evolving needs of the children at our school.

1) Consolidate the Sacred Heart Catholic School Budget,.
2) Creation of appropriate plans to ensure future direction in key areas
3) Developing a culture of balance and promotion of child, staff and community wellness
4) Establishment of shared/distributed leadership models to encourage subsidiarity.

LINKED TO QCE ELEMENT/S:
4.3a We ensure that all Catholic schools are appropriately resources, financially sustainable, accessible and affordable, especially for the marginalised and disadvantaged
4.3c Operate in a future-focused and strategic manner that embraces good governance and full compliance with regulatory requirements
3.1c We take proactive steps to provide for the pastoral needs of our students and staff
4.1d We advocate for and promote contemporary leadership that reflects Christian service following the principles of participation and subsidiarity.

SUCCESS INDICATORS

In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the Accreditation for CEWA SharePoint may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

Staff Formation Planning

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS • Examples of expressing the divine within • Raising awareness of the presence of Jesus						
CALL TO FAITH • Themes • Beliefs						
CALL TO GROW IN DISCIPLESHIP • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer						

Improvement Goals

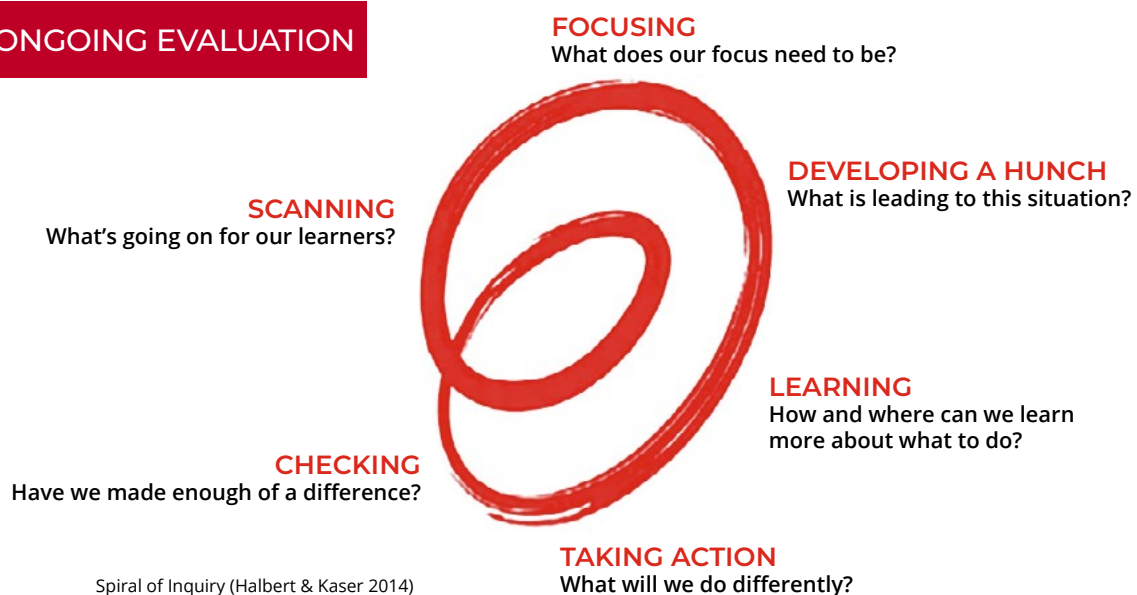**School:** _____

Year: _____

The Improvement Goals are 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, this 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 these goals 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.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

ONGOING EVALUATION

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

SCANNING
What's going on for our learners?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones?* *Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal.* *Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*

EDUCATION

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones?* *Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal.* *Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*

COMMUNITY

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
Performance & development goal to be achieved (stated simply).	What actions will we take to achieve the goal?	What are the timeframe milestones? Timeframe within which the goal will be achieved.	Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.	How will we know we have been successful (quantitative and measurable)?	Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?

STEWARDSHIP

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
Performance & development goal to be achieved (stated simply).	What actions will we take to achieve the goal?	What are the timeframe milestones? Timeframe within which the goal will be achieved.	Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.	How will we know we have been successful (quantitative and measurable)?	Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?

School Improvement Review and Progress Milestones

Date	Progress, notes and key points