



**St Maria
Goretti's**
Catholic School
To nurture and educate

CATHOLIC SCHOOL IMPROVEMENT PLAN

2026

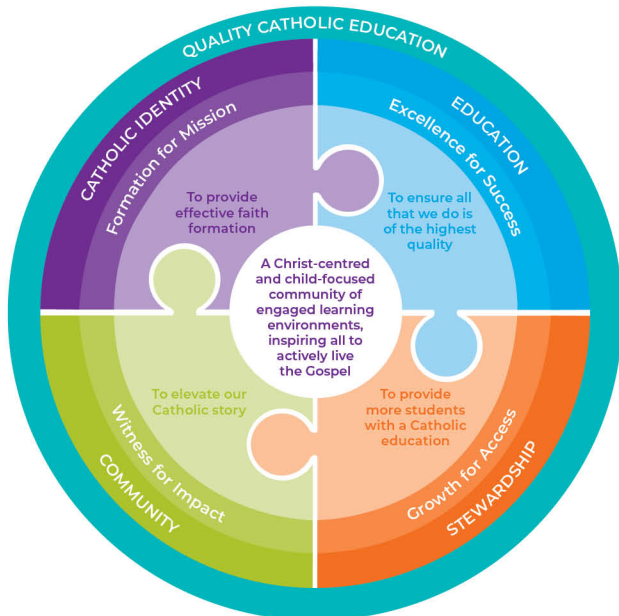
**St Maria Goretti's
CPS**

CEWA Context

Vision

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

CECWA Strategic Initiatives



Growth for Access

To provide more students with a Catholic education

By 2030, Catholic Education Western Australia will grow enrolments and prepare for future expansion, with parents recognising CEWA as the education provider of choice.

Quality Catholic Education (QCE)

QCE is a whole of system approach to addressing the important governance and improvement processes and structures, and thus is an elaboration on CEWA's vision of a quality Catholic education which is Christ-centred and child-focused.

Formation for Mission

To provide effective faith formation

By 2030, Catholic Education Western Australia will implement formation practices and programs to empower all staff to further the vision and mission of Catholic education.

Excellence for Success

To ensure all that we do is of the highest quality

By 2030, Catholic Education Western Australia's students and staff will thrive in their faith development, learning growth and wellbeing.

Witness for Impact

To elevate our Catholic story

By 2030, Catholic Education Western Australia will achieve impactful partnerships with our communities, to enable all to recognise the value and contribution of Catholic education.



QUALITY CATHOLIC EDUCATION

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

<p>1. CATHOLIC IDENTITY</p> <p>1.1 Catholic Identity is the bedrock of our vision and mission. We ensure that:</p> <ul style="list-style-type: none"> 1.1.1 The Catholic Church's approach for Catholic schools; 1.1.2 The integration of faith, life and culture; 1.1.3 Our Catholic education practice meaningfully responding to the needs of QCE; 1.1.4 Our Catholic education practice meaningfully responding to the needs of our staff; 1.1.5 Our Catholic education practice meaningfully responding to the needs of our students and staff; 1.1.6 Our Catholic education practice meaningfully responding to the needs of our communities; 1.1.7 Our Catholic education practice meaningfully responding to the needs of our stakeholders; 1.1.8 Our Catholic education practice meaningfully responding to the needs of our future generations; 1.1.9 Our Catholic education practice meaningfully responding to the needs of our world. 	<p>2. EDUCATION</p> <p>2.1 Catholic Education provides high quality learning environments for all students and staff. We ensure that:</p> <ul style="list-style-type: none"> 2.1.1 Our Catholic education practice meaningfully responding to the needs of our students and staff; 2.1.2 Our Catholic education practice meaningfully responding to the needs of our communities; 2.1.3 Our Catholic education practice meaningfully responding to the needs of our stakeholders; 2.1.4 Our Catholic education practice meaningfully responding to the needs of our future generations; 2.1.5 Our Catholic education practice meaningfully responding to the needs of our world. 	<p>3. COMMUNITY</p> <p>3.1 Catholic Education builds strong relationships with our communities. We ensure that:</p> <ul style="list-style-type: none"> 3.1.1 Our Catholic education practice meaningfully responding to the needs of our communities; 3.1.2 Our Catholic education practice meaningfully responding to the needs of our stakeholders; 3.1.3 Our Catholic education practice meaningfully responding to the needs of our future generations; 3.1.4 Our Catholic education practice meaningfully responding to the needs of our world. 	<p>4. STEWARDSHIP</p> <p>4.1 Catholic Education is a responsible and ethical organization. We ensure that:</p> <ul style="list-style-type: none"> 4.1.1 Our Catholic education practice meaningfully responding to the needs of our stakeholders; 4.1.2 Our Catholic education practice meaningfully responding to the needs of our future generations; 4.1.3 Our Catholic education practice meaningfully responding to the needs of our world.
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REVIEW AND IMPROVEMENT

