SAINT HELENA'S

Catholic Primary School

Something Beautiful for God

CATHOLIC SCHOOL IMPROVEMENT PLAN

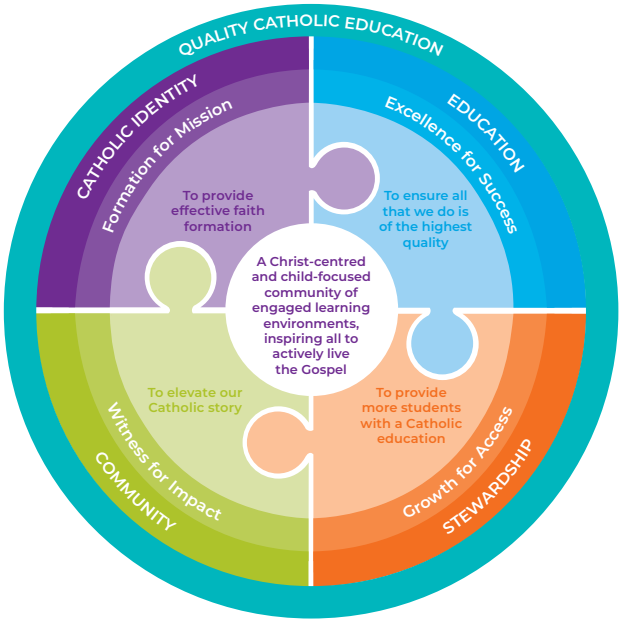
2025-2027

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.

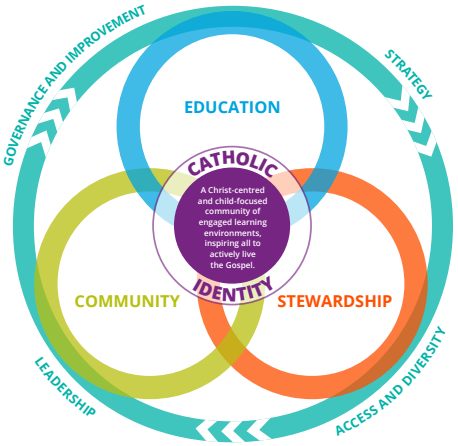
Growth for Access

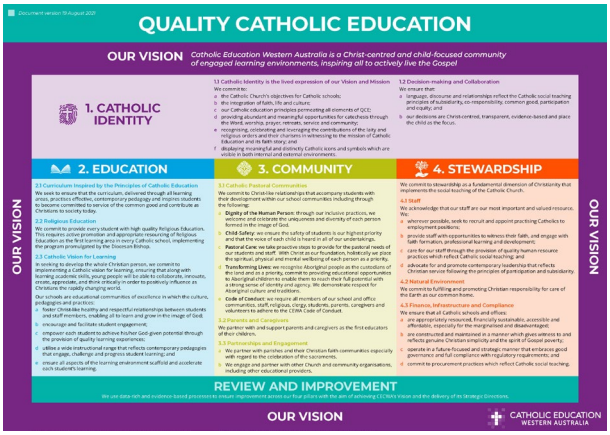
To provide more students with a Catholic education

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

As a community united in faith and trust, St Helena's Catholic Primary School seeks to provide a nurturing and diverse learning environment where all are inspired to live the ideal of doing 'Something Beautiful for God'.

School Vision and Values

In a world envisaged by Jesus, we are active and engaged learners working together in a safe and respectful environment.
Christ Centred:
At St Helena's we value the visible expression of our Catholic Identity and actively give witness to the values of the Gospel.
Collaboration:
At St Helena's, we value staff, students, parents, caregivers, parish and the wider community working together to support each person to become the person God intended them to be.
Voice and Engagement:
At St Helena's, we value evidence-based teaching and learning practices that are respectful and responsive to the diverse needs of all learners in an ever-changing world.
Safety and Respect:
At St Helena's, we value each individual and act with concern for the physical, emotional and spiritual well-being of all members of our community.

