CATHOLIC SCHOOL IMPROVEMENT PLAN

2025

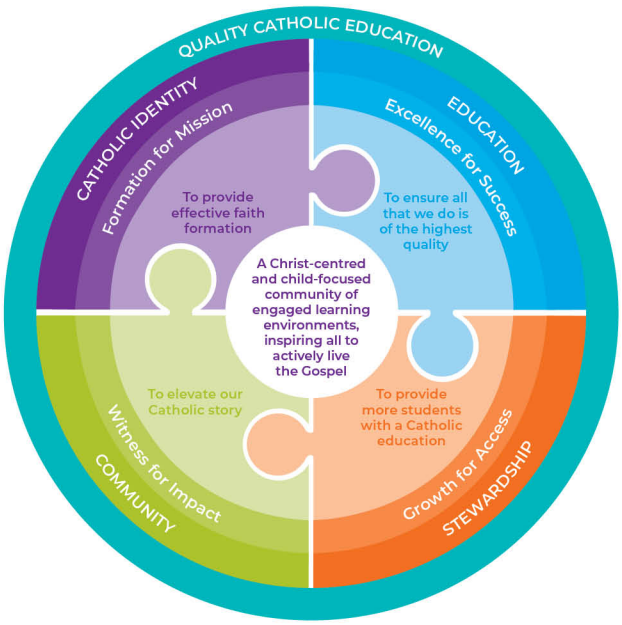
Mel Maria Catholic Primary School

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



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.

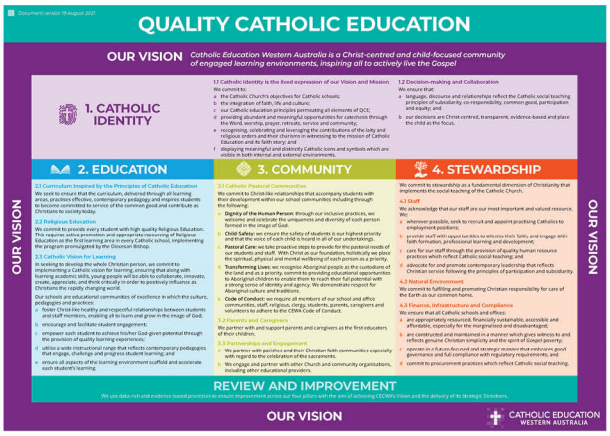
Growth for Access

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.



Catholic School Improvement Plan Purpose

Strategic Intents

Strategic intents 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 intents are developed through a school-wide consultative process. The strategic intents 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 intents over a three-year period occurs.

Staff Formation for Mission Planning

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 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 Intents 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 Intents 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

Mel Maria Catholic Primary is a Christ-centered, caring community, nurturing students to transfer and apply their knowledge both in and beyond the classroom, founded on our four values: Service, Respect, Compassion and Justice

A sincere will to use our gifts to serve others (Service)
- Care for others (Respect)
- Consideration and empathy (Compassion)
- A fair and just community, promoting Justice for all (Justice)

We have an unconditional belief that every child can succeed

School Vision and Values

"Excellence in Catholic Primary Education"

Principal Statement

At Mel Maria Catholic Primary School, our commitment to delivering a high-quality Catholic education is central to our identity. As we transition to a new model that embraces innovative learning while staying true to our Catholic values, we aim to position ourselves as a leader in Catholic education. Our branding and marketing strategy will highlight the exceptional educational experience our students receive, the distinctiveness of our Catholic ethos, and the excellence of our teaching staff—elements that form our unique 'point of difference.'

Our Catholic Identity is the cornerstone of everything we do, shaping our values, practices, and community spirit. We are committed to creating a school environment that reflects the teachings of Jesus Christ, where faith is lived, celebrated, and integrated into daily life. Providing abundant and meaningful opportunities for catechesis through the Gospel Word, worship, prayer, retreats, service and the community.