1.1.1 Our Catholic education practice meaningfully responding to the needs of our stakeholders;

1.1.2 Our Catholic education practice meaningfully responding to the needs of our future generations;

1.1.3 Our Catholic education practice meaningfully responding to the needs of our world.



Catholic School Improvement Plan Purpose

Strategic Intentions

Strategic intentions should be drawn from and complementary to CECWA's Strategic Initiatives Towards 2030 with the necessary alignment and recognition to the context of the school. Strategic intentions are developed through a school-wide consultative process. The strategic intentions are broad goals and key improvement goals that can be articulated in more detail and actioned through the iterative School Improvement section of the CSIP.

Through the cycle of strategic planning, when CECWA's Strategic Initiatives are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intentions over a three-year period occurs.

Staff Formation for Mission Planning

In considering the school's Strategic Intentions 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 broad goals across a three-year period. The Staff Formation template is covered in more detail in Formation for Mission (Evangelisation) workshops facilitated by the Religious Education Directorate. It is primarily based on staff formation, as it relates to the school context, 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 alongside the Strategic Intentions section within a school's strategic planning cycle. However, it can be updated more regularly should this be required. 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, particularly setting more specific goals within the Improvement Goals section.

Improvement Goals Planning (current school priorities)

Identified Strategic Intentions and Staff Formation for Mission priorities are realised through Improvement Goals. 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

- Compliance review and governance requirements
- Staff Formation for Mission planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Initiatives towards 2030
- School Strategic Planning processes and data
- National Quality Standard (NQS) audit
- Aboriginal education / AEIM: Aboriginal Education Improvement Map
- Curriculum planning and requirements
- Student data analysis e.g. Learning Insights and other achievement data, attendance, wellbeing etc.
- QCE School Review (QCESR)
- School Climate Survey
- School improvement processes



School Mission, Vision and Values

School Mission

The dedicated staff of St Maria Goretti's Catholic School are focused on helping your child reach their potential spiritually, intellectually, emotionally, physically and socially.

We strive to nurture and educate the whole child in a Catholic context.

School Vision and Values

It takes **COURAGE** to **SHINE**

- **COURAGE**
- **SERVICE**
- **HOPE**
- **INTEGRITY**
- **NURTURE**
- **EXCELLENCE**

Principal Statement

St Maria Goretti's Catholic School is a double stream co-educational Catholic Primary School for students from 4 Year old Kindergarten to Year 6. The school has been serving the community of Redcliffe and Belmont for more than 60 years. The school also has a strong focus on Indigenous education which is demonstrated by the inclusion of the 'Moort Waabiny' Aboriginal Playgroup for students 0-4 years.

At St Maria Goretti's Catholic School, we are committed to providing a high-quality learning environment where every child is encouraged, supported, and challenged to achieve their personal best. Guided by our Catholic values and traditions, we nurture a warm and caring atmosphere that fosters growth, confidence, and a genuine love of learning. We are dedicated to developing the *whole child*—helping each student discover their unique gifts and supporting them to reach their full potential.




