



CATHOLIC SCHOOL IMPROVEMENT PLAN

2026

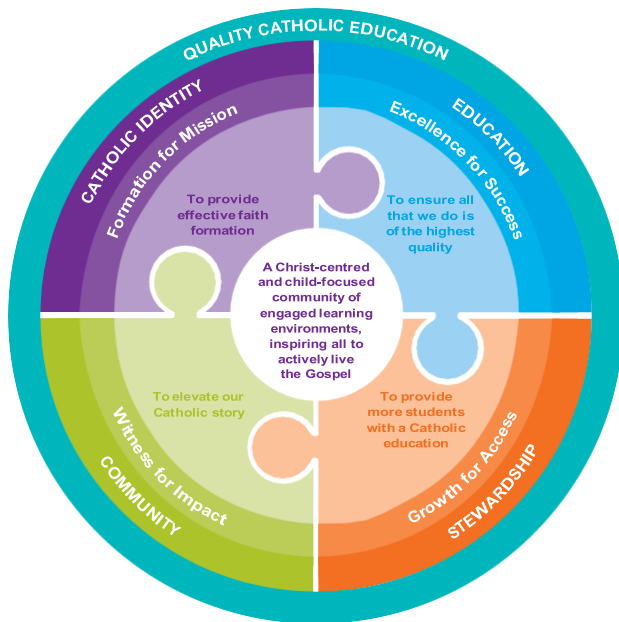
**St Francis of Assisi Catholic Primary School
BUTLER, WA**

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.

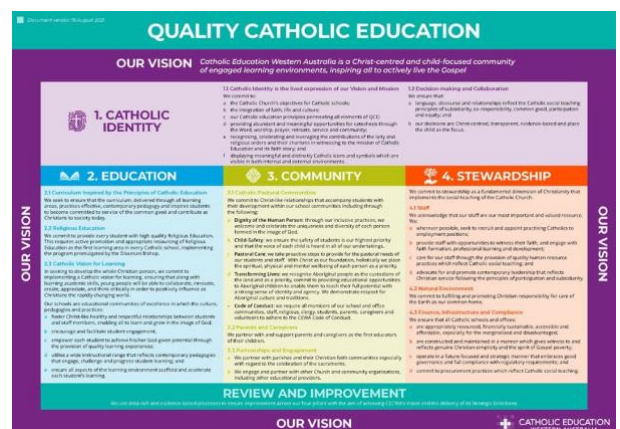
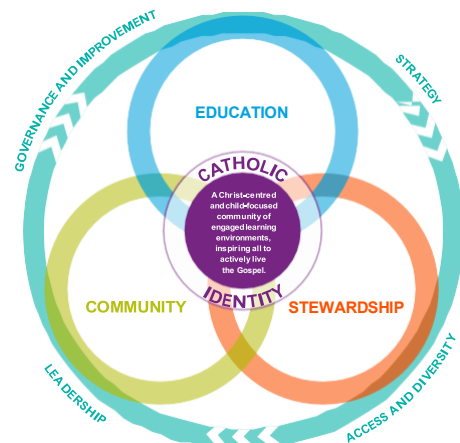
Growth for Access

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 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

St Francis of Assisi Catholic Primary School aspires to be a community where everyone is respected as a uniquely gifted creation of God, and where all are encouraged to grow in faith, love, knowledge and service to others in the light of the Gospels.

School Vision and Values

Vision for Learning

We utilise evidence-based practices that employ a range of instructional strategies tailored to the diverse needs of our students. We are agile in responding to the individual and collective learning styles. We provide a learning environment where students feel they can inquire and solve real-world problems using creativity and innovation. We aspire to create independent and collaborative learners who think in a logical and reflective manner. We strive to develop optimistic and self-motivated learners, who are resilient and adaptive to change. They have confidence in themselves and display honesty, responsibility, and are respectful of others and the environment

Values

Respect - we value respect and commit to offering it to each other through our words and actions. At all times, we reach out to each other with courtesy and acceptance of individual differences.

