

St Teresa's Catholic College

2022 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 (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
Catholic identity	<i>Further embed the Religious Life of the School into the Religious Education Curriculum provision and the ACCESS Program</i>	<p><i>Review completed of the Access program in relation to the focussed explicit links made from RLOS to RE being established and integrated.</i></p> <p><i>Evaluation of student understanding of the four interrelated components of RLOS through there integration into the RE curriculum</i></p> <p><i>Regular reviews completed of planning with EO and Leadership team.</i></p>	<p><i>Making explicit links from RLOS to RE (Religious Education) curriculum through the Access program.</i></p> <p><i>Unpack the four interrelated components of RLOS (Religious Identity and Culture; Social Action and Justice; Evangelisation and Faith Formation; Prayer and Worship) and explore effective examples of these components in RE Units.</i></p> <p><i>AP Mission and Identity & Curriculum Development Leader planning Term: 1,2,3, and 4.</i></p>	<i>Throughout the year.</i>	<p><i>Assistant Principal: Mission and Identity.</i></p> <p><i>Religious Education Curriculum Development Leader.</i></p>

<p>Student Performance</p>	<p><i>Student performances in external assessments (NAPLAN, PAT and Year 12 Assessments) will authentically be representative of their learning, through preparation and practice protocols.</i></p>	<p><i>NAPLAN and PAT scores show improvement (Growth) in each student's performance.</i></p> <p><i>Validity of data through triangulation of data sets</i></p> <p><i>Monitoring of student growth through effect size measures and improvement in subject results and standardised tests.</i></p>	<p><i>Review of Year 7 –10 internal assessment items to capture attributes of quality assessment and ensure accessibility for students.</i></p>	<p>Semester 1</p>	<p><i>Assistant Principal: Learning and Teaching.</i></p> <p><i>Curriculum Development Leaders</i></p>
<p>Learning and teaching</p>	<p><i>Creation of a collaborative culture through the use of high performing PLC's working independently to create common goals for which they hold each other mutually accountable</i></p>	<p><i>Teacher PLGPs evidenced in PLC involvement and classroom practice.</i></p> <p><i>STCC Model of Pedagogy (Evaluate)</i></p> <p><i>Improved Quantitative Data: SRS, PAT, NAPLAN, Writing Task</i></p> <p><i>Increased Qualitive Data</i></p> <ul style="list-style-type: none"> - <i>Professional views and observations</i> - <i>Subjective characteristics</i> <p><i>Student Voice: Student Feedback Surveys</i></p>	<p><i>Embedding of Whole School Pedagogy & Strategies to Maximise Performance across all 2022 Unit plans (Activate)</i></p> <p><i>Professional Learning Communities (PLC) in departments. Putting faces on the data (Tuesday afternoons) (Evaluate)</i></p> <p><i>Clarity of expectation and closer planning protocols between Teachers and Learning Aids, in supporting identified students with diverse needs.</i></p> <p><i>Professional Learning Observations involving College staff, Middle and Senior Leadership</i></p>	<p>Semester 1</p>	<p><i>Deputy Principal</i></p> <p><i>Assistant Principal: Learning and Teaching</i></p> <p><i>Assistant Principal: Wellbeing and Engagement.</i></p>
<p>Organisational effectiveness: Enrolments</p>	<p><i>A continued focus and priority on positioning St Teresa's as the school of choice for Catholic families in the Noosa District.</i></p>	<p><i>Year 7 2023 enrolment numbers at 160 by May 2022, with further applications on wait list.</i></p>	<p><i>Continue to establish and embed enrolment processes that commence in Year 4.</i></p> <p><i>Strategically positioning interaction between STM/STCC to provide a notional P-12 Catholic School.</i></p>	<p>Throughout year.</p>	<p><i>College Principal</i></p> <p><i>Communications and Marketing Officer</i></p>

STM % of Year 6 into Year 7 currently sits at 60%.

2023 target: 70%

2024 target: 75%

STCC Principal presence at all STM Assemblies

STM/STCC combined marketing campaign in 2022.

Ministry, Learning and Wellbeing activities for STM Year 2, 3, 4 students that involve STCC students.