St Columban's College
2024 ANNUAL IMPROVEMENT PLAN

Strategic priority	Goal: Goals that inspire and set your school's direction *"Where do we need to go?"*	Targets: Measurable targets to track progress towards your school's objectives *"How do we know we are getting there?"*	Actions: Actions required to drive progress of key results *"What will we do to get there?"*	Timeline: *"When do we want to get there by?"*	Responsibilities & Accountabilities: *"Who is responsible for ensuring it happens?"*
Catholic identity	Strengthen Catholic Identity through continued formation and development of staff and students in the Edmund Rice charism using a recontextualised approach.	• Integration of new Parish Priests to the College and the College Board • Enhanced Student engagement in the Religious Life of the College • Extend and enrich staff engagement in the Justice and Advocacy Program • Enliven College prayer through modelling prayer through staff meetings and prayer group opportunities for staff and students • Implementation of new Tier 4 Leadership role "Religious Education and Catholic Identity Leader" • Strengthen connection with Living Waters Parish through engagement with St Peter's Primary School and Encounter • Staff formation, specifically for CLT, Middle Leaders and Student Leaders through retreat and reflection opportunities • Implement the Catholic EarthCare Schools Program Committee, inspired the 7 principles of *Laudato Si*	• Engage Dr. Br. Damien Price around staff formation in Justice and Advocacy and service learning • PC engagement in weekly mass • Campus Connect program at St Peter's Catholic Primary School • Continue to educate staff and students in the charism and story of Edmund Rice through "Rice's Pieces" • RE Team to model prayer opportunities • Organisation of inaugural 'Edmund Rice Staff Pilgrimage' to Ireland to follow in the footsteps of Edmund Rice • Catholic EarthCare Schools Program Committee launch and commence strategic planning processes	• Engage with Dr. BR Damien Price Term 1, 2024 • Continued PC engagement though out 2024 • Clear plan developed between St Columban's and St Peter's by end of Term 1 2024 • Weekly Rice's Pieces at Staff briefing and Pastoral Care Classes. • Pilgrimage planned for September 2024 • Semester 1, 2024	AP – Mission and Identify will engage Br. Damien Price Campus Ministers will lead Campus Connect and primary school links RE Team, consisting of AP – Mission & Identity, Catholic Identity & RE Leader, Justice & Advocacy Leader and Campus Ministers will lead prayer work, mass engagement. Deputy Principal, AP – Mission & Identity to lead pilgrimage opportunities Catholic EarthCare Schools Program to be lead by Justice & Advocacy Leader
Learning and teaching	Universal support to create a consistent classroom learning environment	Measure classroom engagement data – development of academic intervention program	Appointment of universal support team		
Wellbeing	Creation of a cyclical student formation plan, which is reflective of the students wholistic developmental needs and the Edmund Rice charism	• Audit the current student formation plan at the College in order to provide targeted formation opportunities for students in Year 7 – 9 which are inspired by the Edmund Rice Charism and the key concepts of 'Presence, Compassion and Liberation'. • Continue to research and design opportunities for implementation of a wellbeing program (e.g. The Rite Journey as a viable option) • Continue to empower student leaders through formation, leadership development and mentoring •	• Audit and construct a clear student formation plan, across Year 7 – 12, which is founded in the story of Edmund Rice and encapsulated through the words "Presence, Compassion & Liberation" and the Touchstones. • Commence implementation of a student formation plan with Year 7 – 9 students	Audit process to commence at the beginning of 2024 school year. Term 1 – Formation Plan to be written Term 1 – Basic modelling to occur	Audit process and formation plan development to be led by team comprising of AP – Wellbeing & Engagement, AP – Mission & Identity and Catholic Identity & RE Leader
Our people	• Enhance new staff orientation and formation, with a clear process for ongoing development and support • Working towards full implementation of V9.0 ACARA Curriculum • Embed clear processes around creation and review of Professional Development Plans • Re-define the strategic operations and priorities of the LEC Team	• Continue to deliver positive formation, induction and orientation for ECTs and new staff • Development of 'Professional Practice' Middle Leadership position to support mentoring, coaching and development of all teaching staff • Develop collaborative processes to support all staff to develop and review professional development plans in line with BCE directives • Staged roll out of ACARA v9.0 curriculum through a process of planning, review and professional learning around curriculum and assessment • Formation the LEC Team with new strategic priorities.	• Appointment of Professional Practice Leader • Develop clear process around PDPs	Middle Leader Appointment has been announced Professional Development Plan structure to be communicated at beginning of 2024 – Staff Twilight #2 Formation of LEC Team to commence in Term 1. Formal planning days to be provided in Semester 1 and Semester 2	Steve deLaurence to lead Professional Practice portfolio AP – Learning & Teaching to lead Staff Twilight #2 Deputy Principal – Lead LEC Team AP – Learning & Teaching to meet at least once per term to discuss V9.0 progress against College roadmap
Diversity and inclusion	• Consolidate the implementation of Universal supports across all areas of the College • Renewal of processes around unit planning and data collection across the College • To provide supportive classroom environments to meet the diverse needs of students in the classroom	• Increasing staff knowledge, skills and understanding of a trauma-aware educational model • Review curriculum planning and delivery plan model and consider work efficiencies in relation to these processes • Review data collection processes in relation to enrichment and extension opportunities, including awards data. • Provide support for teachers and Learning Enhancement Officers to work collaboratively in the best interests of students	• Professional development of staff in Trauma Aware Education through QUT • Student Support Team (Tiered support) programs to be reviewed • Review current model of in-class support, and look to provide more cohesive and enhanced models of support, including timetabling review and staff / LEO briefings	Trauma-Informed Education PD booked with Dr. Judith Howard for January PD Days PD Organised in Nov 2023 for engagement with new QCAA Planning Application Term 1 – meeting with Learning & Teaching Leader and Learning Enhancement Team around how in-class support can be best delivered. Develop clear processes around in-class support	Kate Ruddy – PD organisation AP – Learning & Teaching, Learning & Teaching Leader and Learning Enhancement Leader to lead processes around curriculum planning and delivery

