

An education to believe in

Annual Improvement Plan & Explicit Improvement Agenda 2025



St Columban's College, Caboolture

Goal	Strategic Priority	Justification	Targets	Key Risks	Actions	Timeline	Responsibilities & Accountability
Goals that inspire and set your school's direction.	Alignment of goal to Strategic Plan 2025-2027 priorities.	Evidence to support the goal and strategic alignment.	Measurable targets to track progress towards your school's goal.	Consider what could happen that could help or hinder your efforts.	Actions required to drive progress of targets or manage risks identified.	Timeline for action.	Key stakeholders for actions.
<i>Where do we need to go?</i>	<i>Where does it align?</i>	<i>Why do we need to go there? What will be the benefits and how does it align to the priorities?</i>	<i>How do we know we are getting there?</i>	<i>What could happen that will impact our goals or targets?</i>	<i>What will we do to get there?</i>	<i>When do we want to get there by?</i>	<i>Who is responsible for ensuring it happens?</i>
Goal 1 Enhance teacher practice to improve student outcomes.	<input type="checkbox"/> Connecting communities <input checked="" type="checkbox"/> Delivering thriving Catholic schools <input checked="" type="checkbox"/> Maximising potential <input checked="" type="checkbox"/> Optimising conditions for success	<p>Effective Professional Development: Studies show that targeted professional development for teachers leads to improved teaching practices and better student outcomes</p> <p>Evidence-Based Teaching Practices: Implementing evidence-based teaching strategies, such as differentiated instruction and formative assessments, has been shown to enhance student engagement and achievement</p> <p>Student-Centred Learning: Teaching practices that focus on building strong relationships with students and tailoring instruction to meet their needs significantly improve academic performance</p>	<ul style="list-style-type: none"> QCE attainment benchmarks Next Steps Data benchmarks NAPLAN result benchmarks Consistency of classroom practice and pedagogical alignment with the College's pedagogical framework/expectations Classroom visits template Baseline for teacher performance Alignment with AITSL standards 	<p>Negative Impact High Staff Turnover Lack of staff commitment to consistent practices</p> <p>Positive Impact Staff and student commitment towards improvement Consistent review of College policies and promotion of consistent enactment of policies and procedures Continued education of AITSL standards – promotion of continued self-reflection</p>	<p>1a. Implement a reading comprehension strategy through intensive Professional development sessions with all staff</p> <p>1b. Continue to develop the understanding and processes involved with data literacy for teaching staff</p> <p>1c. Extend structured differentiation strategies (including enrichment/extension opportunities) across subjects and year levels (8-10)</p> <p>1d. Reinvigoration of PLCs led by the College's Leadership and Middle Leadership teams, focusing on PDP's</p>	<p>1a. Term One PD Days</p> <p>1b. Term One PLC's</p> <p>1c. Term 4, 2024 Class construction PLCs through 2025</p> <p>1d. Term 4, 2024 (planning PD for 2025). PLCs occur throughout the year.</p>	<p>1a. Middle Leaders – Curriculum Leaders. Humanities and HPE CL</p> <p>1b. Middle Leader Team members – Numeracy Leader and Strategic Operations Leader</p> <p>1c. Class construction, AP – Systems + AP – L&T + CLs PLC Timetable Construction, DP</p> <p>1d. CLT Members Middle Leaders</p>
Goal 2 Development, refinement and enactment of all College staff PDPs	<input type="checkbox"/> Connecting communities <input type="checkbox"/> Delivering thriving Catholic schools <input checked="" type="checkbox"/> Maximising potential <input checked="" type="checkbox"/> Optimising conditions for success	<p>Fostering professional growth through Professional Development Plans in line with the BCE model of pedagogy and AITSL standards.</p> <p>Accountability of all staff to reflect upon their own performance against AITSL standards and to meet the appropriate standard eg Graduate, Proficient etc</p>	<p>Construction of PDP list for all staff and appropriate mentor-matching</p> <p>Allocated time in Professional Development Time/Staff meetings to ensure process is followed through each term.</p> <p>Continued priority to provide mentor time to assist with checking in on progress of mentees towards PDPs</p>	<p>Negative Impact High Staff Turnover Mismatch of mentors and mentees Lack of staff commitment to consistent practices Lack of time to devote to PDP construction and collaboration</p> <p>Positive Impact Allocated and committed time for mentors and mentees Staff commitment towards improvement Consistent review of College policies and promotion of consistent enactment of policies and procedures Continued education of AITSL standards – promotion of continued self-reflection</p>	<p>1a. Reinvigoration of PLCs led by the College's Leadership and Middle Leadership teams, focusing on PDP's</p> <p>1b. Creation of Baseline of Expectations for all staff members. Classroom walks and talks from LEC members to promote accountability</p> <p>1c. Mentor/mentee PDP meetings, promoting self-reflection and cross-examination of AITSL standards against teacher levels and plans to ensure meeting of appropriate standards</p>	<p>1a. Term One PLCs</p> <p>1b. Term 4, 2024 (planning PD for 2025). PLCs occur throughout the year.</p> <p>1c. Term Four, 2024 – self-reflection against AITSL standards to assist in construction of PDP. Prepare 2025 schedule of staff meeting and PLCs to promote priority placement. Term One, 2025 – PDP meetings, mentoring and monitoring to promote accountability</p>	<p>1a. AP – Systems and DP</p> <p>1b. AP – Systems and DP</p> <p>1c. PDP Mentors (CLT and Middle Leaders)</p>

