



2025 School Improvement Plan

CESA Vision

"We create an educational environment which matters to students and their families, and which resonates culturally and deeply for them."

In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God, which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures, celebrated in the sacraments, and lived by all people of good will."

Balanced School Card – Identity

Goals What are we trying to achieve?	Strategies What actions will we take to achieve our goals and targets?	Responsibility Who will lead this?	Resources	Success indicators / Evidence How will we know we have been successful? What data will we need to measure achievement of our goals?
Being Church together – foster school-parish connections	<p>CNWC Combine Mass</p> <p>Principal and APRIM on PPC and Leadership Team (Adriana, Marissa and Lee) attend Mass at Our Lady Queen of Peace Mass Centre and are Special Ministers</p> <p>Three Mass/Liturgy celebrations per term – Whole School celebrations run a class (rostered)</p> <p>School supported Parish Sacramental program. Working in partnership with Mount Carmel College</p> <p>Leadership attendance at Parish events</p> <p>Staff attendance at the celebration of the Sacraments</p> <p>Once a year dinner with Leadership Team and Priests</p>	Principal / APRIM/APLET		<p>Attendance at CNWC Mass</p> <p>Families invited to school Masses/Liturgies</p> <p>Feedback from Sacramental Program</p> <p>Attendance at Diocesan Regional Gatherings</p>

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Deepening of the communities understanding our Mercy Charism	Living the Jubilee Year theme – Pilgrims of Hope	Principal/APRIM/APLET	Catholic Church	Introduction at beginning of school year
	Unpacking of theme with staff		Allocation of time in Week 0	CNWC Combine Mass celebration
	Leadership Team to build stronger relationships with Mercy Australia and other Mercy Schools in South Australia		Connection with Mercy Australia	Staff Spirituality Day
	Visual displays in the classrooms of Mercy Values with student centred definitions		Staff Meeting time	Facebook/Newsletter
	Unpacking Mercy values in the ‘Good Beginnings’ program		Student Free Day/Staff Retreat	Parish Newsletter Prayer focus/tables
	Teachers have access to target lessons through the year for pastoral care/buddy lessons to strengthen their understanding and living of the Mercy values		Timetable – allocated time for Buddy Class	

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Provide excellent religious education teaching and learning	APRIM to continue to work with Class teams to develop units of work and assessment rubrics for Religious Education.	APRIM	Staff meeting time	Professional learning sessions have taken place
	Staff enrolment of Graduate Certificate in Religious Education		Class Meetings with APRIM	Teachers assessing RE using performance standards
	Staff meeting focus in RE each term		Offsite event costs	Staff PD – New Crossways (CPF)
	Annual staff spirituality day		CPF costs	Graduate Certificate studies
	Introduction of Godly Play in the Early Years	APRIM/Classroom Teacher	Staff Professional Learning	APRIM support for new teachers in RE curriculum understanding and planning
			Staff release	Godly Play being used in Early Years Classrooms

Balanced Score Card – Learning and Wellbeing

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Build strong practices in Teaching and Learning	Introduction of Playberry Laser for Years 3-6	Principal	Engage with Playberry/Laser	Whole school agreed practices in literacy and numeracy published
	Professional Learning and support in InitialLit (R-2) and Playberry Laser (Years 3-6)	APRIM AP-LET	Staff professional Learning Week 0	Whole school agreed standardised testing Standardised test results/student data
	All new and untrained staff to undergo professional learning in InitialLit and “Seven Steps Writing.”	Key Teacher – Inclusive Education Key Teacher – Data	Release for staff to access Professional Learning – Seven Steps	Co-construction of success criteria and assessment rubrics Evidence of Bump it Up walls
	<ul style="list-style-type: none"> All staff working with Rosa Angelino on Teaching and Learning improvement Curriculum mapping Creation of Summative assessment pieces Unit Planning Understanding Performance standards 	QPT	Release time to work with Playberry Laser each term	Use of data Professional Learning Data Wall
	Bump it up walls – See Support Plan		Release time for staff to work with Rosa and Leadership Team	Curriculum maps Student improvement that are receiving Tier 2 and Tier 3 Intervention Staff Handbook created and current

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	<p>Appoint AP – Learning, Engagement and Teaching – increase of 3 days to 4 days. Increasing the portfolio to include Data and Intervention – Tier 3</p> <p>Appoint Key Teacher in Inclusive Education/EALD and PBIS/SEQTA – 1 day release per fortnight – see PID</p> <p>Utilise staff trained in LEAP levelling</p> <p>Refining agreed practices literacy and numeracy with staff</p> <p>Refining assessment schedule across the school</p> <p>Developing a Teaching and Learning handbook</p> <p>Review of current Literacy Intervention with the implementation of Tier 3 intervention on Literacy</p> <p>Numeracy Intervention – Bond Blocks</p>		<p>Dedicated time from APs to provide Tier 3 Intervention</p> <p>Release time for Key Teachers</p>	