In line with the implementation of the new model implemented at Mel Maria Catholic Primary School in 2025, this change in structure will allow the school to function as a unified, cohesive community. By consolidating the four streams of each year level on the same campus (e.g., Kindergarten, Year One, Year Two, . . . Year Five etc.), the model will foster greater collaboration among staff and enhance professional development opportunities across both campuses. Additionally, it will enable students to build stronger relationships with their peers. This alignment of year levels on a single site will improve teaching and learning outcomes through enhanced collaboration and resource sharing while also contributing to the school's financial sustainability.

Strategic Intents | 2025 – 2027

CATHOLIC IDENTITY. Formation for Mission

Strategic Intents	Key Improvement Goals	QCE Links
• **Staff Formation:** Develop staff capacity to embed Catholic identity in all aspects of school life through regular professional learning focused on Catholic education principles.	• Opportunities are inclusive and equitable. • Staff, students, and parents have appropriate input into decision making. • Ongoing faith development opportunities are provided to strengthen relationships of co -responsibility in building Catholic Community.	**1.1** **2.3(Education)**
• **Living the Gospel:** Encourage students to live the Gospel through actions, words, and choices. Through service-learning programs, social justice initiatives, and charity work, students will develop a sense of responsibility for others and the world around them.	• Each year level nominates a service-learning initiative during lent. • Reports to community through newsletters and assemblies. • Year Five Mini Vinnies group to expand role within school and make link to adjoining Parishes.	**1.1** **2.3(Education)**
• **Sacramental Programs**: Strengthen partnerships with local parishes to ensure consistent engagement and preparation for sacraments.	• Sacramental Programs will remain Parish based as per Archdiocesan guidelines. • Staff will participate in sacramental program Preparation.	**1.1** **2.3(Education)**

Year 1			Year 2			Year 3		
N	P	A	N	P	A	N	P	A
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐

EDUCATION Excellence for Success

Strategic Intents	Key Improvement Goals	QCE Links
• **Cultivate Student Agency**: fostering a learning environment where students are empowered to take ownership of their education, make informed choices, and actively engage in their personal growth. We encourage each learner to develop independence, self-regulation, and resilience, equipping them with the skills needed for lifelong learning and responsible citizenship.	Inquiry and integration into HaSS and learning areas Behaviour Curriculum: • Restorative Practice • Collaboration of rules on class and school • Programs (Highway Hero's etc.) PD • ICT contract yearly (Parents and Student	2.3
• **Academic Excellence:** Continue to build on strong academic performance, with targeted interventions for students.	• Differentiation • Data informed • Assessments Pre-Post • Support and Extension	2.3 C
• **The Arts** are central to fostering a holistic education. We will prioritise the growth of the Performing Arts program, ensuring students are exposed to a broader array of creative opportunities.	• Provide through extra-curricular activities • Arts Night – music, dance and art showcase processes • Performing Arts	2.3 C

Year 1			Year 2			Year 3		
N	P	A	N	P	A	N	P	A
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐

Not Commenced	Progressing	Achieved

• **Innovation in Learning:** Foster inquiry-based learning methodologies, promoting curiosity and critical thinking across all year levels. Invest in digital technologies and learning spaces that support a flexible, collaborative, and creative learning environment, especially in the new capital developments at the Primary Campus.	• Review: Inquiry Model – integrate into curriculum and planning • Interactive learning apps (Caitlin?) • Year levels collaboration – meeting and using 1 program edited by the teachers • Utilising pods for extended projects, STEM ongoing • Integrate pods into indoor/outdoor areas • Develop Critical Thinking rubric to guide staff and students • Involve community experts- invite parents/professionals to contribute or mentor • Continue Focus on delivering of Sounds Write	2.3 C
• **Learning Support:** Enhance support structures for all students, including the provision of specialists and differentiated learning programs to scaffold and accelerate learning.	• Testing – data and screening (Screening Schedule) • Data - to inform programming and teaching • Implementation of MultiL it: MiniLit (pp-yr2) and MacqLit (yr3-yr6) Tier 2 intervention • Language Lift PP-yr1 • SEEDS expansion • Assist staff to differentiate (Extend and Support)	2.3 E
• **Expanding Extra-Curricular Activities**: By offering a wide range of activities, including arts, sports, music, STEM, and community service programs, we seek to cater to the varied interests and talents of our student body.	• Invitation to staff • Timetabling of extracurricular activities • Coordinators oversee extracurricular activities	2.3 E