Honesty - we value honesty by being truthful to self and others in what we say and do. We say what we mean, we mean what we say and are not mean in how we say it.

Responsibility - we value the ability to make our own decisions guided by our conscience. We must think about how our choices



Principal Statement

Welcome to St Francis of Assisi Catholic Primary School in the northern suburb of Butler, Perth. A vibrant and dynamic school community, we are dedicated to the mission of a Catholic education through a Christ-centred model. Our school motto, 'Be Faithful', reflects our commitment to be faithful to the Gospel teachings of Christ, and to support and nurture our children to reach their full potential spiritually, socially, emotionally and academically.

With a committed staff of professional educators, whose passion for learning is extended to our children, we provide a safe and supportive environment in which to challenge our children to grow and succeed. In partnership with our parent and parish community, we aim to develop flourishing faith-filled, lifelong learners.

Through a contemporary educational lens founded in data-driven best practice, St Francis of Assisi Catholic provides a high-quality education for all children. We are an inclusive community that models the values of Christ by inviting and welcoming all cultures and backgrounds.

At St Francis of Assisi Catholic, our values of Respect, Responsibility and Honesty are at the forefront of our education and care of the children, and by choosing St Francis of Assisi Catholic Primary School, we believe you will enjoy a rewarding and enriching educational experience.

We look forward to welcoming you into our wonderful school community.

Best Wishes
Jason Baker



CATHOLIC IDENTITY Formation for Mission

STRATEGIC INTENTS	KEY IMPROVEMENT GOALS	QCE LINKS
To provide effective faith formation for all staff regardless of their faith journey.	Further build staff engagement with more personal opportunities to continue their faith journey.	
To build parish and school connection.	Strengthen collaboration with our Catholic Church to enhance the preparation and celebration of sacraments, fostering a deeper connection between students and their Catholic faith	

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
To develop high quality Catholic School educators through reflective practice and collaboration.	Continue to develop teacher confidence and practice in the proficiency strands of numeracy.	
Improve student outcomes through effective data analysis and interpretation.	Embed use of data to improve student learning and teacher practice	

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 build a culturally competent and inclusive community where all children feel safe, welcomed, cared for, included and happy.	Enhance educational opportunities for Aboriginal and other culturally diverse students by integrating culturally responsive practices and supporting identity and agency.	
To develop children who can emotionally regulate in order to engage and succeed in their learning.	Implementing a consistent whole school student approach to emotional regulation.	

[illegible]

STEWARDSHIP Growth for Access

STRATEGIC INTENTS	KEY IMPROVEMENT GOALS	QCE LINKS
To provide opportunities for Catholic school staff to develop into quality school and system leaders.	Continue to build leadership capacity in staff to drive school improvement strategies.	
To embed a focus on valuing the individual student to allow them to flourish.	Further enhance and integrate student voice and agency into school-wide practices	

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

Focus Area One								
What you want to improve		Staff efficacy in faith formation at school						
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> Staff to be active witnesses to their faith.	Attendance at Sacramental celebrations. Participation in Coffee with Christ - via attendance or leading. Month of October - once per week, staff lead rosary.	2026	Leadership Team Catholic Identity Team Staff	Increased attendance and participation at CwC (50% of 12 attended)	N	☐	☐	☐
					P	☐	☐	☐
					A	☐	☐	☐
Leadership Formation	Leadership team to attend the National Catholic Education Conference	August 2025	Jason, Geoff, Sarah	Bring back to staff the takeaways at staff meeting.	N	☐	☐	☐
P					☐	☐	☐	
A					☐	☐	☐	
Improvement Goal: <i>(what do you hope to achieve?)</i> Cohesiveness of new leadership team in leading a faith community.								

