



CATHOLIC SCHOOL IMPROVEMENT PLAN

2025-2027

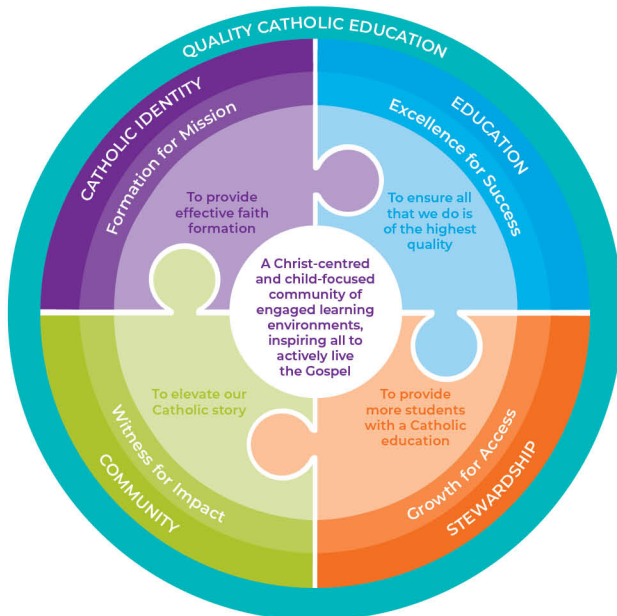
**Sacred Heart School
Mundaring**

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.



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.			
1. CATHOLIC IDENTITY			
We ensure that all Catholic schools and staff are equipped with the necessary skills, knowledge and resources to deliver a high quality Catholic education.			
2. EDUCATION			
We ensure that all Catholic schools and staff are equipped with the necessary skills, knowledge and resources to deliver a high quality Catholic education.			
3. COMMUNITY			
We ensure that all Catholic schools and staff are equipped with the necessary skills, knowledge and resources to deliver a high quality Catholic education.			
4. STEWARDSHIP			
We ensure that all Catholic schools and staff are equipped with the necessary skills, knowledge and resources to deliver a high quality Catholic education.			
REVIEW AND IMPROVEMENT			
We ensure that all Catholic schools and staff are equipped with the necessary skills, knowledge and resources to deliver a high quality Catholic education.			



Catholic School Improvement Plan Purpose

Strategic Intent

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 Intent 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 Intent 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 Intent 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

Sacred Heart School is centred in Jesus. We strive for educational excellence encompassing the spiritual, intellectual, social, physical, emotional, religious and creative development of our students.

We value the wonderful community spirit and pastoral care which permeates all aspects of our school life. Our parish priest, parishioners, staff, parents, guardians and students work collaboratively within this nurturing environment to maintain our Catholic practice and deliver a lifelong love of learning.

School Vision and Values

Sacred Heart School regularly celebrates our community life through shared Catholic experiences and social activities generated by parents, staff and students. Our nurturing environment at Sacred Heart School creates an open, honest and supportive atmosphere where we recognise and value the talents, gifts and needs of each individual.

We celebrate the uniqueness of our students providing a child centred approach which engages the learner through consistently enriched, higher-order thinking strategies where children want to learn, are able to succeed and reach their full potential. Continuous self-reflection, feedback and assessment is used to effectively monitor and review student progress, set individual targets and make regular adjustments to the learning and teaching programs which creates a genuine desire for excellence. Our staff at Sacred Heart School are encouraged to show initiative, investigate current trends and share ideas. This collaborative approach enhances co-ownership of the education of our students. Our staff are effective role models, acting professionally and respectfully through all facets of school life. We recognise the skills, talents and the interest areas of staff members in our school and provide opportunities and encouragement for these talents to be shared within the school community.

We embrace the Gospel message and Gospel values, affirm our parents as the primary educators of our children and work together as a community.

Our values are integral in all we do at Sacred Heart School. Children are recognised as they demonstrate the core values of:

- Compassion
- Courage
- Forgiveness
- Humility
- Respect for Human Dignity
- Service to Others

Principal Statement

An opportunity for the principal to introduce the Strategic Intent and Formation for Mission Goals that outline the 3-year school improvement agenda.

