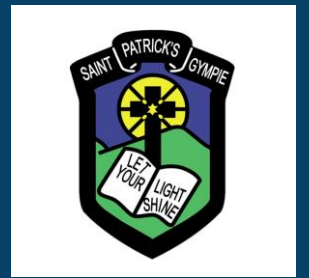# An education to **believe** in

Annual Improvement Plan & Explicit Improvement Agenda 2025

St Patrick's College, Gympie

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.
Where do we need to go?	*Where does it align?*		*Why do we need to go there? What will be the benefits and how does it align to the priorities?*	*How do we know we are getting there?*	*What could happen that will impact our goals or targets?*	*What will we do to get there?*	*When do we want to get there by?*	*Who is responsible for ensuring it happens?*
Goal 1 Develop a learning culture that inspires students to achieve success and invigorates staff.	☐ Connecting communities ☐ Delivering thriving Catholic schools ☒ Maximising potential ☒ Optimising conditions for success		Our Learning Culture has been identified as an area for improvement from a range of data metrics. The benefits will be students cognitively engaging in their learning and teachers having the opportunity of renewal of practice. This will inspire lifelong learning and create a sustainable and innovative learning environment.	• Improved student results by 5% • Improved NAPLAN results • Student Learning Culture survey demonstrates improved dispositions • Classroom observation data • Self-assessment using the student engagement wheel demonstrates improved disposition • Tell Them From Me survey data around learning improves	Lack of teacher engagement Changes to Middle Leadership team (Leaders of Learning)	1a. Teachers will nominate a class to measure engagement, implement pedagogical practices and gather student voice before making practices more widespread 1b. Develop engaged learners through metacognitive practices by utilising the SPC Learners document and creating a student Academic Leadership committee. 1c. Improving curriculum alignment through planning and assessment practices.	1a. End Term 1 1b. Ongoing throughout school year 1c. Ongoing throughout school year	1a. CLT + LOLs 1b. CLT + LOLs 1c.CLT + Curriculum Area LOLs
Goal 2 Make visible the mission and values to ignite the Catholic identity of the College	☒ Connecting communities ☒ Delivering thriving Catholic schools ☐ Maximising potential ☐ Optimising conditions for success		Our College has a number of founders and charisms making the Catholic Identity unclear. We seek to consolidate and refine the values and traditions through the development of four pillars drawn from our College mission statement.	4 College pillars developed and launched in collaboration with staff, students and parents Refine College gospel values Rewrite the mission statement Implementation of activities that align with the pillars	Key role holders changing New PP, New APRE and recent CM Greater secularisation of college community both staff and students	Staff PD day – collaborative session with staff Campus minister and SRC to obtain feedback from students Parents are consulted for feedback Launch College mission statement, pillars and values with marketing Visible branding and signage around the College Explore opportunities to extend service offerings inside and outside the classroom	Ongoing throughout school year	APRE, CM, PP and supported by CLT
Goal 3 Build and enhance College culture and house spirit to improve enrolments and attendance	☒ Connecting communities ☐ Delivering thriving Catholic schools ☒ Maximising potential ☒ Optimising conditions for success		Our Pastoral Care structure is challenged to strengthen wellbeing and create a safe, supportive and inclusive community. The benefits will be increased enrolments, more sustainable facilities and innovative learning environment. This will inspire lifelong learning and create a sustainable and innovative learning environment.	Increase enrolments by 3% to improve future sustainability Increase attendance - 60% of students attending school 90% of the time Improved attendance at house events Student led house assemblies	Urban growth of Gympie bypass Cost of living real estate Feeder schools from limited pool Lack of engagement from families Increase of enrolment of 'at risk students' 'buy in' from all staff	Utilise social media to promote College events and success. Eg – Showcase, Awards night, Musical, Founder's day etc T1- T2 • Form Attendance committee • Roll out attendance campaign to students • Track data and follow up with HR teachers • Implement steps for staff for roll marking • Teach staff how to set targets on engage for class groups • Empower SRC to run House Assemblies • Revitalise St Patrick's Day celebrations T3 – T4 • Implement incentives for attendance • Track improvement in attendance • Data snaps and analysis in teaching teams and pastoral groups • Consolidate Founders Day and Spring Showcase practices	Ongoing throughout the year	PA to Principal, Admin Marketing, Reception Front of House, CLT, Student Reception, House leader, Pastoral team HR teachers and supported by CLT and SRC DP Pastoral and All staff