Year 1			Year 2			Year 3		
N	P	A	N	P	A	N	P	A
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐

COMMUNITY Witness for Impact

Strategic Intents	Key Improvement Goals	QCE Links
• To strengthen **connections within the school community** and foster a sense of belonging among students, parents, staff, and the broader community.	• Host events: Parents/teacher meetings, Information evenings, Family fun nights, • Parent/student projects at school • Buddy – system across campus • Service projects • Coffee, Pizza and pancakes with the principal • Team building for students and staff	3.3 (A & B)
• **Celebrating Diversity**: We demonstrate respect for Aboriginal culture and all traditions through community events that celebrate diversity, inclusion, and the unique gifts of each student and family within the school.	• Organise school-wide events to celebrate significant Aboriginal cultural dates, such as NAIDOC Week, Sorry Day, or Aboriginal Language Week, with student performances, art displays, and guest speakers. • Student councils, ministries, faction events • Peer appreciation award	3.1B
• **Leadership Structure:** Implement leadership models that empowers both staff and students to promote a shared responsibility, for professional/ personal growth.	• Provide ongoing training in leadership skills, such as team management, conflict resolution, and instructional leadership, to build capacity among staff at all levels • Mentoring • Encourage staff collaboration and shared decision-making • Student buddy leadership teambuilding • Leadership activities (Ministries – Primary) • Leadership workshops • Staff Improvement Teams – reflect and celebrate	3.1B

Year 1			Year 2			Year 3		
N	P	A	N	P	A	N	P	A
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐

STEWARDSHIP Growth for Access

Strategic Intents	Key Improvement Goals	QCE Links
• **Capital Development:** Execute the three-stage capital development plan for the Primary Campus, ensuring state-of-the-art learning facilities while prioritising eco-friendly and future-proof infrastructure.		4.3 (A & B)
• **Marketing-** Through targeted marketing, a strong community presence, and showcasing the exceptional opportunities available at Mel Maria Catholic Primary School, we aim to attract and retain students.		4.3 (A & B)
• **Financial Stability:** Achieve financial stability through increased enrolment numbers and careful budgetary planning, with projections aligned to growth targets.		4.3 (A)

Year 1			Year 2			Year 3		
N	P	A	N	P	A	N	P	A
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐

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	Year 1	Year 2	Year 3
• Teach the parts of the mass	• Parish Priest will attend staff meetings to instruct • Give staff opportunity to reflect on own spiritual growth and understanding of the Mass. • Give teachers the opportunity to prepare a Liturgy or the Word and of the Eucharist.	• Dec 2025	• Parish Priest	• Staff effectively participating in the Mass. • Staff able to explain about parts of the Mass.	N	☐	☐	☐
					P	☐	☐	☐
					A	☐	☐	☐
Leadership Formation **Improvement Goal:** ***(what do you hope to achieve?)*** • Foster collaboration among parish priests to develop a comprehensive sacramental structure that enhances engagement and strengthens relationships among parents, students, and staff.	• Regular meetings with priests, deacon and parish coordinator • Collaborative planning • Develop effective communication channels • Evaluate and adjust based on feedback	• Dec 2025	• Vice Principal	• New structure established. • Parents, staff and students feel connected to parishes.	N	☐	☐	☐
					P	☐	☐	☐
					A	☐	☐	☐