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
Improvement Goal: A renewal of Faith Story Witness Deeper connection to the story of Sacred Heart and its history	A renewal of faith, story, and witness for staff and students connecting with the deeper history and story of Sacred Heart School and the Sisters of St Joseph.		Tony Fyfe (AP)s		N	☐	☐	☐
					P	☐	☐	☐
					A	☐	☐	☐
Leadership Formation	Career pathway meetings with staff discussing future leadership opportunities	2025-2027	Leadership team and middle leadership team	Staff members accepted into Emerging Leaders Program and Early Years Leadership program, development of middle leader team	N	☐	☐	☐
Improvement Goal: <i>Leading from within??</i>	Promotion of ECE leader				P	☐	☐	☐
Promotion of middle leader team, accelerating leadership pathways	Emerging leaders				A	☐	☐	☐
	EA Conferences							
Focus Area Two								
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
Improvement Goal: <i>(what do you hope to achieve?)</i> In collaboration with regional schools, staff will engage in annual high-quality staff faith and formation retreats that focus on authentic and meaningful faith formation.	Combined Staff Faith and Formation Retreat day: Mario Borg	2025	Mark	Positive feedback survey data	N	☐	☐	☐
					P	☐	☐	☐
					A	☐	☐	☐
Leadership Formation					N	☐	☐	☐
Improvement Goal: <i>(what do you hope to achieve?)</i>					P	☐	☐	☐
					A	☐	☐	☐

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

CATHOLIC IDENTITY						
Key Improvement Goals - drawn from Strategic Intents	Relevant Actions	Success Indicators	Responsibility	Timeline	Progress	
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>How will we know we have been successful? What process and outcome data will we measure?</i>	<i>Who is the staff member who will lead the strategy?</i>	<i>Timeframe within which the key improvement goal will be achieved</i>	<i>How are you tracking? Not commenced, Progressing, Achieved</i>	
At Sacred Heart School, we know who we are, where we have come from, and where we are going. We draw strength from our Catholic faith and live as witnesses to the Gospel of Jesus. <i>1.1 Catholic Identity is the lived expression of our Vision and Mission We commit to:</i> <i>a. the Catholic Church’s objectives for Catholic schools.</i> <i>b. the integration of faith, life and culture.</i> d. providing abundant and meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community. <i>f.</i> displaying meaningful and distinctly Catholic icons and symbols which are visible in both internal and external environments.	A renewal of faith, story, and witness for staff and students connecting with the deeper history and story of Sacred Heart School and the Sisters of St Joseph. Development and greater recognition of Faction Feast Days and Sacred Heart Feast Day; special significant days that increase student knowledge of the Saints associated with their factions. Creation of visual banners/shields showcasing the Gospel values of Sacred Heart School, continuation of values cards. Engagement in local artist Madelaine Clear and the Sisters of St Joseph of the Sacred Heart/Apparition to visit and provide insight. In collaboration with regional schools, staff will engage in annual high-quality staff faith and formation retreats that focus on authentic and meaningful faith formation.	Annual Staff Feedback Survey showing greater understanding and engagement with Parish community and the faith story of Sacred Heart School. Display of Gospel values banners/shields in undercover area Faith, Story, and Witness program used in induction of new staff. Staff Faith and Formation Retreat post-survey feedback	Whole staff Leadership Team Student Christian Ministry body Madeline Clear, Kathryn Buller, Juliette Alcock	2025-2027	Not Commenced	☐
					Progressing	☐
					Achieved	☐
At Sacred Heart School, we reflect on how our students engage in the Religious Education Curriculum and seek to improve the knowledge and application of faith experiences of our community. <i>2.2 Religious Education We commit to provide every student with high quality Religious Education. This requires active promotion and appropriate resourcing of Religious Education as the first learning area in every Catholic school, implementing the program promulgated by the Diocesan Bishop.</i>	Yearly whole-staff review of Religious Education Assessment data Engagement with CEWA Faith and Formation team providing Professional Development centered around updated Religious Education Curriculum. Termly review of Religious Education programs ensuring appropriate content is applied. Installation of Year 3,4, and 6 Class Retreats prior to each Sacraments allowing for greater exposure and understanding of Sacraments.	Consistent or increase of performance in the Religious Education assessment. Accurate delivery of CEWA-approved Religious Education Programs. Greater staff capacity to engage in faith formation experiences.	Leadership team and staff CEWA RE team Fr Stephen 247 Ministries	2025-2027	Not Commenced	☐
					Progressing	☐
					Achieved	☐
EDUCATION						
Key Improvement Goals - drawn from Strategic Intents	Relevant Actions	Success Indicators	Responsibility	Timeline	Progress	
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>How will we know we have been successful? What process and outcome data will we measure?</i>	<i>Who is the staff member who will lead the strategy?</i>	<i>Timeframe within which the key improvement goal will be achieved</i>	<i>How are you tracking? Not commenced, Progressing, Achieved</i>	
At Sacred Heart School, we are informed by relevant and impactful data that drives student learning and frames student-centered learning experiences that are targeted and measurable. We regularly review and analyse data sources aiming to constantly improve education outcomes for students. 2.3 Catholic Vision for Learning d utilise a wide instructional range that reflects contemporary pedagogies that engage, challenge and	Audit and collation of all school data sources determining use and impact on student learning. Further Staff Professional Development on school data platforms, analysis of NAPLAN/OARS data trends, and graphical display of individual student tracking data. Development of clusters and cluster leaders providing opportunities for staff to provide insight into student progress.	Staff familiar and confident with Learning Insights, Student Learning Journey and OARS platforms Increase in teacher capability in analysing and using data to improve student outcomes Accelerated individual student	Leadership team and curriculum leader	2025-2027	Not Commenced	☐
					Progressing	☐
					Achieved	☐