Our school community is strengthened by the partnership we share with our parents and carers. Families consistently speak of the strong sense of belonging and the welcoming, family-orientated culture that defines St Maria Goretti's. We are blessed with the generous involvement of our Parents and Friends Association and the valuable guidance of our School Advisory Council, both of which play an integral role in enriching the life of our school.









CATHOLIC IDENTITY. Formation for Mission					
Strategic Intentions	Key Improvement Goals	QCE Links	Year 1	Year 2	Year 3
To extend the Sacrament experience to the whole community.	<ul style="list-style-type: none"> Prayer Cards in the office for Sacramental Students. Families can take these cards and pray for the children. This is advertised through our newsletter and school APP. 	1.2a	Progressing	Not Started	Not Started
Incorporate Christian meditation into the school community.	<ul style="list-style-type: none"> CEWA consultant to come out and train teaching staff in Christian Meditation (Assistant principals 2025) Teachers to discuss appropriate times for meditation, how it could be utilized and create a whole school agreement around it's use. 	2.2b	Progressing	Not Started	Not Started
			Not Started	Not Started	Not Started

EDUCATION Excellence for Success					
Strategic Intentions	Key Improvement Goals	QCE Links	Year 1	Year 2	Year 3
Deliver high-quality, inclusive and future-focused learning that is balanced and empowers all students to achieve excellence and become life-long learners.	<ul style="list-style-type: none"> Evidence of differentiation and inclusive practices in planning documents. Leverage data to inform teaching Establish a shared understanding of high expectations for student growth across the school community 	2.1	Progressing	Not Started	Not Started
Promote greater staff collaboration within the school.	<ul style="list-style-type: none"> Ensure clusters meetings are for staff to collaborate, share ideas about teaching and moderate work. First cluster of each term used to set the theme of what is to be shared and worked on. Establish a roster/timetable for teachers to visit other classrooms and observe different teaching strategies. Teachers provide feedback on other teachers' learning. 	2.3	Progressing	Not Started	Not Started

COMMUNITY Witness for Impact					
Strategic Intentions	Key Improvement Goals	QCE Links	Year 1	Year 2	Year 3
Strengthen Engagement with families through Culture / traditions.	<ul style="list-style-type: none"> Facilitate parent breakfast and information sessions for EALD families Collaborate with Elders, families and community leaders to increase our cultural competency Build relationships with local organisations, businesses and service groups to enhance learning and social responsibility. 	3.1a	Progressing	Not Started	Not Started

<p>Embed holistic wellbeing practices across the school through structured routines and a proactive, supportive culture that fosters resilience and engagement for all.</p>	<ul style="list-style-type: none"> Engage with parents, parish and local organisations to support student faith, learning and wellbeing. Continue to build on our Berry St knowledge and practices to create consistent and predictable routines Establish a dedicated Wellbeing Team comprising a Wellbeing Leader, school leadership and interested staff members to drive a collaborative and holistic approach to wellbeing across the school community. Continue the emphasis on the URStrong Program and wellbeing data (staff & students) to support social-emotional development and mental health. Behaviour Support Plan 	<p>3.1c 3.2</p>	<p> Progressing</p>	<p> Not Started</p>	<p> Not Started</p>
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STEWARDSHIP Growth for Access					
Strategic Intent	Key Improvement Goals	QCE Links			
<p>Inspired by Pope Francis' Laudato Si', develop our school's sustainability and social justice practices to attain goals from the platform that empower us to care for our common home.</p>	<ul style="list-style-type: none"> Develop and implement a comprehensive whole-school strategy that embeds the principles of Laudato Si' into the school's policies, curriculum and community life, aligning all actions with the seven goals of Laudato Si'. Integrate sustainability education into all subject areas to foster ecological awareness and responsibility. Implement sustainable practices in school operations and facilities. 	<p>4.2</p>	<p> Progressing</p>	<p> Not Started</p>	<p> Not Started</p>
<p>Create a culture of continuous improvement, accountability and professional growth.</p>	<ul style="list-style-type: none"> Embed structured, data-informed professional learning cycles that align with both whole-school priorities and individual development plans, incorporating regular goal-setting, peer feedback and reflective review. Implement tiered leadership development pathways tailored to emerging, middle and senior leaders, ensuring access to coaching, mentoring and role-specific training aligned with school improvement priorities. Expand distributed leadership opportunities by empowering staff to lead initiatives, participate in action research and contribute to strategic planning, thereby strengthening collective efficacy and school improvement capacity. Staff goal setting/Professional Learning Plans 	<p>4.1b</p>	<p> Progressing</p>	<p> Not Started</p>	<p> Not Started</p>