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

CATHOLIC IDENTITY

Key Improvement Goals - drawn from Strategic Intents *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Success Indicators *How will we know we have been successful? What process and outcome data will we measure?*	Responsibility *Who is the staff member who will lead the strategy?*	Timeline *Timeframe within which the key improvement goal will be achieved*	Progress *How are you tracking? Not commenced, Progressing, Achieved*
• Living the Gospel: Encourage students to live the Gospel through actions, words, and choices. Through service-learning programs, social justice initiatives, and charity work, students will develop a sense of responsibility for others and the world around them. • Liturgy: Engaging with the Liturgy of the Word through a year level based Liturgy involving story, drama and song.	• Each year level nominates a service-learning initiative during lent. • Reports to community through newsletters and assemblies. Year five Mini Vinnies group to expand scope of Service. • Parents invited to share the Liturgy with the children. Parish Priest invited to share the Gospel.	• Service projects will be visible within community.	• Leadership and staff.	• Ongoing.	Not Commenced ☐ Progressing ☐ Achieved ☐
• Sacramental Programs: Strengthen partnerships with local parishes to ensure consistent engagement and preparation for sacraments.	• Sacramental Programs will remain Parish based as per Archdiocesan guidelines. • Staff will participate in sacramental program Preparation.	• High participation rates of Catholic families.	• Leadership, staff and parents.	• Ongoing	Not Commenced ☐ Progressing ☐ Achieved ☐

EDUCATION

Key Improvement Goals - drawn from Strategic Intents *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Success Indicators *How will we know we have been successful? What process and outcome data will we measure?*	Responsibility *Who is the staff member who will lead the strategy?*	Timeline *Timeframe within which the key improvement goal will be achieved*	Progress *How are you tracking? Not commenced, Progressing, Achieved*
• Cultivate Student Agency: fostering a learning environment where students are empowered to take ownership of their education, make informed choices, and actively engage in their personal growth. We encourage each learner to develop independence, self-regulation, and resilience, equipping them with the skills needed for lifelong learning and responsible citizenship. NQS 1.1.2 Child-centred Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Children's current knowledge, culture and interests form the foundation of the program. • All About Me Questionnaires sent to parents to learn more about child and family. • Inquiry model implemented incorporating children's questioning. • 2025 Kindy STEM Project Inquiry and integration of Science / HaSS and learning areas. Behaviour Curriculum: • Restorative Practice • Programs (Highway Hero's etc.) PD • Collaboration of rules on class and school	Demonstrated incorporation of inquiry-based learning approaches into HaSS units, with students engaging in research, critical thinking, and problem-solving activities. Regular feedback from students and teachers Coordination of appropriate rules uniting families and staff	All staff Kindy Teachers	Aim for 2026 Termly 2025 March 2025	Not Commenced ☐ Progressing ☐ Achieved ☐

1.2.3 Child directed learning Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Students actively contribute to the creation of classroom and school rules, showing ownership and understanding of the expectations. ICT contract yearly (Parents and Student)	Restorative practices are consistently used in resolving conflicts, with a clear process in place for students to take responsibility and repair harm. Digital citizenship	Christine Pittman or other Leadership trained in these programs			
• **Academic Excellence:** Continue to build on strong academic performance, with targeted interventions for students. • **The Arts** are central to fostering a holistic education. We will prioritise the growth of the Performing Arts program, ensuring students are exposed to a broader array of creative opportunities. NQS **1.1.1 Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.** 1.2.1 Intentional teaching Educators are deliberate, purposeful, and thoughtful in their decisions and actions. 4.2.1 Professional collaboration Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills	Differentiation Data informed Assessments Pre-Post Support and Extension Provide through extra-curricular activities Arts Night – music, dance and art showcase processes Performing Arts	Student engagement Achievement data tracking Teacher's reflections and collaboration Instructional strategies Targeted interventions – tiered Challengers Evidence of growth Student participation in product and planning High quality performances Growth of clubs Reflections	All staff Support team	Termly – end of 2025 measure data and amend for 2026	**Not Commenced** **Progressing** **Achieved**	☐ ☐ ☐