N= Not Commenced P = Progressing A = Achieved

Focus Area Two											
What you want to improve		Staff connection to social justice endeavours in the local or wider community									
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> Staff to voluntarily participate in service to their community.	Provide one opportunity to volunteer at a local organisation for service to the community.	2026	All staff Leadership Team Catholic Identity Team	Repeated volunteering or service at community organisation ie. Wheelchairs for Kids	N	☐	☐	☐			
					P	☐	☐	☐			
					A	☐	☐	☐			
Leadership Formation	Participate in the Leaders and Parish Priest Network for 2026 as part of the North Coastal Region.	2026	Leadership Team North Coastal CPPA Principals Parish Priest Network	Positive feedback and collaboration with Parish Priests	N	☐	☐	☐			
Improvement Goal: <i>(what do you hope to achieve?)</i> Build leadership relationship with Parish Priests and wider Catholic community,					P	☐	☐	☐			
					A	☐	☐	☐			

Staff Formation Planning (continued)

FOCUS AREA THREE								
What you want to improve		Staff professional learning in faith and knowledge.						
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> Staff to develop a stronger connection to their faith and knowledge.	Provide 6 hours of professional learning on faith and knowledge from the Catholic Institute.	Semester Two 2026	Leadership Team	Staff engage with faith and knowledge content of PL.	N	☐	☐	☐
					P	☐	☐	☐
					A	☐	☐	☐
Leadership Formation	Engage Catholic Institute for Borromeo's Way Modules as a leadership team	2027	Catholic Institute Leadership team	Sharing with staff learnings from Borromeo's Way.	N	☐	☐	☐
P					☐	☐	☐	
A					☐	☐	☐	
Improvement Goal: <i>(what do you hope to achieve?)</i> Enhance Catholic Faith knowledge of leadership team								

N= Not Commenced P = Progressing A = Achieved

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>
Further build staff engagement with more personal opportunities to continue their faith journey.	Maintain Coffee With Christ with year level blocks leading staff in faith experiences termly. 3/term Faith opportunities to be shared with children through use of the prayer garden termly for each year group Engage staff with opportunities to build faith through service activities Building community engagement with prayerful spaces though building teacher leadership capacity (rosary)	Staff attendance Staff Professional Growth Plan Goals Service learning for staff and shared experience	Catholic Identity Team & AP's Parish Priest - Father Darek/Marian John Haydon	Term 3, 2026	Not Commenced Progressing Achieved
Strengthen collaboration with our Catholic Church to enhance the preparation and celebration of sacraments, fostering a deeper connection between students and their Catholic faith	Maintain regular meetings with the APRE, Parish Priest Working with the RE consultant and CEWA Catechist team, provide professional development of staff teaching in sacramental years either online or in person Continue to support the delivery of sacramental workshops with more interactive parent engagement Introduce a new parent information leader for 2026 for sacramental workshops (Mario Borg)	Achieve an increase in student and family participation in sacramental preparation programs related celebrations Demonstrating enhanced collaboration and effective integration of sacramental program.	APRE Classroom Teachers - Year 3,4,6	End of 2026	Not Commenced Progressing Achieved

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	How are you tracking?
Continue to develop shared best practices and use of data to improve numeracy teaching and learning.	Launch, Explore, Summarise model embedded (weekly) Review of Numeracy data and goal setting (Westwood, PAT, NAPLAN, Elastik) Implementation of Elastik Data Interrogation and learning sprints in Numeracy across Year 3-6 - Staff Professional Learning on Elastik Explore teaching and learning in the early years – accessing ECE numeracy best practice. Allocating release-time/DOTT and resources to roll out ELASTIK in Yrs 3-6 as well as dedicated teacher PL time termly	Year 3 – improvement in proficiency to 62% Year 3 – increase the percentage of children in developing to strong to 54%. Year 5 – increase the number of children achieving proficiency to 70% Year 5 – increase the percentage of children in developing to strong to 60% Increased staff proficiency in the use and analysis of data (Westwood, PAT, NAPLAN, Elastik) Maintain exceeding proficiency percentages Continue to review assessments to include A/B/C behaviours. Improvement in data results (Westwood, PAT, NAPLAN, Elastik) Cluster PL twice per term	LES - Classroom teachers Classroom Teachers/LOTL Numeracy Elastik Coordinator (Amanda) Leader of Numeracy – AP (Geoff) Leader of Teaching and Learning (Liz) Student Support Coordinator (Kris) Numeracy Elastik Coordinator (Amanda/Geoff) Leader of Numeracy – AP (Geoff)	End of Semester One 2026 End of 2026 End of 2026 End of 2026		Not Commenced Progressing Achieved
Embed evidence-based instructional strategies to enhance student learning and teacher practice, ensuring student progress is maintained and aligned with data insights.	Embed Curriculum Meetings per term Term 1: PAT/Learning Insights Term 2: Numeracy Planning Term 3: Literacy Term 4: Review of current PAT data	Year 3 – increase percentage of students in strong proficiency to 55% and reduce developing to under 20% Year 5 – increase percentage of students in	Classroom teachers Leader of Teaching and Learning (Liz) Student Support coordinator (Kris) Numeracy Team Literacy Team Leadership team	End of 2026		Not Commenced Progressing Achieved