Staff Formation Planning









FOCUS AREA ONE

What you want to improve											
Staff Formation	Relevant Actions (How?)	Timeline (When?)	Responsibility (Who?)	Effectiveness Indicators	Progress N/P/A						
<p>Improvement Goal: <i>(what do you hope to achieve?)</i></p> <p>Deepen staff and student understanding of Catholic Social Teaching and the Gospel call to a just and compassionate world by embedding faith-life integration across learning, daily practice, and social justice initiatives.</p>	<ul style="list-style-type: none"> Provide professional learning opportunities that explore Catholic Social Teaching and the Gospel vision of a just and compassionate world. Embed faith-life integration across curriculum areas through meaningful connections to Scripture, Church teaching, and contemporary issues. Highlight Gospel values in daily practices, assemblies, and pastoral care initiatives. Encourage student-led social justice and outreach projects that reflect the teachings of Jesus 	Ongoing	Leadership Team	<ul style="list-style-type: none"> Curriculum planning documents show explicit links between faith, life, and culture. Students demonstrate understanding of Gospel values through actions, service, and reflection. Increased participation in social justice and outreach initiatives grounded in Catholic Social Teaching. The school culture reflects compassion, inclusivity, and respect consistent with the mission of Jesus. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="text-align: center;"> <div style="width: 10px; height: 10px; background-color: #ffc107; border: 1px solid black; display: inline-block;"></div> Progressing </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;"> <div style="width: 10px; height: 10px; background-color: #ffc107; border: 1px solid black; display: inline-block;"></div> Progressing </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;"> <div style="width: 10px; height: 10px; background-color: #ffc107; border: 1px solid black; display: inline-block;"></div> Progressing </td> </tr> </table>	1	<div style="width: 10px; height: 10px; background-color: #ffc107; border: 1px solid black; display: inline-block;"></div> Progressing	2	<div style="width: 10px; height: 10px; background-color: #ffc107; border: 1px solid black; display: inline-block;"></div> Progressing	3	<div style="width: 10px; height: 10px; background-color: #ffc107; border: 1px solid black; display: inline-block;"></div> Progressing
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<p style="text-align: center;">Leadership Formation</p> <p>Improvement Goal: <i>(what do you hope to achieve?)</i></p> <p>To strengthen the capacity of school leaders to model, promote, and sustain a culture where Catholic Social Teaching and the Gospel call to justice and compassion are actively integrated into learning, daily practice, and community engagement.</p>	<ul style="list-style-type: none"> Engage the leadership team in ongoing formation focused on Catholic Social Teaching (CST), Gospel values, and faith-life integration. Schedule termly leadership reflections to connect CST principles with school priorities, behaviour expectations, and decision-making. Review school policies, rituals, and behaviour processes to ensure alignment with Gospel values and CST. Embed CST principles into assemblies, liturgies, prayer life, and whole-school events. Strengthen partnerships with Catholic agencies (e.g., Caritas, St Vincent de Paul) to enhance authentic social justice initiatives. Promote student leadership opportunities focused on service, stewardship, and advocacy. 	Ongoing	Leadership Team	<ul style="list-style-type: none"> Leaders demonstrate increased confidence and language when articulating CST and Gospel values in meetings, planning, and community communication. Leadership decisions reference CST principles and are transparent to staff and community. Evidence of reflective practice 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="text-align: center;"> <div style="width: 10px; height: 10px; background-color: #dc3545; border: 1px solid black; display: inline-block;"></div> Not Started </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;"> <div style="width: 10px; height: 10px; background-color: #dc3545; border: 1px solid black; display: inline-block;"></div> Not Started </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;"> <div style="width: 10px; height: 10px; background-color: #dc3545; border: 1px solid black; display: inline-block;"></div> Not Started </td> </tr> </table>	1	<div style="width: 10px; height: 10px; background-color: #dc3545; border: 1px solid black; display: inline-block;"></div> Not Started	2	<div style="width: 10px; height: 10px; background-color: #dc3545; border: 1px solid black; display: inline-block;"></div> Not Started	3	<div style="width: 10px; height: 10px; background-color: #dc3545; border: 1px solid black; display: inline-block;"></div> Not Started
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FOCUS AREA TWO