Principal Statement

An opportunity for the Principal to introduce the Strategic Intents and Formation for Mission Goals that outline the 3 year school improvement agenda

STRATEGIC INTENTS | 2025 - 2027

CATHOLIC IDENTITY Formation for Mission

STRATEGIC INTENTS	KEY IMPROVEMENT GOALS	QCE LINKS
To embody and live out our Catholic Identity through every aspect of school life, fostering a deep understanding of what it means to be a "St Helena's Kid" inspired by the charisms of St Helena, St Theresa of Calcutta, and our school community.	- Create a faith-filled environment where the teachings of Jesus Christ are at the heart of all we do. - Nurture the spiritual, moral, and academic growth of our students, guided by the examples of St Helena and St Theresa of Calcutta, and to instill in them the values of compassion, service, and love.	1.1B 1.1D 1.1E
To nurture a profound understanding and appreciation of Catholic teachings and traditions among our students, fostering a strong foundation in faith through the sacraments, prayer, and the teachings of the Church.	- Provide a faith-centered education that immerses students in the rich traditions of the Catholic Church. - Cultivate a deep spiritual life, guiding students to live out their faith through the sacraments, prayer, and a commitment to the teachings of Jesus Christ.	1.1B 1.1D 1.1E

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 cultivate a learning environment where every student develops a deep and lasting understanding of English and Mathematics, empowering them to apply their own capabilities for learning concepts confidently and creatively in their everyday lives.	- Improve student Mathematics Learning Area outcomes and understanding. - Improve student English Learning Area outcomes and understanding. - Improve student Religious Education learning Area outcomes and understanding.	2.1 2.2 2.3D 2.3E
To create a dynamic and inclusive learning environment where Information and Communication Technology (ICT) is seamlessly integrated, empowering all students to access, engage with, and excel in their learning.	- Harness the power of ICT to enhance educational experiences, foster digital literacy, and ensure equitable access to learning resources for every student. - Prepare our students for the digital age by embedding technology into all aspects of teaching and learning.	2.1 2.2 2.3D 2.3E

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 create a collaborative and supportive school community where parents and caregivers are actively engaged in their children's education, fostering a shared commitment to student success and well-being.	- Continue to establish and further develop meaningful and effective partnerships with parents and caregivers, recognising their vital role in the educational journey. - Create an inclusive environment where open communication, mutual respect, and shared goals drive the holistic development of every student.	3.1D 3.2
To nurture a compassionate and supportive school environment where the pastoral needs of every student are prioritised, ensuring their emotional, social, and spiritual well-being.	- Provide comprehensive pastoral care that fosters a sense of belonging, resilience, and personal growth. - Support the holistic development of each student by creating a safe and nurturing environment where they feel valued and empowered.	3.1A 3.1B 3.1C 3.1E

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
To foster a culture of environmental stewardship and sustainability, where every member of our school community is dedicated to protecting and preserving our planet for future generations.	- Integrate sustainable practices into all aspects of school life, from daily operations to curriculum and community engagement. - Inspire and empower students to become environmentally responsible citizens who actively contribute to a sustainable future.	4.2 4.3D
To cultivate a professional environment where every staff member is supported in their holistic development, fostering a culture of continuous learning, well-being, and professional excellence.	- Provide opportunities and resources that promote the personal and professional growth of our staff. - Create a supportive and collaborative environment where staff feel valued, empowered, and equipped to inspire and educate our students effectively.	4.1C 4.1D

Year 1			Year 2			Year 3		
N	P	A	N	P	A	N	P	A
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CATHOLIC EDUCATION
WESTERN AUSTRALIA

Staff Formation Planning 2025-2027

FOCUS AREA ONE

What you want to improve

With St Helena's not being affiliated with a Religious Order, our charisms come from our values, people and saints connected to the school.
Deep and sustained development of staff, student and community understanding of the Charisms of St Helena, St Teresa of Calcutta and our school values.

