# **St Teresa's Catholic College** 2023 ANNUAL IMPROVEMENT PLAN

Mission	ollege's Mission is animated through the characteristics of our du pirit, Presence, Aspiration, Wisdom, Contemplation, Simplicity, In					
Values	Excellence	Integrity	Just	ice	Норе	
Strate priority	Goal <sup>1</sup> :	Targets:	Actions:	Timeline:	Responsibilities &	
	Goals that inspire and set your school's	Measurable targets to track progress	Actions required to drive progress of key	"When do we want to get there by?"	Accountabilities:	
	direction "Where do we need to go?"	towards your school's objectives "How do we know we are getting there?"	results "What will we do to get there?"		"Who is responsible for ensuring it happens?"	
	Making Jesus relevant, known and loved in	Access program documents and student	Embed the Religious Life of the School into	Feb 2023	Senior Leadership	
	our community through language, action	experience demonstrates explicit links between RLOS to RE being established and integrated.	the Religious Education Curriculum provision and the ACCESS Program		Assistant Principal – Mission & Identity	
	and experience.				Campus Minister	
atholic identity		Every student in the College has the opportunity to lead and experience daily	Supporting the Catholic Identity of the College through daily meaningful prayer experiences in House Group	July 2023	Assistant Principal – Wellbeing & Engagement	
		prayer in morning House Group.			HOH's - Heads of House	
		(framing) and lead out (reflection)	in Alignment of language with (faith) experiences including "lead-in" and "lead- out" activities	Ongoing and achieved by end of 2023	Curriculum Development Leader – Religious Education	
					Religious Education teachers	
					House Group Leaders	
		All significant College events include an explicit contextualising of Catholic identity.	Embedding contextualised expressions of faith in community events (student, staff and family).		Teachers	
earning and teaching		1	Please complete EIA (page 2)	ł		
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	Positioning St Teresa's as the school of	Building the Noosa district community	Strengthen the connection between the	Ongoing	Senior Leadership	
	choice for Catholic Families and existing BCE student enrolments.	awareness of St Teresa's Catholic College and opportunities that the College offers.	Noosa Catholic communities: STM, STCC, Noosa District Catholic Church		<ul> <li>Developing strategic partnership with the STM and Noosa District Catholic Church</li> </ul>	
rganisational effectiveness			Explore use of EAP form to transfer enrolment documents to streamline STM enrolments	Ongoing	- Strengthening Local community connections	
nrolments					Communications Secretary	
			Leadership team from STM & STCC to meet early Term 1	Term 1	<ul> <li>Maintaining an active social media, school community and</li> </ul>	
			Increase the frequency of interactions between STCC and STM teachers, students	Ongoing	local media presence with timely and engaging items.	





## **Explicit Improvement Agenda** St Teresa's Catholic College

	Continue to establish and embed enrolment processes that commence in Year 4.	
	Strategically positioning interaction	Ongoing
	between STM/STCC to provide a notional	
	P-12 Catholic School.	End of Term 2
	STCC Principal presence at STM Assemblies, STM (parent) Coffee club,	
	Parent information sessions	Term 1
	STM/STCC combined marketing campaign in 2023.	
	<ul> <li>STM to advertise Year 12 2022 results</li> </ul>	Early Term 1
	- Open Day	
	Explore the opportunity to introduce the Scholarship Program	
		Ongoing
	Examine and review the entire Enrolment process from staffing, Enquiry Tracker and	
	parent engagement.	Term 1
	Ministry, Learning and Wellbeing activities for STM Year 2, 3, 4 students that involve	
	STCC students.	Term 2

All members of the STCC community:				
-	Sharing the successes and good news of St Teresa's Catholic College			

## St Teresa's Catholic College

## Goal:

Improve student result data across each standard elaboration (A – E) reported in SRS resulting in increases of A (10%), B (10%), C (20%) results and decreases in D and E results by the end of 2023.

Actions	Targets	Timelines	Responsibilities
What are the actions the school will implement to address the improvement focus?	Specific improvements sought in student performance. (measurable student outcomes)	What is the expected timeframe for the improvement focus to have an impact?	Who is responsible for this action?
What will be the expected outcome/impact?	What evidence or targets will be used to measure this impact which are rigorously actioned?	What milestones are anticipated? Is a phased approach (name the phases) needed for change to occur?	Who will need to be involved? How will we monitor against school to
Set measurable targets for improvement for all students' learning growth in each subject area. Student performance data is representative of subject-specific targets established by teaching staff and is commensurate with individual student targets identified in the ICP.	SRS data (reviewed twice yearly) Classroom teachers conduct ICP feedback lessons after each assessment cycle and send an email home to inform parents and carers of results and feedback.	Term 1 <ul> <li>data review and target setting</li> <li>Student ICP maintenance</li> <li>CLT Learning Observations commence</li> </ul> Ongoing	College Leadership Team: - Articulating the direction teaching and learning - Provision of resource - Regular and system Observations
Ensure whole-school longitudinal data is readily accessed and analysed to support teachers to critically review the EIA, their own teaching, and effectiveness of whole-school pedagogical strategies.	Class result data is reviewed across cohorts to validate moderation processes and review grade distribution. Alignment between school-based assessment results and standardised testing.	<ul> <li>modifying teacher practice in response to data analysis</li> <li>ICP feedback lessons and emails home</li> <li>PLC meeting time</li> <li>Semester report data review</li> <li>Celebration of learning growth</li> </ul>	Curriculum Development Le - Leading the prioritie alignment with the I - Providing support to - Facilitate data review - Respond to data review - Respond to data review - Respond to data review teachers through me experiences. - Oversee the provision students Teachers: - Active engagement in - Engaging student sam - Lead students through process and strategies evidenced in the ICP) - Provide quality feedba ICP to achieve student - Alignment of Teacher
Continued consolidation on moderation best practice to maintain consistency of teacher judgment. Establish Professional Learning Observations involving College staff, Middle and Senior Leadership: • Leadership (Accountability, Expected/Effective Practices) • Middle Leadership (Department Priorities) • Peer (Professional Learning Opportunity) Continue to use Professional Learning Communities (PLCs) (Tuesday afternoons) to improve teacher practice and student outcomes.	Establish a shared Professional Learning Observation understanding and create a process and schedule for observations to occur. Prioritising staff meeting time for PLCs throughout the year. Capable Learners Program (CLP) designates time for students to complete their ICP goals and continues to respond to cohort needs through the explicit teaching of identified skills through data analysis. Regular updates to the community celebrating learning and student growth.	<ul> <li>Term 3 W2:</li> <li>data review (SRS and BI) cohort, class and individual</li> <li>target setting check-in</li> <li>Student ICP maintenance</li> </ul> Term 4 end <ul> <li>data review (SRS and BI) and target setting check-in</li> <li>Student ICP completion – evidence of a full year's learning</li> </ul>	
To engage key stakeholders as partners in the intention focus in improving academic outcomes			<ul> <li>Active participation learning and acader</li> <li>Parents:         <ul> <li>Engage in the stude</li> </ul> </li> </ul>

## ies & Accountabilities

ol targets to know we are on track to success?

- irection and leading priorities for ning in alignment with the EIA
- urces to realise the EIA
- ematic Professional Learning

: Leaders:

- ities for teaching and learning in ne EIA
- t to teaching staff
- view and target setting
- review findings by supporting modifications to student learning
- ision of quality feedback for

- t in PLCs
- ample in moderation / consistence
- ugh an authentic target setting gies to achieve student growth (as CP)
- dback to students evidenced in the lent growth
- ner PLGPs to the College EIA
- on and engagement in their lemic goal setting

dent's learning journey