What you want to improve

Staff Formation	Relevant Actions (How?)	Timeline (When?)	Responsibility (Who?)	Effectiveness Indicators	Progress N/P/A	
<p>Improvement Goal: <i>(what do you hope to achieve?)</i></p> <p>Strengthen the quality, consistency, and parish partnership of the school's Sacramental Program by enhancing staff formation, deepening parent engagement, and ensuring students are supported and celebrated throughout their sacramental journey.</p>	<ul style="list-style-type: none"> • Provide professional learning opportunities for staff teaching in sacramental years • Sacramental Candidates acknowledged and celebrated at school gatherings • Develop a shared Sacramental Preparation Plan in partnership with the Parish Priest and Parish Sacramental Team. • Schedule regular meetings between school and parish representatives to plan, review, and coordinate sacramental programs and liturgical celebrations. • Provide formation opportunities for staff and parents to deepen understanding of the sacraments and their role in faith development 	<p>Leading up to Sacraments Throughout the year</p>	<p>Assistant Principal Sacramental Teachers Parish Priest Sacramental Co-Ordinator's</p>	<ul style="list-style-type: none"> • Increased collaboration and shared planning evident between school and parish teams. • Positive feedback from families, students, and parish members on the sacramental preparation and celebrations. • High levels of family and parish participation in sacramental events. • Staff demonstrate greater confidence and consistency in supporting students' sacramental understanding. 	1	 Progressing
<p>Leadership Formation</p>					2	 Progressing
<p>Improvement Goal: <i>(what do you hope to achieve?)</i></p>					3	 Progressing
					1	 Not Started
					2	 Not Started
					3	 Not Started



FOCUS AREA THREE

What you want to improve					
Staff Formation	Relevant Actions (How?)	Timeline (When?)	Responsibility (Who?)	Effectiveness Indicators	Progress N/P/A
<p>Improvement Goal: <i>(what do you hope to achieve?)</i></p> <p>To embed Christian meditation as a regular spiritual practice within the life of the school, deepening the community's relationship with God and nurturing a culture of prayer and reflection</p>	<ul style="list-style-type: none"> Provide professional learning for staff on the theology and practice of Christian meditation. Establish regular Christian meditation sessions in classrooms as part of daily prayer routines. Include Christian meditation in staff prayer, assemblies, and whole-school liturgical gatherings. Engage parents and the parish community in understanding and supporting Christian meditation. 	By end of 2026	Leadership team All staff	<ul style="list-style-type: none"> Staff confidently lead and participate in Christian meditation sessions. Students demonstrate an understanding of meditation as a form of prayer and reflection. Christian meditation becomes a consistent and valued part of daily prayer across the school. Feedback from students, staff, and parents reflects increased awareness of contemplative practices in faith formation. Evidence of Christian meditation embedded in prayer timetables, formation programs, and school culture. 	1 ■ Progressing
					2 ■ Progressing
					3 ■ Progressing
<p>Leadership Formation</p> <p>Improvement Goal: <i>(what do you hope to achieve?)</i></p> <p>Strengthen the spiritual leadership of the school by developing the knowledge, skills, and shared commitment needed to embed Christian meditation as a consistent, whole-school practice that deepens the community's relationship with God and nurtures a culture of prayer and reflection.</p>	<ul style="list-style-type: none"> Embed Christian meditation into leadership meetings to model the practice and strengthen personal understanding. Establish consistent expectations for frequency, timing, and structure across all year levels. 	By end of 2026	Leadership Team	<ul style="list-style-type: none"> Leaders demonstrate increased confidence and competence in guiding meditation, as evidenced through self-reflection surveys or feedback conversations. All classes implement Christian meditation at the agreed frequency and schedule, verified through informal walk-throughs or teacher self-report. Students demonstrate familiarity with the structure and expectations of meditation (e.g., ability to settle quickly, follow routine). 	1 ● Not Started
					2 ● Not Started
					3 ● Not Started

