



CATHOLIC SCHOOL IMPROVEMENT PLAN

2026

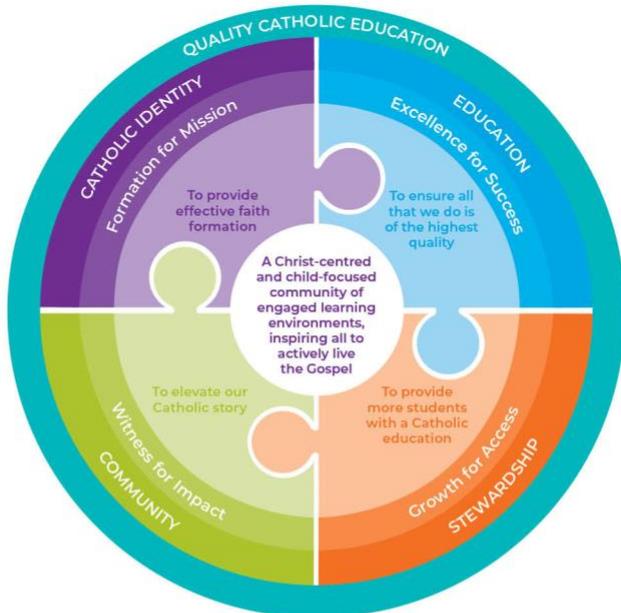
**Our Lady of Mount
Carmel Mullewa**

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

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

OUR VISION

1. CATHOLIC IDENTITY

2. EDUCATION

3. COMMUNITY

4. STEWARDSHIP

REVIEW AND IMPROVEMENT

OUR VISION

CATHOLIC EDUCATION WESTERN AUSTRALIA

Catholic School Improvement Plan Purpose

Strategic Intentions

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 Intentions 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 Intentions 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 Intentions 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 Motto

School Mission

“With a pioneering spirit, Our Lady of Mount Carmel School, Mullewa, aspires to foster a Christian community living in harmony with each other and the environment.”

We bring this mission alive by actively participating in our call to evangelise, to proclaim the good news

School Vision

At OLMC School our vision is based on four core beliefs. We are responsible for establishing a Culture of Care and a Culture of Learning. We are accountable for a vibrant, successful school and we have a focus on Discipleship.

School Motto

“Love one another as I have loved you.”

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

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>						
Catholic Identity 1.1e OLMC staff and students will continue to gain an increased knowledge and understanding of the meaning of our school's name whilst recognising the lives and achievements of the Presentation Sisters and their founder Nano Nagle.	The new Health and Wellbeing centre will be named after Nano Nagle. Students will be taught about the Presentation Sisters and Nano Nagle. A whole school Mosaic of Nano Nagle will be made to hang outside the new centre. A replica lantern will be hung outside the room.	Staff and students will be able to demonstrate an understanding of the role of the Presentation Sisters and Nano Nagle at OLMC.	Jill Hollands Joanne Harris Megan Byron	Achieve this improvement by the end of Term 4, 2026, with progress monitored each term.	<table border="1"> <tr><td>Not Commenced</td><td><input type="checkbox"/></td></tr> <tr><td>Progressing</td><td><input type="checkbox"/></td></tr> <tr><td>Achieved</td><td><input type="checkbox"/></td></tr> </table>	Not Commenced	<input type="checkbox"/>	Progressing	<input type="checkbox"/>	Achieved	<input type="checkbox"/>
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Education 2.3 d Improve student achievement in mathematics across all primary year levels by improving the instructional teaching of it.	Provide targeted professional development for teachers in mathematics instruction, implement small group intervention programs, and integrate regular formative assessments to monitor progress.	Increase student achievement in mathematics by at least 10% as measured by standardised assessments (e.g., PAT Maths, NAPLAN, or school-based benchmarks).	Tracey Messina All staff Jenny Jongsge Helen Carrier	Achieve this improvement by the end of Term 4, 2027, with progress monitored each term through data reviews and teacher feedback.	<table border="1"> <tr><td>Not Commenced</td><td><input type="checkbox"/></td></tr> <tr><td>Progressing</td><td><input type="checkbox"/></td></tr> <tr><td>Achieved</td><td><input type="checkbox"/></td></tr> </table>	Not Commenced	<input type="checkbox"/>	Progressing	<input type="checkbox"/>	Achieved	<input type="checkbox"/>
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Education 2.3 d Improve staff Cultural Awareness and Competency through participating in Professional development on the Transforming Lives initiative.	Provide targeted professional development for all full time staff in the First Nations Education Improvement Process.	All full-time staff have completed the First Nations Education Improvement Process.	Jill Hollands All Staff Marion Baumgarten	Achieve this improvement by the end of Term 4, 2026, with progress monitored each term.	<table border="1"> <tr><td>Achieved</td><td><input type="checkbox"/></td></tr> </table>	Achieved	<input type="checkbox"/>				
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Community 3.2 Improve student attendance across the school by at least 10%.	Communicate attendance expectations clearly to parents at the start of the term at the welcome BBQ. Send regular attendance updates to parents (weekly or monthly). Share the importance of attendance for learning outcomes through newsletters and parent teacher meetings. Hold individual meetings with families of students with frequent absences. Review attendance data regularly.	Increase student attendance by at least 10% as measured by SEQTA attendance records. In 2025 it was at 79.95% near the end of the year.	Jill Hollands Penny Critch Classroom teachers	Achieve this improvement by the end of Term 4, 2026, with progress monitored each term through reviews of SEQTA records.	<table border="1"> <tr><td>Not Commenced</td><td><input type="checkbox"/></td></tr> <tr><td>Progressing</td><td><input type="checkbox"/></td></tr> <tr><td>Achieved</td><td><input type="checkbox"/></td></tr> </table>	Not Commenced	<input type="checkbox"/>	Progressing	<input type="checkbox"/>	Achieved	<input type="checkbox"/>
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Stewardship & Early Childhood (from NQS) 4.3b	Schedule Mentoring Sessions. Allocate Time for Classroom Modelling. Create Shared Planning Opportunities. Provide necessary	Success will be measured by Sandra's completion of an EYLF-aligned weekly DWP's and term programs along	Sandra Verano Lisa Dunn	By the end of Term 2, 2026 the need for support will be reduced.	<table border="1"> <tr><td>Not Commenced</td><td><input type="checkbox"/></td></tr> <tr><td>Progressing</td><td><input type="checkbox"/></td></tr> </table>	Not Commenced	<input type="checkbox"/>	Progressing	<input type="checkbox"/>		
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Two experienced Kindergarten and Pre-Primary teachers will mentor and guide the new Early Years teacher focusing on planning, programming, and implementing the Early Years Learning Framework (EYLF) in the classroom.

resources. Monitor Progress. Celebrate Milestones.

with positive feedback from both mentors and the teacher in a reflection survey.

Tanya Moffatt
CEWA Early Years
Team

Achieved