	Collaborative planning	strong proficiency to 70% (increase of 10%)				
	Twice yearly Learning Insights interrogation	Maintain percentage of students in Exceeding proficiency but reduce the developing (10%)				
		Staff efficacy and competency in triangulation of data using PAT/NAPLAN/Whole school assessments eg. Litpro/PM's/Elastik/LI/Spellex				
		Data Storytelling				

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 meaningful engagement with parents and caregivers from all families to foster shared understanding and collaboration in supporting student wellbeing and learning.	Provide opportunities for families to engage in the learning journey of their children.	Identifying what increased engagement with families looks like	Leadership Team	End of 2026	Not Commenced	☐
	Seeking parent feedback on the school experience	Common shared understanding of family engagement.	CET - Graham Gorman (Leader)		Progressing	☐
	Staff developing a shared vision and understanding of family engagement, meaningful to our context	Feedback from parents on inclusivity and relevance.	Staff		Achieved	☐
Implementing a consistent whole school community approach to emotional regulation.	Implement RULER Feeling words as per the whole school S&S including the 4 anchors of RULER in classrooms	Feeling words displayed in classrooms and reflected in community communication such as newsletters, weekly memos.	Leader of Wellbeing (Chris) Leader of Teaching and Learning (Liz) RULER Implementation Team	End of Term 3	Not Commenced	☐
	Transition to new Leader of Wellbeing	CEWA Wellbeing Survey Data Review and comparison to WEC baseline data			Progressing	☐
	Review WEC data and compare with new CEWA Wellbeing Survey (WEC Yr6 CEWA Yr3-5)	Feedback from families on understanding and application.			Achieved	☐
	Host parent information sessions introducing the RULER framework and its benefits.	Increased family engagement in wellbeing initiatives.				

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>	
Continue to build leadership capacity in staff to drive school improvement strategies.	Realignment of organizational structure and roles and responsibilities to reflect new middle leader roles	Termly meetings and goal setting	Extended Leadership Team	Ongoing	Not Commenced	☐
	Appointment of leaders of areas of focus	Regularly meeting of Extended Leadership Team	Leaders of each area within the school (Kris, Liz, Sarah, Geoff, Kayla, Graham, John, Chris R)	Term 1	Progressing	☐
	Maintaining Learning Walks as a vehicle to embed teacher practice in Numeracy and RULER	Increased staff confidence in Numeracy and RULER curriculum			Achieved	☐
Further enhance and integrate student voice and agency into school-wide practices	Formalised induction and mentoring model					
	QA3: 3.2.3 Environmentally Responsible: The service cares for the environment and supports children to become environmentally responsible.	Consultation with 5/6 students - list of positives/negatives	Leadership Team	Ongoing throughout 2026	Not Commenced	☐
	ECE team work to review QA3 and further embed responsive teaching and learning that promotes student environmental responsibility	Termly meetings lead by ECE leader (Kayla/Sarah)	Year 5/6 Students		Progressing	☐
	Sustainability Garden Program		Rhonda Landers ECE Team			

	T1: K T2: PP T3: 1 T4: 2 Review of current Student Leadership Model and seek student feedback from Year 5/6 Appointment of Student Leadership and Voice Leader	Leader to work alongside students				Achieved	
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(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]



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[illegible]