Improvement Goals (current and targeted school priorities drawn from the Strategic Intent)

CATHOLIC IDENTITY					
Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
The whole school community will have an opportunity to be a part of the Sacramental experience.	Create a poster specific to the Sacrament with space for school community members to write messages of hope to candidates.	Students who are completing Sacraments will have messages of hope on the posters at the front office.	Kim Hughes (Assistant Principal) alongside the Sacrament teachers	Ongoing – this is to be a part of our school culture	Progressing
Incorporate Christian Meditation into the school community.	Lauren D'Silva has taken on the role as our meditation champion and continues to run whole school Monday Meditation after Recess.	Monday Meditation becomes a consistent practice at our school. Teachers begin incorporating meditation opportunities into their own classrooms.	Lauren D'Silva Class Teachers	Ongoing – We are currently running Monday Meditation	Progressing
Inspired by Pope Francis' Laudato Si', develop our school's sustainability and social justice practices to attain goals from the platform that empower us to care for our common home.	Develop and implement a comprehensive whole-school strategy that embeds the principles of Laudato Si' into the school's policies, curriculum and community life, aligning all actions with the seven goals of Laudato Si'. Integrate sustainability education into all subject areas to foster ecological awareness and responsibility. Implement sustainable practices in school operations and facilities.	Regular service visits to our local nursing homes Sustainability policy will be written and published on our SMG APP and Website. Linking conversations around our school values to Laudato Si Classes can link a specific sustainability action or project to a school value. This can be presented as an Education Research Project to parents.	Maura Killalea Assistant Principal Class Teachers Whole School Community	12 months	Progressing

EDUCATION					
Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
Develop a centralised, accessible resource hub that supports consistent, high-quality teaching and learning across the school by ensuring staff and students have easy access to well-organised physical and digital resources.	Establish a whole-school resource hub (physical and electronic).	APOD becomes a central resource hub for physical literacy and maths resources	Teaching Staff 2026	Establish a committee to catalogue the resources the school currently has and the resources the school needs. (Leadership) 2026 Organise the APOD more effectively with clear organisation and labelling of resources, with a sign-in/sign-out sheet (Resource Hub Committee) 2026 Audit and organise resources in the back shed and organise termly checks and sorting to maintain organisation. Create an electronic hub where	Progressing

