



NOTRE DAME

CATHOLIC PRIMARY SCHOOL

Notre Dame Catholic Primary School

Cloverdale

CATHOLIC SCHOOL IMPROVEMENT PLAN

2025

CEWA'S VISION

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

The Notre Dame mission declares our core purpose as a school. As a Catholic primary school Founded on Faith we are guided by the example of Our Lady and our founders, the Sisters of Mercy and the Presentation Sisters. We are committed to being known as a welcoming faith community based on Gospel values. In partnership with parents, we strive to develop life-long learners with an optimistic faith who actively contribute to society.

OUR CORE VIRTUES

The way that we go about our business at Notre Dame is underpinned by six core virtues. We strive for:

- INTEGRITY and COURAGE – our personal challenge
- EXCELLENCE and INNOVATION - our learning challenge
- JUSTICE and COMPASSION – our interpersonal challenge



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 three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation 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 annually and 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.

STAFF Formation Planning 2024 - 2025

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
Staff Formation	Staff will continue to deepen our Charism Journey within the school. Linking the school virtues with the Charism journey.	Staff will continue to participate in activities which further strengthen our Charism journey. This will include PLC time at a cluster level to develop the information on the QR codes which are on the plaques in our Charism Journey to make it child friendly.	Ongoing	Leadership Team Presentation Sisters of WA Mercy Sisters of WA	Staff have developed a further understanding of Presentation and Mercy Charisms and the connection between these and our school virtues as part of their Faith Story and Witness.	Staff use their knowledge of the Charisms and School Virtues to engage students in these.
Staff Formation	Staff will be provided opportunities for faith formation.	The Leadership Team will explore options for staff to participate in a personal faith retreat. Leadership Team to attend NEAA Conference. 14-16 May in Melbourne	Term 2 – 4 July 2024	Leadership Team Lisa Harrison from CEWA	Staff feedback – staff evaluation after PDs	The Leadership team will continue to provide opportunities for faith formation to ensure RE accreditation is maintained.

Improvement Goals

School: Notre Dame Catholic Primary School

Year: 2025

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

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

ONGOING EVALUATION



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
STAFF RETREAT To provide staff with opportunities for catechesis and to develop their spiritual and religious capabilities and understandings.	Staff Retreat @ Personal Christian formation. The place of prayer and time to reflect. How does this relate to our Mission in the school?	Friday 4 July 2025	Retreat Centre (TBA) Lisa Harrison (CEWA RE Consultant) to lead the sessions.	Staff feedback post retreat.	Leadership Team

EDUCATION Catholic Schools of Excellence

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Continue to build and consolidate the capacity of staff to plan and implement strategies and learning programs that enable ongoing improvement in literacy with a focus on Talk for Writing.	<p>Ongoing implementation of a whole school Talk for Writing scope and sequence program.</p> <p>Staff to plan and implement programs each term.</p>	<p>Throughout 2025</p> <p>Programs to be implemented throughout the year.</p>	<p>Talk for Writing forum.</p> <p>Contact Nicole McCann (DSF) for additional support.</p>	Ongoing discussion of student achievement at dedicated PLC times and sharing of programs.	<p>Literacy committee to oversee moderation of writing samples pre and post units of work through the Brightpath assessment tool.</p> <p>Analysis of NAPLAN data at the end of 2025.</p> <p>Leadership Team</p>
Develop data literacy with staff within English and Maths.	<p>Staff to gather in cluster groups during PLCs to analyse relevant data and to report back findings, discuss and implement adjustments to planning and teaching.</p> <p>Examine Elastik to see if it offers additional resources to schools.</p>	<p>Ongoing throughout 2025.</p> <p>Term One 2025</p>	<p>Power BI Assessments</p> <p>Consult with Jacki Tucker – CEWA Consultant</p> <p>-On Entry Term 1 Data</p> <p>-Year One Literacy and Numeracy assessments</p> <p>-REA</p> <p>-PAT data</p> <p>-Naplan</p> <p>Elastik's consultant</p>	<p>Staff can confidently analyse the data and plan and implement programs according to students' needs.</p> <p>Does the tool suit our school's needs?</p>	<p>Leadership team</p> <p>Leadership Team</p>

<p>NQS Quality Area 3 (3.2.1) – Physical Environment.</p> <p>Inclusive environment Outdoor and indoor spaces are organized and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.</p>	<p>Early Years team to continue to work with Early Childhood teachers throughout the year to plan and implement inclusive environments.</p>	<p>Ongoing PLCs in 2025</p>	<p>CEWA Early Years Consultant- Michelle Pietracatella and NQS lead teachers.</p>	<p>Evidence of indoor/outdoor teaching and learning experiences.</p>	<p>Leadership to conduct ongoing conversations with Pre-Primary teachers and Early Years consultant.</p>
<p>ABORIGINAL EDUCATION Aboriginal history overlay to complement our Charism journey.</p>	<p>CEWA Aboriginal consultants to provide us with an Aboriginal perspective that ties in with our Mercy and Presentation Charism Walk.</p> <p>Liaise with the City of Belmont to determine an Aboriginal overlay to complement our Charism journey.</p>	<p>Term One 2025</p>	<p>CEWA Aboriginal consultant.</p> <p>Representative from the Belmont Hub.</p>	<p>Aboriginal perspective has become part of our Mercy and Presentation Pilgrimage journey.</p>	<p>Leadership Team</p>

COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Ongoing professional development in the Berry Street Education Model (BSEM) to all staff to equip and assist with practical, classroom-based strategies.</p> <ul style="list-style-type: none"> Learn and increase wellbeing Bolstering student – teacher relationships Instil strength-based practices across the school. <p>Ongoing implementation of the UR Strong program across the whole school. The program provides teachers with a friendship skills curriculum. It helps students establish and maintain healthy relationships, manage conflict with kindness, and increase their overall resilience.</p>	<p>For staff to attend PL sessions both webinar and face-to-face sessions. Dates for these sessions have been set for 2025.</p> <p>PLC sessions with CEWA Wellbeing Staff</p> <p>UR Strong was rolled out to all classes in 2024. Classroom teachers will complete the online training and continue to implement the program in 2025.</p> <p>Teachers to teach the lessons during Term 1</p> <ul style="list-style-type: none"> Monday morning announcements - to include the focus area of the week. Display posters highlighting the focus area. <p>Students to receive a UR Strong Ninja badge/certificate.</p>	<p>A 2-year PL program.</p> <p>Tuesday 5 March 2024 (completed) Friday 28 June 2024 (completed) Tuesday 4 February 2025 Monday 28 April 2025</p> <p>Monday 17 February Monday 31 March 3.20 – 5.00pm</p> <p>Start the lessons in Week 2 – 9 Term 1 Teachers use either the recorded sessions with Dana or present it themselves.</p> <p>Presented at Merit Assemblies.</p>	<p>Berry Street have a variety of resources available.</p> <p>CEWA staff to assist.</p> <p>The whole program is mapped out for teachers to follow. There are detailed plans for each lesson.</p> <p>CEWA staff to assist.</p> <p>Friendology 101 Lessons (See website)</p>	<p>Staff will feel more supported when working with children who display inappropriate behaviours and will be equipped with skills and strategies to assist with helping these behaviours to change.</p> <p>There will be noticeable change in students' behaviours.</p> <p>Commonality of staff expectations and understandings when assisting with student behaviours.</p> <p>Students will complete a survey at the beginning of the program and will do a further survey once the topics have been taught.</p> <p>All classes have completed lessons in Term One.</p> <p>Students will be using the URSTRONG language.</p>	<p>Time will be set aside at PLCs for staff to share experiences that have been working from the Berry Street Model.</p> <p>Time will be set aside at PLCs for staff to share what strategies they have been using with students and how the children respond.</p> <p>Bro. Stephen and leadership team will monitor the program.</p> <p>Time will be set aside at PLCs for staff to discuss students' responses.</p>

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Future action for School Priorities <ul style="list-style-type: none"> - Kindy Playground - Bifold doors in Kindy - Year 2 Furniture upgrade 	Consult with CEWA School Support Accountants for approval- Wendy Tomic and Michelle Hon. Advisory Council and Parents' & Friends' to meet to discuss School Priorities for 2024-2026.	Three years (2024-2026)	Financial	Projects completed and facilities upgraded.	Leadership team



School Improvement Review and Progress Milestones

Date	Progress, notes and key points
	CATHOLIC IDENTITY
2022 and 2023	Staff and students have developed age-appropriate stories embedded into the QR codes of the Mercy and Presentation Charism Journey.
2024	Completion of the School Virtues in the Mother Mary Piazza
2024	Staff completed prayer PD
	EDUCATION
2022	Ongoing PL sessions with Literacy committee and introduction of Brightpath Next Steps materials.
2022	Develop a consistent and systematic approach to delivering effective reading instruction that explicitly teaches all elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). This will continue to be a focus after our PD on the Science of Reading.
Ongoing	NQS- Identify further need for PL in inquiry learning. Have liaised with Wendy Manners to collaborate with Pre-Primary staff in 2023.
Ongoing	Connections to the local community-Belmont Hub and about the area's unique Aboriginal history and places of significance.
Ongoing	Develop an understanding of Aboriginal and Torres Strait Islander histories and cultures through exploring the three key concepts of Country/Place, Culture and People through the 'Our Land Our Story' resource.
2024	Whole school Talk for Writing program implemented.
2024	NQS- Quality Area 1 – Educational Program and Practice- evidence of quality inquiry learning experience in planning for teaching and learning.
	COMMUNITY
Ongoing	The Wellbeing Committee will continue to plan activities to foster good Mental Health and Wellbeing for both staff and students. This will be an ongoing initiative.
Ongoing	Continue to monitor and develop the Wellbeing Program.
2023	Explore employment of a School Social Worker for one day a week- Ellen Phelan has been appointed to the role (0.2).
Ongoing	Enhance the role of the School Chaplain- School Chaplain to continue with school-based programs such as Drumbeat and Seasons for Growth.
January 2023	To gain an understanding of the Strategic Wellbeing Framework and how it can be applied within our school.
2024/2025	First year professional development of the Berry Street Education Model (BSEM) to all staff to equip and assist with practical, classroom-based strategies.

2024 ongoing	Whole school UR Strong program implemented.
2023/2024	STEWARDSHIP Plan has been developed and procedures are in place to build the play equipment. School will continue to purchase products for our school that are Fairtrade accredited.
2023/2024	The following school priorities have been achieved- Nature Playground, Library shelving, Virtues signage, oval/turf upgrade, Year 6 furniture upgrade and music room cupboards.