COMMUNITY

Key Improvement Goals - drawn from Strategic Intents *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Success Indicators *How will we know we have been successful? What process and outcome data will we measure?*	Responsibility *Who is the staff member who will lead the strategy?*	Timeline *Timeframe within which the key improvement goal will be achieved*	Progress *How are you tracking? Not commenced, Progressing, Achieved*
• Celebrating Diversity: Host cultural and community events that celebrate diversity, inclusion, and the unique gifts of each student and family within the school. NQS 6.1.2 The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.	• Organise school-wide events to celebrate significant Aboriginal cultural dates, such as NAIDOC Week, Sorry Day, or Aboriginal Language Week, with student performances, art displays, and guest speakers • Student councils, ministries, faction events • Peer appreciation award • Review of school assemblies to showcase student talents • Embedded in HaSS and Art curriculum	Social media posts of events Feedback from parents Increase in school events that showcase student diversity and talent. Programming and assessment	Leadership team – will coordinate with staff committee members. HaSS Specialist and classroom teachers	Dec 2025 Dec 2026	Not Commenced ☐ Progressing ☐ Achieved ☐
• Parent Engagement: Develop new communication platforms and regular engagement opportunities for parents to contribute to the school's vision and activities. • Develop leadership model and procedures for Year Two Leaders and Year Six Leaders. NQS 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions. 6.1.2 The service builds relationships and engages with its community.	• Host events: Parents/teacher meetings, Information evenings, Family fun nights, • Parent/student projects at school • Mentor – system across campus • Service projects • Coffee, Pizza and pancakes with the principal • Team building for students and staff	Enhanced family participation in events. Established mentor systems. Social media posts highlighting service projects	Leadership team – will coordinate with staff committee members.	Dec 2025	Not Commenced ☐ Progressing ☐ Achieved ☐

STEWARDSHIP

Key Improvement Goals - drawn from Strategic Intents *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Success Indicators *How will we know we have been successful? What process and outcome data will we measure?*	Responsibility *Who is the staff member who will lead the strategy?*	Timeline *Timeframe within which the key improvement goal will be achieved*	Progress *How are you tracking? Not commenced, Progressing, Achieved*
• Execute the three-stage capital development plan for the Primary Campus, ensuring state-of-the-art learning facilities while prioritising eco-friendly and future-proof infrastructure. NQS 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their	Work closely with the CEWA Capital Development Team	Competition of the next stage of the Primary Campus build	Principal AP: Roman Popadynec	End of 2025- Dec 2026	Not Commenced ☐ Progressing ☐ Achieved ☐

purpose, including supporting the access of every child.						
• Through targeted marketing, a strong community presence, and showcasing the exceptional opportunities available at Mel Maria Catholic Primary School, we aim to attract and retain students	Allocate funds to boost media platforms promoting the school. Set time periods throughout the year to boost social media posts to encourage enrolments	Meta Data analysis to review number reach Increased enrolments	Principal - Paul to Advise School Accountant to allocate funds	Dec 2025	Not Commenced Progressing Achieved	☐ ☐ ☐

Ongoing Monitoring and Reflection

Record any key milestones that recognise attainment and/or changes in strategy

(This can include achievement of Improvement Goals, changes to Formation for Mission goals, modifications to Strategic Intents and/or any other important school improvement strategies)

Date	Progress, notes and key points

Ongoing Monitoring and Reflection

Record any key milestones that recognise attainment and/or changes in strategy

(This can include achievement of Improvement Goals, changes to Formation for Mission goals, modifications to Strategic Intents and/or any other important school improvement strategies)

Date	Progress, notes and key points