Diversity and inclusion (Cont'd)			• Review collaborative planning days to include LEO and teacher collaboration opportunities		
Organisational effectiveness	• Implement an integrated Middle Leadership Team structure to enhance student wellbeing and engagement • Develop clear data collection processes around student engagement • Implement refined systems of administrative support for College and Middle Leadership Teams	• Improved stewardship of resources – financial and physical resources • Greater transparency and accountability around student engagement and participation • Develop electronic systems to accurately capture student engagement data to promote and celebrate student success and achievement	• Implementation of systems to assist with track and monitor engagement	By end of Term 1 – Monitoring and tracking system in place to record student participation and engagement data	AP – Wellbeing & Engagement and AP Systems & Strategy to lead development of monitoring systems

1. Use the data available to your school (i.e. Health Check, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school's Health Check, if appliable.

Goal: Through collaborative analysis and moderation of student work, we wish to understand, and explicitly teach, the specific literacy demands of each curriculum area, in relation to text composition.

Success Criteria:

- Unit plans explicitly identify opportunities for writing (text composition)
- Classroom teachers have clearly identified 2-3 students that they will be targeting for improvement (movement across an achievement band) and discussions are evident between Curriculum Leader and classroom teacher around these students
- Reciprocal Reading lessons are explicitly taught in Years 7 – 9 at least once per cycle. Reciprocal Reading is lead explicitly directed by the Literacy Leader and students can talk about the strategies that they use to support reading comprehension
- The 'Writer's Toolbox' has been implemented as a writing improvement tool in Years 7 – 9, and analytics clearly show teacher and student engagement in the program
- All staff feel confident in the use of 'Writer's Toolbox' as evidenced by their participation in the Professional Learning opportunities provided in Nov 2023 and Jan 2024 (BCE)
- Mentor texts are being utilised explicitly across all curriculum areas. Students can identify where and how mentor texts are being used to support their own text composition
- The text composition process is clearly visible and accessible to all students and is tailored to support the literacy demands of particular curriculum areas
- The StC Learning Framework and 4C's are clearly visible in classrooms and connections between text composition and literacy demands can be identified

Expected Practices: Our shared "Look Fors" and Expected Pedagogical Practices

In Planning Documents:

- 2-3 students clearly identified as a focus for progress and achievement growth in relation to Writing progress (Year 7 – 9 to use Writer's Toolbox analytics to inform targets and progress)
- Explicit reference to use of mentor texts in planning
- Identified opportunities for writing and text composition, with opportunities for feedback embedded (Years 7 – 9 this is to be evidenced through the Writer's Toolbox)
- Learning Framework reference through colour-coding, 4Cs as key learning dispositions and clear opportunities for writing across the curriculum

In The Classroom:

- Every Lesson: Clear Learning Intentions and Success Criteria (focus on cognitions, text composition, mentor texts)
- Every Week: Explicit opportunities for writing, aligned with literacy demands of the subject. Year 7 – 9 to be using 'The Writer's Toolbox' to support text composition
- Every Cycle: Reciprocal Reading lesson for Years 7 - 9
- Every Term: Data-informed decision making around how to improve student writing, formal feedback on writing provided to students.