Staff Formation	Relevant Actions (How?)	Timeline (When?)	Responsibility (Who?)	Effectiveness Indicators	Progress N/P/A	Year 1	Year 2	Year 3
Improvement Goal: *(what do you hope to achieve?)* Investigate and develop whole staff understanding of the Charisms of St Helena, St Teresa of Calcutta and our school values.	Unpack and develop an understanding of the charisms of St Helena, St Teresa of Calcutta and our school values. Initial PL Day to unpack these and to define what they mean to our school and community. Ongoing PLC and PL sessions about how to live out the	2025 - PL Day with Rev. Mark Powell that focuses on reigniting and exploring our charisms.	Leadership Team & Rev. Mark Powell	Charisms visible in every day moments of school life. Charisms present in school traditions. E.G. School Awards, Names of events. Charisms referred to by staff, students and families in every day language and actions.	N P A	☐ ✔ ☐	☐ ☐ ☐	☐ ☐ ☐
Leadership Formation **Improvement Goal:** *(what do you hope to achieve?)* Investigate and develop our own personal understanding of the Charisms of St Helena, St Teresa of Calcutta and our school values.	Ongoing staff sessions to continue to imbed the charisms into the school's daily practises, routines and traditions. Charisms are taught during Faith, Story and Witness of new staff, and shared with families during orientation/enrolment.		FSW - Leadership Team	Charisms visible in every day moments of school life. Charisms present in our daily language with staff, students and parents.	N P A	☐ ✔ ☐	☐ ☐ ☐	☐ ☐ ☐

N= Not Commenced P = Progressing A = Achieved

FOCUS AREA TWO

What you want to improve

Improved staff, student and community understanding that the purpose of prayer is to engage in personal conversation with God.

Staff Formation	Relevant Actions (How?)	Timeline (When?)	Responsibility (Who?)	Effectiveness Indicators	Progress N/P/A	Year 1	Year 2	Year 3
Improvement Goal: *(what do you hope to achieve?)* Improve staff, student and community understanding that the purpose of prayer is to engage in personal conversation with God.	Professional learning around the purpose of prayer and the role it plays in the everyday life of Catholics. Updating of prayer resources to be used. Modelling and sharing of effective ways for prayer to be a normal part of everyday. Formalised structures for staff prayer are used. Staff working to plan and prepare liturgies and masses.	2024 - Godly Play PL focus 2025 - Prayer PL	CEWA RE Team Leadership Team Classroom Teachers Year 6 Liturgy Ministry	Prayer in class at designated times and as a normal part of the daily routine. Staff Prayer processes and procedures outlined and consistently followed. Prayer resources well stocked and at easy access for staff.	N P A	☐ ✔ ☐	☐ ☐ ☐	☐ ☐ ☐
Leadership Formation **Improvement Goal:** *(what do you hope to achieve?)* Improve Leadership understanding the diverse staff we have and their personal experience and connection with the church; and ways to ensure this is catered for.	Continued professional learning around the purpose of prayer and the role it plays in the everyday life of Catholics and how to guide and lead this with adults. Working with the parish for continued success in running Sacramental programs and the planning and holding of masses and liturgies.		CEWA RE Team Leadership Team		N P A	☐ ✔ ☐	☐ ☐ ☐	☐ ☐ ☐

CATHOLIC EDUCATION
WESTERN AUSTRALIA

Staff Formation Planning (continued)

FOCUS AREA THREE

What you want to improve

Improved focus on the academic rigor provided to students when teaching and assessing the Religious Education Curriculum and Units of Work and the continued dedication to ensuring this Learning Area is our first one and engages our students in developing their understanding of Catholicism and their own faith.

Staff Formation	Relevant Actions (How?)	Timeline (When?)	Responsibility (Who?)	Effectiveness Indicators	Progress *N/P/A*			
						Year 1	Year 2	Year 3
Improvement Goal: *(what do you hope to achieve?)* Effective teaching practises of the Religious Education Units of Work.	Staff need to know and understand the content before they are able to teach the RE Units of Work. RE as our first learning area to receive ongoing professional learning opportunities for staff- meeting them both where they are individually (Sacramental PL etc.) and as a whole staff (unpacking content descriptions PL from RE consultants etc.)		CEWA RE Team Leadership Team Classroom Teachers	Improved results in the Religious Education Assessment.	N P A	☐ ✔ ☐	☐ ☐ ☐	☐ ☐ ☐
Leadership Formation **Improvement Goal:** *(what do you hope to achieve?)* Ensure the leading and modeling of staff development and learning about the Religious Education curriculum, as well as a continued focus on Catholic traditions, beliefs and practices.	Continue PL and development of Leadership Team (including Middle Leaders) knowledge of Catholic traditions, beliefs and practices so we can best lead our Catholic community. Increased Catholic Iconology around the school. Focus on teaching staff and providing information about the important feasts and celebrations of the Catholic Church and the reasons why we do what we do.		CEWA RE Team Leadership Team		N P A	☐ ✔ ☐	☐ ☐ ☐	☐ ☐ ☐