progress student learning; and e ensures all aspects of the learning environment scaffold and accelerate each student’s learning.	Development of 3-year ICT school growth plan incorporating new devices, professional development, staff showcases, and development of a school ICT leader. Attendance of Education Assistant’s at EA conferences each year.	data growth Competent and visible use of meaningful technology in lesson				
At Sacred Heart School, we strive to embody John Hattie’s, ‘Collective Teacher Efficacy’. We operate as a unified body, aiming to be aligned in practices, pedagogies and processes for greater impact and wellbeing of all. <i>2.3 Catholic Vision for Learning</i> <i>a. foster Christ-like healthy and respectful relationships between students and staff members, enabling all to learn and grow in the image of God.</i> <i>b encourages and facilitate student engagement;</i>	Engagement in CEWA ECE team to create a Vision for ECE Learning document outlining best-practices, pedagogies and procedures in the ECE space. ECE Road Trips each semester to nearby schools based on CEWA’s 5 teacher practices and aligned with ECE vision for learning. Development of ECE Leader enacting goals set out in the ECE Vision for learning Analysis of whole-school PLD spelling data through cluster networks Implementation of 360-degree individualised teacher improvement plan	Development of Sacred Heart School ECE Vision document Completed NQS reflection tool Regular cluster meetings	Leadership team and ECE leader Whole staff Education Assistants	2025-2027	Not Commenced	☐
					Progressing	☐
					Achieved	☐