				planning and assessment resources can be stored and shared.	
Strengthen the consistency and effectiveness of teaching and learning across the school by ensuring all planning, instruction, and assessment practices are guided by current, evidence-based principles.	Use evidence based principles as our base for all Planning and Teaching.	<p>Consistent delivery of MultiLit lessons across identified year levels.</p> <p>Evidence of improved phonemic awareness, decoding, and comprehension in literacy data (e.g. running records, MultiLit assessments, standardised testing).</p> <p>Increased student engagement and participation observed in literacy sessions.</p> <p>Teachers demonstrate understanding and application of evidence-based literacy instruction within play-based contexts.</p> <p>Planning documents reflect explicit, systematic literacy teaching aligned with play-based learning experiences.</p>	CEWA Consultants and Teaching Staff	Implement InitialLit across PP-Year 2 from Term 1, 2026, following 2025 staff PD on evidence-based literacy practices. Continue LanguageLift for EAL/D students, and introduce MiniLit and MacqLit interventions from Term 2, 2026. Staff observation from CEWA Consultants (Maths, EAL/D)	● Not Started
Implementation of updated Support Management Plan that includes Berry St strategies and restorative practices.	<p>Implement a process to review and update the Student Code of Conduct in each class</p> <p>Integrate Berry Street identified student engagement strategies into classroom practices</p> <p>Establish time in PLCs to include feedback from staff on student voice/ agency activities</p>	<p>Class code of conduct displayed in each class</p> <p>Consistent approach from all staff when dealing with behaviour management</p> <p>Documented evidence in a reduction in negative student behaviour</p>	Wellbing Coordinator (Alana Brennan) Leadership Team	End of 2026	■ Progressing
Enhance collective efficacy and consistency in teaching and learning by strengthening collaborative practices among staff across all year levels and learning areas.	Promote greater staff collaboration within the school.	<p>Teachers from different year groups collaborate with each other and work together.</p> <p>Staff are provided opportunities to mentor and offer constructive feedback on teaching</p>	Teaching Staff	<p>Ensure Clusters are for staff to collaborate, share ideas about teaching and moderate work. First cluster of each term used to set the theme of what is to be shared and worked on. (Leadership) 2025</p> <p>Establish a roster/timetable for teachers to visit other classrooms and observe different teaching strategies. Teachers provide feedback on other teachers' learning. (Teaching staff/Leadership 2026)</p>	■ Progressing
<p>Numeracy</p> <p>To build the capacity of teachers to effectively teach numeracy to achieve significant growth in student learning and outcomes for all students (including those identified as priority equity cohorts)</p>	<p>Provide professional learning to enhance teachers content knowledge and pedagogical content knowledge in Numeracy</p> <p>Analyse and interpret reading student data to identify areas of growth</p> <p>Provide pedagogical coaching and opportunities for team teaching</p>	<p>Better Fairer Schools Agreement (BFSA)</p> <p>1. Increase the proportion of students in the proficient category by <u>at least</u> 10%.</p> <p>2025 Baseline – 54.2%</p>	CEWA Numeracy Team Leadership Team	Using the learning insights platform to track annual progress <i>towards our</i> 2029 success indicator of 59.6% in the contextually challenging success measures identified	■ Progressing


	<p>Provide teachers time for collaborative planning, assessment and feedback through a structured professional learning community</p> <p>Student progress and achievement will be monitored using multiple measures—such as On-Entry, PAT R, and other relevant assessments—with the goal of achieving at least one year’s growth each academic year</p> <p>To use data to plan for effective teaching and learning opportunities.</p> <p>Analysis of Student Learning Data including attendance</p> <ul style="list-style-type: none"> - Learning Insights - Student Learning Journey <p>Learner agency through active participation in decision-making, self-assessment, and goal setting.</p> <p>Tracking of equity cohorts. How and what?</p> <ul style="list-style-type: none"> - Learning Insights - Student Learning Journey <p>Professional learning and building staff capacity:</p> <ul style="list-style-type: none"> - specific to learning needs of equity cohorts. - Individual Education Planning 	<p>Contextually Challenging Success Measure:</p> <p>60% in the proficient category by 2029</p> <p>And</p> <p>2.a Reduce the proportion of all students in the needs additional support proficiency level by at least 10%.</p> <p>2025 Baseline – 14.6%</p> <p>Contextually Challenging Success Measure:</p> <p>60% in the proficient category by 2029</p>			
<p>Early Childhood Education</p> <p>To fully implement the Early Years Learning Framework (EYLF) and the National Quality Standard (NQS) in early childhood classrooms.</p>	<p>Schedule regular ECE cluster meeting times across the year</p> <p>Implement individual and group reflection processes to reflect on classroom and school Early Childhood Practices</p> <p>Identify Elements within the National Quality Area rated as Working towards</p> <p>Develop specific NQS identified priority area actions for areas identified as working towards</p> <p>Record, monitor and reflect on the progress of actions within a QIP or another school-based method of tracking action area progress</p>	<p>Implementation of early childhood classroom practices that reflect the School Philosophy Statement. (Observational Data)</p> <p>ECE team meetings are scheduled across the year. (Minutes of meeting).</p> <p>Individual and group reflection processes are embedded. (Observational Data)</p> <p>Classroom practices reflect ongoing improvements linked directly to the Identified NQS priority area actions. (Observational Data)</p>	<p>CEWA Early Years Team Assistant Principal</p>	<p>Throughout 2026</p>	<p>● Not Started</p>