N= Not Commenced P = Progressing A = Achieved

CATHOLIC EDUCATION
WESTERN AUSTRALIA

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*
Investigate and develop whole staff understanding of the charisms of St Helena, St Teresa of Calcutta and our school values. CEWA VfL: 1.1B 1.1E	- All staff to unpack and develop an understanding of the charisms of St Helena, St Teresa of Calcutta and our school values. - Whole Staff PL day initially to unpack the charisms, learn about the values, people and saints connected to the school and their charisms. - Ongoing Staff sessions to continue to embed the charisms into the school's daily practices, routines and traditions. - Charisms are taught during Faith, Story and Witness session completed with new staff, and share with families during orientation/enrollment.	- Charisms visible in every day moments of school life. - Charisms present in school traditions (e.g. School Awards, names of events etc.) - Charisms referred to by staff, students and families in every day language and actions.	- AP - Classroom Teachers - Support from CEWA Staff	- PL with Rev. Mark Powell booked in for Term 2 - Ongoing throughout 2025	Not Commenced ☐ Progressing ☑ Achieved ☐
Futher develop staff and student's understanding of the purpose of prayer and the role it plays in the everyday life of Christians. CEWA VfL: 1.1D	- Professional learning around the purpose of prayer and the role it plays in the everyday life of Catholics. Updating of prayer resources to be used. - Modelling and sharing of effective ways for prayer to be a normal part of everyday. - Formalised structures for staff prayer are used. Staff working to plan and prepare liturgies and masses. - Working with the parish for continued success in running Sacramental programs and the planning and holding of masses and liturgies.	- Prayer consistently a priority in classrooms at set times during the day (start of the day, before lunch, end of the day etc.) - Staff prayer follows a process that incorporates Gospel reflections and prayer based on human experience and relationship building	- AP - Classroom Teachers - Support from CEWA Staff	- Ongoing throughout 2025	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*
Continued focus on ensuring our students are future proof through the integration of ICT tools and practices to enhance student engagement and digital literacy. Develop teacher understanding of the teaching of Religious Education and how to develop student ability to explain and describe the teachings and practices of the Catholic Church. CEWA QCE: 2.1 2.2	- Professional learning around the use of ICT tools and effective strategies for the integration of these across all Learning Areas. - Working with staff to ensure planning includes a range of opportunities for the effective integration of ICT. -Staff need to know and understand the content before they are able to teach the RE Units of Work. - Ongoing professional learning opportunities for staff-meeting them both where they are individually (Sacramental PL etc.) and as a whole staff (unpacking content descriptions PL from RE consultants etc.)	- Teachers demonstrate improved skills and confidence in using ICT tools. - Teachers integrate ICT tools into their daily teaching practices. - Improved student learning outcomes. - Staff demonstrate a thorough understanding of the RE Units of Work. - Staff effectively teach the RE content, as evidenced by student understanding and engagement. - Improved student performance in assessments related to RE content.	- ICT Curriculum Team - Classroom Teachers - AP - CEWA ICT PL and Staff Coaching - Classroom Teachers - AP - CEWA RE PL and Staff Coaching	- Ongoing throughout 2025	Not Commenced ☐ Progressing ☑ Achieved ☐
Develop teacher understanding of the Mathematics Curriculum Proficiencies and how to develop student ability to use these efficiently. Develop teacher understanding of the teaching of Reading and how to develop student ability to comprehend and decode. CEWA QCE: 2.1 2.3D 2.3E	- 6-monthly whole school focus on a proficiency: Semester 1 2025 - Fluency Semester 2 2025 - Understanding - PLC professional reading about the proficiency and how to teach this and focus on how this is embedded in teaching practice in the classroom. - Early Years Mathematics Project - teachers in partners to attend PL around Mathematics in the EY classrooms. - 6-monthly whole school focus on a specific literacy skill: Semester 1 2025 - Vocabulary Semester 2 2025 - Comprehension	- Teachers demonstrate a clear understanding and effective integration of Mathematics Curriculum Proficiencies in their lesson plans. - Students show improved engagement and proficiency in mathematical tasks and assessments. - Teachers implement effective reading strategies and differentiate instruction to meet diverse student needs. - Students exhibit measurable progress in reading comprehension and decoding skills.	- Mathematics and English Curriculum Tea Leaders - Classroom Teachers - AP - CEWA staff as needed	- Ongoing throughout 2025	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*