COMMUNITY						
Key Improvement Goals - drawn from Strategic Intents	Relevant Actions	Success Indicators	Responsibility	Timeline	Progress	
Performance & development goal to be achieved (stated simply).	What actions will we take to achieve the goal?	How will we know we have been successful? What process and outcome data will we measure?	Who is the staff member who will lead the strategy?	Timeframe within which the key improvement goal will be achieved	How are you tracking? Not commenced, Progressing, Achieved	
At Sacred Heart School, we are not an island. We collaborate with local community organisations and other CEWA schools to enhance the collective contributions of others for the betterment of our students.	To improve teacher efficacy in creating valid and timely assessments, analysing and evaluating student work samples, understanding and applying SCSA's Judging Standards, and moderating between similar peers to make education decisions, Sacred Heart School will seek to collaborate with nearby schools and their staff to utilize our collective power. This will involve combined workshops, combined Professional Development, school visits, and engagement in shared practices.	Regular workshops with regional schools drawing on the collaborative model established in 2025.	Jacki Tucker and Ryan Powel (SSC)	2025-2027	Not Commenced	☐
		Greater staff confidence in generating quality assessments and accurate analysis and reporting, clear use of SCSA Judging standards.	Michelle P and Wendy Manners (CEWA ECE team)		Progressing	☐
			Chanelle, Louise, Marsha and?? (SHS ECE Team)		Achieved	☐
			SHS Leadership team			
	To develop common Early Childhood Education philosophies, practices and pedagogies, Sacred Heart School staff will be provided with experiences, opportunities and professional development to enhance and unite their understanding of this area. This will include workshops with CEWA's Early Childhood Team, exposure to high-performing and evidence-based practices through ECE road trips, promotion of staff to ECE leadership positions, attendance at ECE conferences and courses, and the creation of ECE Vision for Learning where ECE staff have a clear and present voice in the direction of the area.	Creation of ECE Vision for Learning Document				
		Feedback and classroom-based implementation of learning.				
		Clear acknowledgment of ECE voice in all decisions				
		Refurbishment of ECE Classrooms				
		Wellbeing audit produces actionable steps aimed at improving staff wellbeing.				
At Sacred Heart School, we are a multicultural community that draws on the strengths of our diversity and uniqueness. We celebrate and honour First Nations people and draw on the strengths of the many cultures within our community.	At Sacred Heart School, all staff will complete a self-reflection exercise based on AITSL's Professional Standards focusing on standards 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-indigenous Australians)	AITSL Self-reflection tool completed and used in annual teacher performance reviews.	Sharna Palmer	2025-2027	Not Commenced	☐
			All staff		Progressing	☐
		All staff completed Cultural Competency Matrix	Tony Fyfe		Achieved	☐
		PD with Sharna Palmer	Leadership team			
	All staff commence CEWA's Cultural Competency Matrix Journey and attend Professional Development led by Sharna Palmer (CEWA Aboriginal Consultant) to ensure all voices	Local student excursions				
	Initially through Faith, Story and Witness and HASS, and then through our broader student body, we will explore connections with local Aboriginal history seeking to incorporate cultural experiences for students promoting empathy and understanding.					
	As a community, we will recognize and celebrate Harmony Week in a more visual way, acknowledging the strengths of diversity and multiculturalism of our community in a positive and visible way.	Harmony Week Celebrations				
		</				

Stewardship						
Key Improvement Goals - drawn from Strategic Intents	Relevant Actions	Success Indicators	Responsibility	Timeline	Progress	
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>How will we know we have been successful? What process and outcome data will we measure?</i>	<i>Who is the staff member who will lead the strategy?</i>	<i>Timeframe within which the key improvement goal will be achieved</i>	<i>How are you tracking? Not commenced, Progressing, Achieved</i>	
At Sacred Heart School, we offer a wide range of interactive and engaging environments for students in all year levels to play and learn. We incorporate authentic student voice and seek to develop student responsibility and pride in Sacred Heart School 4. 2 Natural Environment We commit to fulfilling and promoting Christian responsibility for care of the Earth as our common home.	Refurbishment of ECE Classrooms into modern, interactive, and engaging places of learning Development playground spaces: Bike track, mud kitchen, Senior nature play, water fountains Development of whole-school recycling centre with Laudato Si focus	Student voice evident through projects Play spaces are inviting, engaging and interactive	Students P&F Committee Leadership team	2026-2027	Not Commenced	☐
					Progressing	☐
					Achieved	☐
At Sacred Heart School, we strive to be accessible and affordable to families of all socio-economic backgrounds catering 4.3 Finance, Infrastructure and Compliance We ensure that all Catholic schools and offices: a are appropriately resourced, financially sustainable, accessible and affordable, especially for the marginalised and disadvantaged;	Collaborate with CEWA marketing team to create 26/27 marketing strategy document Employment of Catholic graduate staff where possible Continuation of building of relationships with feeder high schools, Where possible, keeping school fees accessible providing point of difference compared to local fee-paying schools	Maintain or increase enrolment numbers Greater recognition an involvement in local community events and organisations (Darlington Arts Festival, Yallambee Aged Car) SHS attendance at feeder high school musicals, year 4 experiences days, open nights Booklist savings for parents			Not Commenced	☐
					Progressing	☐
					Achieved	☐



(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)

[illegible]

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 Intent and/or any other important school improvement strategies)

[illegible]