St Teresa's Catholic College
2023 ANNUAL IMPROVEMENT PLAN

Vision
Our Vision is that St Teresa's Catholic College is an authentic Christian community where Gospel values are evident and lived out in relationships and practices between students, staff and parents. The spirit of the school is that of a family which provides a safe and positive learning environment. There will be equity of opportunity for all to achieve their full potential. It will provide a quality education rich in values and resources, which are in keeping with contemporary educational needs.

Mission
The College's Mission is animated through the characteristics of our dual charisms of the Carmelite and Marist traditions:
Family Spirit, Presence, Aspiration, Wisdom, Contemplation, Simplicity, In the Way of Mary.

Values

Excellence	Integrity	Justice	Hope

Strategic priority	Goal[1]: 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	Making Jesus relevant, known and loved in our community through language, action and experience.	Access program documents and student experience demonstrates explicit links between RLOS to RE being established and integrated. Every student in the College has the opportunity to lead and experience daily prayer in morning House Group. Planning and delivering of explicit lead in (framing) and lead out (reflection) activities All significant College events include an explicit contextualising of Catholic identity.	Embed the Religious Life of the School into the Religious Education Curriculum provision and the ACCESS Program Supporting the Catholic Identity of the College through daily meaningful prayer experiences in House Group Alignment of language with (faith) experiences including "lead-in" and "lead-out" activities Embedding contextualised expressions of faith in community events (student, staff and family).	Feb 2023 July 2023 Ongoing and achieved by end of 2023	Senior Leadership Assistant Principal – Mission & Identity Campus Minister Assistant Principal – Wellbeing & Engagement HOH's - Heads of House Curriculum Development Leader – Religious Education Religious Education teachers House Group Leaders Teachers
Learning and teaching	Please complete EIA (page 2)				
Organisational effectiveness Enrolments	Positioning St Teresa's as the school of choice for Catholic Families and existing BCE student enrolments.	Building the Noosa district community awareness of St Teresa's Catholic College and opportunities that the College offers.	Strengthen the connection between the Noosa Catholic communities: STM, STCC, Noosa District Catholic Church Explore use of EAP form to transfer enrolment documents to streamline STM enrolments Leadership team from STM & STCC to meet early Term 1 Increase the frequency of interactions between STCC and STM teachers, students and staff	Ongoing Ongoing Term 1 Ongoing	Senior Leadership - Developing strategic partnerships with the STM and Noosa District Catholic Church - Strengthening Local community connections Communications Secretary - Maintaining an active social media, school community and local media presence with timely and engaging items. - Enquiry tracker

			Continue to establish and embed enrolment processes that commence in Year 4.	Ongoing	All members of the STCC community: - Sharing the successes and good news of St Teresa's Catholic College
			Strategically positioning interaction 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. - STM to advertise Year 12 2022 results - Open Day	Early Term 1	
			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	

Explicit Improvement Agenda
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 & 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?*
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. 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. 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. To engage key stakeholders as partners in the intention focus in improving academic outcomes	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. Class result data is reviewed across cohorts to validate moderation processes and review grade distribution. Alignment between school-based assessment results and standardised testing. 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.	Term 1 • data review and target setting • Student ICP maintenance • CLT Learning Observations commence Ongoing • modifying teacher practice in response to data analysis • ICP feedback lessons and emails home • PLC meeting time • Semester report data review • Celebration of learning growth Term 3 W2: • data review (SRS and BI) cohort, class and individual • target setting check-in • Student ICP maintenance Term 4 end • data review (SRS and BI) and target setting check-in • Student ICP completion – evidence of a full year's learning	College Leadership Team: - Articulating the direction and leading priorities for teaching and learning in alignment with the EIA - Provision of resources to realise the EIA - Regular and systematic Professional Learning Observations Curriculum Development Leaders: - Leading the priorities for teaching and learning in alignment with the EIA - Providing support to teaching staff - Facilitate data review and target setting - Respond to data review findings by supporting teachers through modifications to student learning experiences. - Oversee the provision of quality feedback for students Teachers: - Active engagement in PLCs - Engaging student sample in moderation / consistence - Lead students through an authentic target setting process and strategies to achieve student growth (as evidenced in the ICP) - Provide quality feedback to students evidenced in the ICP to achieve student growth - Alignment of Teacher PLGPs to the College EIA STCC Students - Active participation and engagement in their learning and academic goal setting Parents: - Engage in the student's learning journey