COMMUNITY

Key Improvement Goals - drawn from Strategic Intents <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
Strengthen student wellbeing and relationships by embedding the UR Strong framework consistently across the school, ensuring its language and practices are visible and actively used both in classrooms and in the wider school environment.	Inviting parents to gain knowledge of the UR strong program and language through parent meetings, newsletter and the school app.	Attendance registration Common language being used by all stakeholders	Alana Brennan – Wellbeing Co-ordinator Leadership Team	Started 2025 Fully embedded end of 2026	■ Progressing
Enhance family engagement by celebrating and integrating the diverse cultures and traditions within the school community, strengthening connections and a sense of belonging for all families.	Explore ways to integrate cultural traditions in our school (Community Outreach Committee and P&F Representatives 2026) Saying good morning in own language during morning circle time. Conitue with Harmony Day and NAIDOC Week celebrations.	Increased attendance at multicultural events, celebrations, and community gatherings. Growth in the number of families contributing to cultural activities (e.g., sharing traditions, stories, food, music, or languages). Positive feedback from families about feeling welcomed and represented. Families report a stronger sense of connection to the school community in engagement or wellbeing surveys. New families express feeling warmly welcomed and supported, regardless of background or language. Students demonstrate pride in sharing their cultural background and show interest in learning about others.	Leadership Classroom Teachers	Throughout 2026	■ Progressing

STEWARDSHIP

Key Improvement Goals - drawn from Strategic Intents <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
Review and update the Strategic Intents to align with current and future goals and ensure they effectively guide the school's direction and priorities for the next 3-year period.	Undertake a process to evaluate the current Strategic Intents including stakeholder engagement Consider the breadth of data available, together with current evidence based research to assist in decision making Update the Strategic Intents and ensure alignment with the Formation for Mission section of the CSIP Consider iterations to the Improvement Goals section of	Clear alignment between the Strategic Intents and Improvement Goals section of the CSIP is realised, along with positive feedback from stakeholders on the clarity and impact of the updated intents, as measured through surveys, data analysis and progress reports.	Leadership Team	12 months	● Not Started

	<p>the CSIP and record changes in strategy</p> <p>Develop a sustainable plan for regular monitoring</p> <p>Undertake relevant PD through the CEWA RE Team</p>				
<p>Create a culture of continuous improvement, accountability and professional growth.</p>	<p>Expand distributed leadership opportunities by empowering staff to lead initiatives, participate in action research and contribute to strategic planning, thereby strengthening collective efficacy and school improvement capacity.</p>	<p>Begin meeting on a regular basis as an Extended Leadership Team.</p> <p>Members of Extended Leadership Team sharing knowledge by facilitating PLCs</p>	<p>Mark Ryan</p> <p>Kim Hughes</p> <p>Maura Killalea</p> <p>Reuben Brennan</p> <p>Alana Brennan</p> <p>Jo Pitt</p> <p>Megan Constanable</p> <p>Jacinta Horrocks</p>	<p>12 Months</p>	<p> Progressing</p>