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<i>Where do we need to go?</i>	<i>Where does it align?</i>	<i>Why do we need to go there? What will be the benefits and how does it align to the priorities?</i>	<i>How do we know we are getting there?</i>	<i>What could happen that will impact our goals or targets?</i>	<i>What will we do to get there?</i>	<i>When do we want to get there by?</i>	<i>Who is responsible for ensuring it happens?</i>
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Goal 3 Create a cyclical student formation and wellbeing plan for Years 7-12, inspired by the Edmund Rice Charism.	<input checked="" type="checkbox"/> Connecting communities <input checked="" type="checkbox"/> Delivering thriving Catholic schools <input checked="" type="checkbox"/> Maximising potential <input type="checkbox"/> Optimising conditions for success	<p>This plan will address the developmental needs of students, promoting their spiritual, emotional, and social growth while fostering resilience, empathy, and a sense of community.</p>	<p>Data collated and analysed across various domains (i.e. Student Voice surveys T1, T2, T3 and T4, Tell them from Me survey, Resilient Youth Survey, GC visit/referral data)</p>	<p>Reluctance of students to engage authentically with the survey processes</p> <p>Continuity of the programs across the next three years</p>	<p>1a. Development of Student Formation-Wellbeing plan. Process underpinned by the mapping of personal and social capabilities.</p> <p>1b. Continue to review and update Student Voice surveys to build upon the incorporation of a student formation focus.</p> <p>1c. Touchstones program to reflect the 4 EREA Touchstones, underpinning the focus for the program</p>	<p>1a. Mapping of personal and social capabilities in line with current programs and practices, Term Four, 2024</p> <p>1b. Creation of Student Formation plan, Term Four, 2024 – finalised by Term One, 2025</p> <p>1c. Implement survey processes across the year as required, throughout 2025 and beyond.</p> <p>1d. Ongoing development of the Touchstones program to enhance Student Formation and Wellbeing.</p>	<p>1a. AP – Identity and Mission and AP – Wellbeing in conjunction with Tier Leaders – RE&I and Wellbeing</p> <p>1b. AP – Wellbeing, AP – Teaching and Learning</p> <p>1c.</p>

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Goal:

Enhance focus on teacher pedagogical practice, with a specificity on writing and reading comprehension.

Justification:

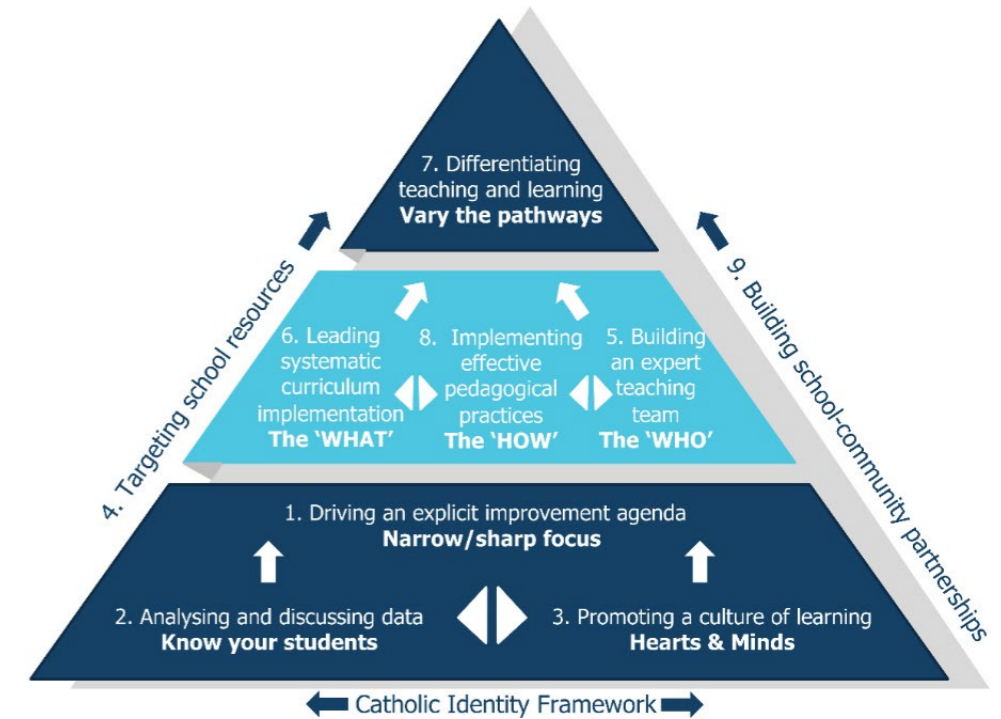
The College has significantly invested in an EIA focus on writing for the past three years. The recent introduction of the Writer's Toolbox as a tool to support writing has led to measurable improvement in student writing, and it is important to continue this work to ensure sustainability of practice into the future.

The next step is to secure sustainability around the use of WT pedagogical strategies (sentence and paragraph types). Staff professional learning will continue to support all staff to build confidence and capability.

Writing had been identified as an area of focus based on NAPLAN and SRS data. Analysis from the 2024 NAPLAN Writing data showed a decrease in the level of 'Strong' (2023 – 43.6%; 2024 – 41.7%) and an increase in the 'Needs Additional Support' from 9.9 to 11.0. There is a need to continue improving the percentage of students in the 'Exceeding' and 'Strong' performance bands.

Reading comprehension strategies have been implemented through English classes in Years 7 and 8. Implementing a consistent approach to reading comprehension may enhance student progress and performance. NAPLAN Reading data suggests a need for growth in Year 7. 2024 data suggests 25.5% of students in the Developing band, and 57.8% in the Strong band, but only 10.3% of students in the Exceeding band. Similarly, the Year 9 Reading results, whilst improving, still only report 9.9% in the Exceeding category. A focus on upskilling staff around the consistent implementation of reading comprehension strategies will support with improvement in this area.

Learning evidence indicates that the consistent application of reading comprehension strategies can yield learning growth of up to 6 months (<https://evidenceforlearning.org.au/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>).



Success Criteria:

- Writer's toolbox pedagogical strategies (sentence and paragraph types) to be embedded in planning documents and through learning and teaching experiences
- Staff confidence in using consistent reading comprehension strategies will improve through staff professional development, led by the Literacy Leader and Humanities Leader
- Sentence styles and paragraph types will be embedded in assessment tasks through Years 7 – 10
- Teacher confidence in writing and reading instruction will improve, as measured through teacher survey and voice
- Student performance in writing and reading, as demonstrated through NAPLAN results, to show improvement
- Writer's Toolbox analytics to demonstrate improved results in the key areas of precision, fluency and expansion (2024 T4 Diagnostic Testing will inform if target changes are required)
- Teachers feel confident to use learning data to inform their planning and practice

Guided by the BCE Education Strategy: (highlight one or two outcomes below that are targeted outcomes for this explicit improvement agenda)



Learning and Wellbeing

Elevating students, staff and schools through voice and agency informed by our living Catholic tradition, beliefs and values.

- High potential progress and achievement for all learners
- Students engaged for excellence in learning
- Students feel a sense of belonging and safe at school



Leading Learning and Wellbeing

Empowering students, staff and schools through inspirational leadership to foster inquiry and discernment.

- Staff empowered through inspiring contemporary leadership for excellence in learning and engagement



Structures and Systems for Learning and Wellbeing

Enabling our students, staff, and schools to be passionate and purposeful in a collaboration that creates collective efficacy.

