



Salvado
Catholic College

PEACE. JUSTICE. COMPASSION

School Improvement Plan 2021

Salvado Catholic College Strategic Direction

Good **N**ews of Jesus Christ
Catholic Identity

Working Together as a College Community
Community



Education & Learning
Education

Stewardship of the Environment & Resources
Stewardship

Focus	Informed by Evidence <i>Qualitative & quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression & goal</i>	Achievable <i>What actions will be taken to achieve the goal?</i>	Relevant <i>How does this goal connect to the College's Strategic Plan (&/or other plans)</i>	Time Bound <i>Timeframe within which goal will be achieved</i> <i>What are the timeframe milestones?</i>	Resources <i>Support/resources required to achieve the goal</i> <i>Key personnel – who is responsible/ensuring we are on track?</i>	Success Criteria <i>How will you know you have been successful (quantitative & measurable)?</i>
Evangelisation Plan Focus	BRLA data indicates a need for increased focus on teaching specific facts about the Catholic religion	To increase student knowledge of specific facts about the Catholic religion and to further develop students' understanding of Gospel values	Analysis of previous BRLA data to determine key focus Common MJR practices implemented across the College	Teaching staff to utilise teacher background material in RE Units of Work to further develop their own knowledge of Catholic teachings Staff to participate in MJR Professional Learning	Strategic Plan – Good News of Jesus Christ Evangelisation Plan College Positive Behaviour Support Plan & Behaviour Management Guidelines	31 October 2021	Peter Mitchell (MJR) CEWA RE & Faith Formation Team Fr Mark & Fr Matteo (Parish Priests) RE Units of Work Teacher Background Material	Greater than 10% improvement in BRLA data Catholic Identity/MJR information communicated in fortnightly eNewsletter
Aboriginal Education Plan Focus	Staff reflection on the Aboriginal Education Improvement Map indicates a need to progress from Culturally Pre-competent to Culturally Aware	To develop a consistent approach to incorporate the Noongar language into everyday practices across the College	Teacher DWPs will document the use of Noongar language being incorporated into daily practices Students will use age-appropriate Noongar vocabulary	Staff Collaboration Meeting will be scheduled for staff to work in clusters to create age-appropriate displays of Noongar language that will be incorporated into daily routines Staff to consult with Aboriginal members of the community to assist with accurate pronunciation	Aboriginal Education Plan	1 June 2021 9 December 2021	SCC Multicultural Celebrations & Aboriginal Education Staff Team CEWA Aboriginal Education Team Consultant Gerald Pol Aboriginal Staff	Teacher planning documents to show evidence of Noongar language as part of daily routine Visual displays of Noongar language in each Learning Space Students are able to respond to language prompts eg. greetings

Curriculum Plan Focus	Staff Collaboration Meeting discussions and recent Professional Learning indicate a need to improve mathematical literacy through increasing student knowledge of specific Mathematics vocabulary	To develop and implement a whole College Scope and Sequence for Mathematics vocabulary across year levels	Teacher planning documents to show evidence of explicit teaching of Mathematics vocabulary	Finalise College Scope and Sequence for Mathematics vocabulary Visual displays of Mathematics vocabulary in word wall/word clouds	Strategic Plan – Education and Learning	1 June 2021	Carrie Scullard (Key Teacher Mathematics) CEWA Literacy and Numeracy Consultants Christine Pitman (Head of Junior School Year 3 – Year 6) SCSA/West Australian Curriculum	Teacher programs and DWP show evidence of Mathematics vocab Evidence of an overall improvement in Mathematics results from student assessment data Students use specific Mathematics vocabulary during teaching and learning
Early Years Focus	Early Years staff individual and group self-reflection tools along with 2020 College parent survey indicate the need for further focus on understanding cultural diversity in the student population	To collect information about students' cultural backgrounds and traditions in order to ensure the inclusivity of all cultures across teaching and learning programs in the Early Years	Early Years staff to meet to collate and discuss collected cultural survey data Collated data to be incorporated into cultural display in Incidental Spaces in ECE/Year 1 and 2 block	Teachers to use uniform template to gather information about students and their cultural background and traditions Early Years staff to develop display in Incidental Space that reflects the data collected in regard to cultural backgrounds and traditions	Strategic Plan – Working Together as a College Community Aboriginal Education Plan Curriculum Plan	31 March 2021 1 June 2021	CEWA Early Years Team Early Years Cluster Marissa Munro (Head of Early Years Pre-K to Year 2) EALD Support Materials	Evidence of planning for inclusivity of cultural diversity in teacher programs NQS self-reflection tools indicate College is at standard for QA 2 2021 parent survey data indicates increase understanding in cultural diversity across the College

College Focus	Whole College feedback (staff, parents and students) in 2020 shows the need to understand the cultural diversity within the College community	To further understand and celebrate the cultural diversity within the College community	Cultural diversity displays around the College Acknowledgement of cultural celebration days in Term Planners	Survey to be sent to families early in the year to gain a better understanding of their cultural background <i>(see Holistic Framework Document adapted by the Stronger Smarter program)</i>	Strategic Plan – Working Together as a College community	31 March 2021	SCC Multicultural Celebrations & Aboriginal Education Staff Team Cross Curricular Priorities West Australian Curriculum	Celebrations of cultural diversity are evident within the College 2021 parent survey data indicates increase understanding in cultural diversity across the College
College Focus - Student Wellbeing	Whole College feedback (staff, parents and students) indicates a need to further develop student wellbeing and social emotional learning at the College	To build capacity in students to resolve peer conflicts and recognise and report bullying	Teacher planning documents to show evidence of explicit teaching of social emotional skills	UR Strong wellbeing program implemented in Learning Spaces. College Newsletter to include information regarding student wellbeing and resilience.	Strategic Plan: Working Together as a College Community College Positive Behaviour Support Plan and Behaviour Management Guidelines	24 September 2021	Wellbeing Coordinator (K.Browne) College Psychologist (J.Mair-Wieman) Staff and Student Wellbeing Teams	End of year parent and student surveys will show an improvement in students' conflict resolution skills Reduction in SEQTA Pastoral Care notes recording playground incidences

Informed by evidence from:

- CEWA Strategic Intent
- College Strategic Plan
- Evangelisation Plan
- Curriculum Plan
- Student data analysis eg. Power BI attendance, wellbeing & pastoral care notes
- National Quality Standard Audit
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Quality Catholic Schooling Tool
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)