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Provide opportunities to engage students in other learning opportunities	<p>Strengthen in new Specialist area as well as well establish specialist areas</p> <p>Participation in SACPSSA carnivals, sports day, Sporting Schools clinics, after school sports program</p> <p>Performing Arts opportunities for children – Catholic Schools Music Festival, School Carols Night, instrumental music program and concert</p> <p>Participation in Wakakirri – story dance festival</p> <p>School involvement in Makers Empire – Kids in Space Project</p> <p>Participation in Charles Sturt Council Initiatives – SALA program, NAIDOC week, Science Week</p>	Specialist teachers	Admin time – PE teacher and Music teacher	<p>Student participation in extra curricula activities</p> <p>Student participation in competitions</p> <p>School/system/community events</p> <p>Makers Empire participation</p> <p>SALA Art Exhibition participation</p> <p>Use of digital technologies equipment</p>

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Development of student agency	<p>Continue Clarity professional learning – Bump it up walls (Term 2)</p> <p>Explicit teaching and learning about the Key Capabilities in the Good Beginnings program</p> <p>Whole School focus on Key Capabilities through Good beginnings program ready for Term 3 – 3 Way Conversations</p> <p>The introduction of Lunchtime clubs based upon student voice</p> <ul style="list-style-type: none"> • Chess club • Book making club • Art club • Environment club • Indoor activities – Just Dance and Indoor soccer 	<p>Leadership Team, Specialist Teachers</p> <p>Leadership team</p> <p>Class teachers</p> <p>Wellbeing Leader</p> <p>QPT</p>	<p>Release time for staff</p> <p>Lesson plans created</p> <p>APs to work with staff on Key Capabilities</p> <p>Yard duty roster</p>	<p>Student goal setting</p> <p>Explicit learning intentions</p> <p>Bump it up Walls</p> <p>Co-construction of success criteria</p> <p>Student led learning conversations</p> <p>Walk and talks</p> <p>Feedback from students</p> <p>Pulse Surveys</p> <p>LLL Survey</p>

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Enhancement of student wellbeing	School involvement is PBIS – key team established	Principal		Pulse data
		APRIM		Notes on SEQTA
	Proactive use of Wellbeing Leader inclusion the establishment of a consistent space	APLET		QPT – focus on wellbeing data
		Wellbeing Leader		Wellbeing Leaders
	Staff Professional Learning in Restorative Practices	QPT		LLL Survey
	Review of play space and yard duty roster			
	Investigation of Open Parachute – wellbeing program			
	Wellbeing leader to mentor a Social Work student to support their learning journey but also develop social skill groups			

Balanced Score Card – Resourcing

Goals What are we trying to achieve?	Strategies What actions will we take to achieve our goals and targets?	Responsibility Who will lead this?	Resources	Success indicators / Evidence How will we know we have been successful? What data will we need to measure achievement of our goals?
School redevelopment	Continue working with CESA Develop and Finance Team	Principal, AP's and Finance Officer	CESA Building team	Approvals from CESA
	Continue working with School Board	Redevelopment Committee	CESA Finance team	Completion of Stage X
	Regular meetings with School Finance Officer	GGA		
	Stage X of Master Plan <ul style="list-style-type: none"> • Upgrading of toilets in Hall • OSHC Room related • Sport Shed/Storage moved • New OSHC Space 	CESA Building CESA Finance		

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Enhancement of staff wellbeing	<p>Staff meeting focus – Wellbeing presentation</p> <p>Meet with staff each semester – meet with new staff each term</p> <p>Performance and Development Cycle established – AITSL Standards</p> <p>Celebrations at staff meetings</p> <p>Individual feedback</p> <p>Consultation processes/discussions</p> <p>Staff spirituality day</p> <p>Pastoral Care of Staff – flowers, etc</p>	<p>Leadership Team</p> <p>Social Committee</p>	Presenter costs	<p>LLL Survey</p> <p>Reduction in staff absenteeism</p> <p>Staff attendance at celebrations</p>

Balanced Score Card – Community

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Build collaborative relationships with families to support student learning, safety, and wellbeing	<p>Communication platforms</p> <p>Review purpose of school newsletter – medium, timing, etc.</p> <p>Share work of School Board</p> <p>Parent Information Nights – literacy/mathematics</p> <p>Parent Information Night – Restorative Practices</p> <p>Learning Expo</p> <p>P&F</p> <p>Sports Assembly</p> <p>School event invitations – masses, liturgies, assemblies, sport carnivals, etc</p> <p>Volunteering opportunities, sports day, carnival support, classroom activities, school barbecues</p>	Leadership team		<p>Facebook posts</p> <p>Newsletter articles</p> <p>Afterschool sports competitions</p> <p>P&F Events- Mother's Day Stall and Morning Tea, Father's Day Breakfast and stall. Book Week</p> <p>Seesaw posts and engagement</p> <p>Attendance at information nights and learning expos</p> <p>Response on Facebook</p>