- Students engaged in purposeful learning
- Equity and excellence in teaching and learning practices
- School pilots influence innovation for equity and excellence

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Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
<p>What are the student learning/engagement/wellbeing targets that the school/college will establish and rigorously monitor to measure the impact of the improvement agenda?</p>	<p>What are the key actions the school/college will implement to address the improvement focus?</p>	<p>How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.</p>	<p>Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.</p>	<p>What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.</p>
<p><i>Writer's Toolbox Analytics targets:</i></p> <p>Fluency (Sentence style range): At or beyond the Writer's Toolbox school average of 2.8. 2024 Levels: 2.6 (Yr 7), 2.3 (Yr 8), 2.7 (Yr 9).</p> <p>Precision (Use of specific language, names, places and numbers): 75% students scoring in the HIGH precision range (50-100) 2024 Levels: 48% (Yr 7), 59% (Yr 8), 48% (Yr 9)</p> <p>Expansion of ideas across a paragraph (paragraph word length): 75% of students writing paragraphs of at least 3 sentences 2024 Levels: showing improvement from baseline 13% of students demonstrating expansion ability</p> <p>Reduction in repetition: Reduction in repetition out of elevated range 2024: 35% of students included repetition.</p>	<ul style="list-style-type: none"> - Expansion of Writer's Toolbox program across Years 7 – 10 	<ul style="list-style-type: none"> - Term 1 roll out to Year 7 – 10 	<ul style="list-style-type: none"> - Literacy Leader to lead the roll-out of the program across the 4 x year levels - English teachers will introduce the program through Yr 7 – 10 - Learning & Teaching Lead and Literacy Lead 	<ul style="list-style-type: none"> - Writer's Toolbox strategic partnership
	<ul style="list-style-type: none"> - Continue professional learning in relation to Writer's Toolbox [Start of Year PD, Collaborative planning day] - Dedicated WT induction for new staff and upskilling/refresher opportunities provided 	<ul style="list-style-type: none"> - Term 1 Staff PD - Term 2 Professional Learning - Term 3 Collaborative Planning day 	<ul style="list-style-type: none"> - AP Learning & Teaching + Learning & Teaching Leader + Literacy Leader will deliver staff professional development 	<ul style="list-style-type: none"> - Time allocated for professional learning through the PD program
	<ul style="list-style-type: none"> - Embed Writer's Toolbox specific language into assessment items - Paragraph types to be shared with Curriculum Leaders (shared responsibility for specific teaching of paragraph types) 	<ul style="list-style-type: none"> - By end of 2025, gradual roll-out across curriculum areas under the guidance of Curriculum Leaders - Literacy Leader and Learning & Teaching Leader to work with Curriculum Leaders around explicit ownership of paragraph types (Term 1) 	<ul style="list-style-type: none"> - Literacy Leader and Learning & Teaching Leader - Curriculum Leadership Team - Classroom Teachers 	<ul style="list-style-type: none"> - Time allocated through Department meetings and collaborative planning days to readjust and review assessment items

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<p><i>Targeted improvement in NAP Reading results – target is 20% of students in Year 9 to reach the Exceeding category</i></p>	<ul style="list-style-type: none"> - Consistent application of reading comprehension strategies across all curriculum areas - Extension of targeted reading program in Years 7 and 8 (through English and Humanities classes) 	<ul style="list-style-type: none"> - Staff professional development in relation to reading comprehension strategies (Term 4, 2024) - Staff professional development in Term 1, 2025 - Opportunities through collaborative planning days to implement target reading comprehension strategies into planning and teaching/learning experiences 	<ul style="list-style-type: none"> - Literacy Leader and Humanities Leader to provide instruction around consistent reading comprehension strategies (based on Reciprocal Reading approach) - Curriculum Leaders to support teachers with collaborative planning - English and Humanities teachers to support delivery of targeted reading program (continued focus from 2024) 	<ul style="list-style-type: none"> - Time for professional learning and PLC / Meeting times dedicated to reading comprehension - Allocation of time in Term 4, 2024 for PD to support staff with 2025 implementation
	<ul style="list-style-type: none"> - Professional development in relation to data literacy - Introduction of PLCs to support the professional learning agenda 	<ul style="list-style-type: none"> - Re-framing of meeting schedule to commence in Term 1, 2025 (increased opportunities for staff PD) - Introduction of new process around PDPs – by the end of Semester 1, all staff will have written PDP goals and had an opportunity to reflect and refine 	<ul style="list-style-type: none"> - Numeracy Leader, Strategic Operations Leader directing PD in relation to data literacy (with support of Curriculum Leader) - Structured process of PDPs by end of Semester 1 	<ul style="list-style-type: none"> - Time allocation (re-organisation of meeting structure) - Implementation of new Professional Mentoring role