Take proactive steps to provide for the pastoral needs of our students and staff to enhance student engagement. CEWA QCE: 3.1A 3.1B 3.1C 3.1E Wellbeing ECE - NQS Goals	- Continued engagement in the Berry Street Education Model Professional Learning and the implementation of this as part of everyday practice in all classrooms. - Develop Early Years' student emotional literacy through the use of the Kimochi program. - Up-skill teachers with the running of the Kimochi program. - Continued implementation of the Student Code of Conduct, ensuring students understand the role they play in upholding this and the interaction between this document and what it means to be a "St Helena's Kid".	- Teachers consistently apply the Berry Street Education Model strategies in their daily classroom practices. - Early Years' students demonstrate improved emotional literacy and social skills through the Kimochi program. - Students understand and adhere to the Student Code of Conduct, demonstrating behaviours that align with it. - A positive school culture where students, staff, and parents recognise and uphold the values outlined in the Student Code of Conduct.	- Wellbeing Team Leader - School Social Worker - Classroom Teachers - APs - CEWA Wellbeing PL and Staff Support	- Ongoing throughout 2025	Not Commenced ☐ Progressing ☑ Achieved ☐
Build partnerships with parents, caregivers and community members to ensure the holistic development of all students to more authentically reflect an active and engaged school community. CEWA QCE: 3.1D 3.2	- Investigate processes for involving parents and caregivers in the school through volunteer opportunities such as parent help and excursions. - Investigate processes for staff to deepen their cultural understanding of the Aboriginal people as the custodians of the land, demonstrating respect for Aboriginal culture and traditions. - Investigate opportunities for learning for parents around the programs we run as a school and our focus and priorities. - Continued focus on the improvement of class - parent communication and use of communication tools such as SeeSaw.	- Higher rates of parent and caregiver involvement in school activities, such as volunteering and excursions. - Staff demonstrate a deeper understanding and respect for Aboriginal culture and traditions through professional development and school activities. - Improved communication between teachers and parents, with increased use of tools like SeeSaw. - Higher levels of parent engagement in learning opportunities.	- Wellbeing Team Leader - School Social Worker - Classroom Teachers - APs - CEWA Wellbeing PL and Staff Support - CEWA Aboriginal Perspectives PL and Staff Support - Aboriginal Perspectives Curriculum Leader	- Ongoing throughout 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*
Continue to fulfilling and commit to promoting Christian responsibility for Care of the Earth for our Common Home. CEWA QCE: 4.2 4.3D	- Further promote recycling processes through the school such as the Containers for Change program. - Promote stakeholder understanding of the importance of sustainability practices and practical ways they can be involved through parent education. - Creation of Staff Sustainability Team to promote the embedding of Sustainability learning throughout the curriculum. - Continued focus on ensuring Student Sustainability Ministry lead by Year 6 students promotes sustainability across the school. - Further develop and enhance gardens and promote outdoor learning for all students.	- Higher participation rates in recycling programs like Containers for Change, and increased awareness and involvement in sustainability practices among students, staff, and parents. - Successful integration of sustainability concepts into the curriculum, supported by the Staff Sustainability Team and Student Sustainability Ministry, with enhanced outdoor learning opportunities through well-maintained gardens.	- Sustainability Team Leader - All staff	- Ongoing throughout 2025	Not Commenced ☐ Progressing ☑ Achieved ☐
Enhance and support the continual holistic development of all staff. 4.1C 4.1D	- Mentoring program that ensure all staff are inducted in school processes and are continued to be supported in understanding the processes and roles of St Helena's. - Up-skilling of staff to take on middle leader roles, leading teams across different school areas. - Reinvigoration of a middle leader program that embeds and invigorates the school vision as well as building leadership skill of staff. - Self-reflection processes embedded in staff improvement procedures. - Upskilling of staff regarding the flexible use of space and the role of the classroom as the third teacher.	- All staff are successfully inducted into school processes and continuously supported, leading to a clear understanding of their roles and responsibilities at St Helena's. - Increased number of staff members ready and capable of taking on middle leader roles, demonstrating leadership skills and effectively leading teams. - Staff show continuous improvement through self-reflection processes and professional development.	- Staff mentors - Classroom Teachers - All Staff - AP and Leadership Team	- Ongoing throughout 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