	Targets	Timelines	Responsibilities & Accountabilities
What are the actions the school will implement to address the improvement focus? _What will be the expected outcome/impact?_	_Specific improvements sought in student performance. (measurable student outcomes)_ _What evidence or targets will be used to measure this impact which are rigorously actioned?_	_What is the expected timeframe for the improvement focus to have an impact?_ _What milestones are anticipated?_ _Is a phased approach (name the phases) needed for change to occur?_	_Who is responsible for this action?_ _Who will need to be involved?_ _How will we monitor against school targets to know we are on track to success?_
Continue the Collaborative Learning Groups and work in these core learning groups to establish clear learning goals for specific, targeted students – based on previous BI data, including SRS and NAPLAN results	**Select target students** (based on data) – 2-3 students per core class in Years 7 to 10 – looking at specific strategies to progress learning ('Bump Up') results – 2024 Each teacher to nominate 2-3 students with aim to move one achievement level. These students should be identified on delivery plans (initials only) and shared with Curriculum Leaders	Students to be selected at Twilight #1 – Collaborative Planning Twilight At the start of Term 2, core classroom teachers to meet with Curriculum Leaders and discuss targeted strategies and student learning outcomes of targeted students	Core classroom teachers Curriculum Leaders – English, Maths, RE, Humanities, Science, PE to monitor progress with each teacher around the 2 target students
Professional Learning for all staff (Teachers and LEOs) to support the implementation of the 'Writer's Toolbox' as a classroom resource	**All staff to participate in professional learning opportunities** - Thursday 30 November, 2023 - Early 2024 – date TBA by BCE - Term 1 Twilight - Engagement with Literacy Coach from Writer's Toolbox	By end of Term 1, all staff should feel confident in the use of the Writer's Toolbox. Data analytics to indicate uptake of usership by both students and staff in Years 7 - 9 Provide opportunities for additional training and support to those staff who may require this	Literacy Leader AP – Learning & Teaching

Consistently implement Reciprocal Reading Lessons in Years 7 – 9 English to support students with reading comprehension and modelling of mentor texts	All Year 7 – 9 English teachers plan and deliver one Reciprocal Reading lesson per cycle Student progress is monitored by classroom teachers English teachers to track performance of their 2-3 nominated students throughout the Reciprocal Reading process	Ongoing throughout the year. Reciprocal Reading lessons embedded in timetable for all Year 7 – 9 English teachers	Literacy Leader Year 7 – 9 English Teachers
Moderation of specific students' writing analysis samples in Years 7 - 9 to determine if there has been a change in results / impact of the EIA	Examination of analytics from 'The Writer's Toolbox' for Year 7 - 9 core classes to gauge level of progress and improvement	Minimum of once per term in 2024 Use of 'Writer's Toolbox' analytics and diagnostic testing aligning with BCE supported model	AP Systems & Strategy to lead WAT data collection process Core Teachers (Year 7 – 10) to provide writing samples for each meeting Curriculum Leaders – English, Maths, RE, Humanities, Science, PE to lead the process of writing sample collection in each core teacher
Review of staff confidence around literacy demands of their own subject areas + the Text Composition process (teaching staff to complete Forms survey) Mentor Texts	To gauge post-EIA data to support professional development needs of staff - All Unit and Delivery to have explicit reference to writing opportunities listed across all KLAs - All Curriculum areas to identify the text composition process clearly in their planning and delivery documents	Early Term 1 2024 – Staff Meeting to be allocated	AP Systems and Strategy to write survey Curriculum Leaders to monitor and quality assure curriculum planning documents in consultation with AP – Learning & Teaching and Learning & Teaching Leader
Engagement with BCE EO:Literacy (Kylie Layton)	Support for Early Career Teachers to ensure clarity of EIA understanding and expected pedagogical practices	Throughout 2024	Professional Practice Leader
Development and implementation of a Tier 2 position/s that supports that implementation of Literacy and Numeracy across the College in Collaboration with the Tier 4 Leaders of Literacy and Numeracy – specifically to focus on 'The Writer's Toolbox' as a key strategy over the next 2 years	Strategic plan to upskill and engage Year 7 – 9 teachers specifically in how to use 'The Writer's Toolbox'	Plan developed by end of 2023.	Teaching & Learning Leader Tier 4 Literacy Leader and Numeracy Leader

Resources & partnerships *What targeted resources structures or other support is needed to enable this explicit improvement agenda?* *What strategic partnerships are in place to enhance student achievement?* *How will this explicit improvement agenda be communicated to staff, parents and the wider community?*	• Explanation of EIA to wider community through various channels – Facebook, Instagram, Newsletter • Sharing of EIA goal and plan with College community before the end of Term 1, 2024, so that all understand the direction • Engage the College library staff around promotion of text composition and literacy demands, in particular, curriculum areas • Engage student voice through surveys • College Board and College P&F will be updated around EIA • Explicit support around PD for Middle Leaders and staff will be required • Publication of EIA document on College DAP and Parent Portal • The Writer's Toolbox – resources and professional learning to be shared

Questions for further discussion

- Resources – What works best (NSW)
- Schleckty's Level of Engagement – Continuum around teacher engagement – Learning Walks and Talks 'look fors'
- Considering what student engagement looks like, feels like, sounds like and then considering how students may be able to visualise or think about what student engagement may look like? Visuals.
- We need to define what student engagement means
- We need to consider how we think about a positive learning culture and a language around expectations
- Could Touchstones be a place for student engagement survey conversations?
- Addition of composition information as linked with our learning framework
- How can we use the learning framework / learning dispositions to guide our conversations around student engagement. How do we show Courage, Commitment, Compassion and Creativity in our learning?
- Consideration of (as there is in RE) an assigned person to support the Literacy Leader position so implementation can be effective given the enormity of running both the English curriculum and school wide Literacy