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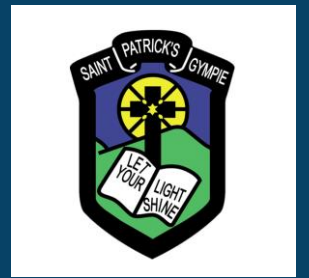
Annual Improvement Plan & Explicit Improvement Agenda 2025

St Patrick's College, Gympie

Goal:

Our goal for 2025 is to develop a learning culture within the College that inspires students to achieve success and invigorates staff.
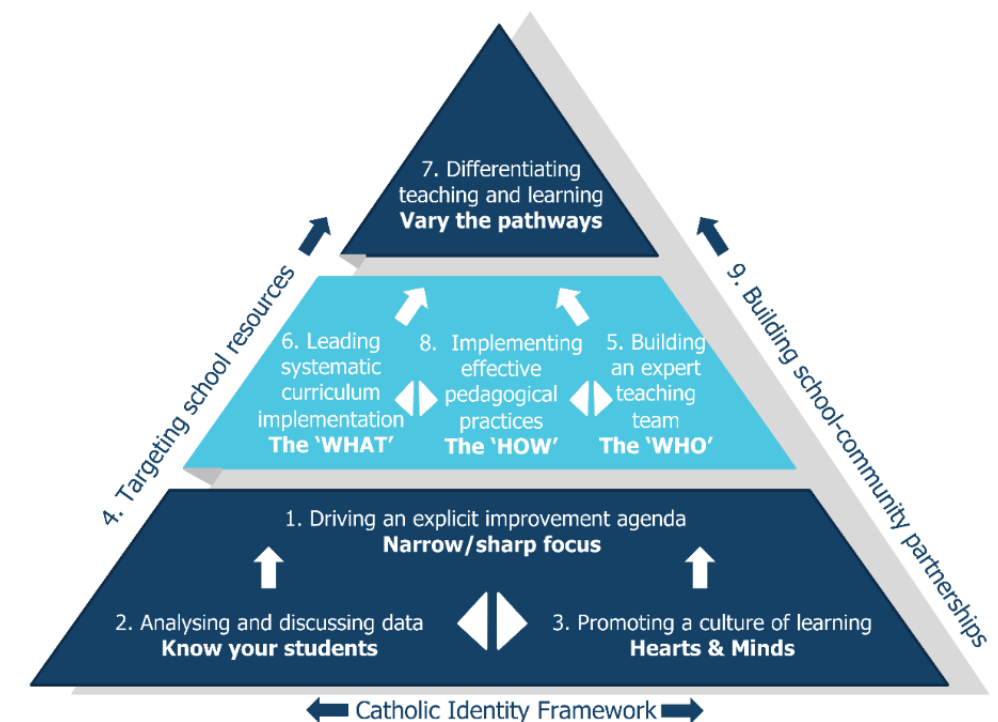
This will be achieved through:

- Implementing effective pedagogy – high impact teaching strategies, inclusive pedagogy, embedded Catholic Identity and Indigenous perspectives
- Empowering students through student voice, agency and metacognition
- A focus on curriculum alignment from planning through to assessment (Curriculum Compass implemented)
- Building the data literacy of teachers to identify opportunities for student growth

Justification:

What data and information was utilised to inform choosing this goal?

- School Improvement Review Report 2021 – last areas for development are pedagogy and data informed practices
- Self-reflection using the NSIT Tool – identified "promoting a culture of learning" as a priority
- Feedback received as a result of engagement as a Priority School
- Continues and builds on the previous EIAs – teacher clarity and feedback
- Internal audit using the AITSL standards
- Internal Survey of students about our learning culture

Our Learning Culture has been identified as an area for improvement from a range of data metrics. The benefits will be students cognitively engaging in their learning and teachers having the opportunity of renewal of practice. This will inspire lifelong learning and create a sustainable and innovative learning environment.

(Pyramid diagram: National School Improvement Tool)

- 7. Differentiating teaching and learning — **Vary the pathways**
- 4. Targeting school resources
- 9. Building school-community partnerships
- 6. Leading systematic curriculum implementation — **The 'WHAT'**
- 8. Implementing effective pedagogical practices — **The 'HOW'**
- 5. Building an expert teaching team — **The 'WHO'**
- 1. Driving an explicit improvement agenda — **Narrow/sharp focus**
- 2. Analysing and discussing data — **Know your students**
- 3. Promoting a culture of learning — **Hearts & Minds**
- Catholic Identity Framework

Success Criteria:

Clearly define 6-8 success criteria that describe the expectations of what leaders, teachers and students will be doing once the improvement agenda has been embedded. Ensure that the school/college leaders consider strategies for measuring and monitoring the progress of the success criteria.

- Students are engaged in learning (cognitively, behaviourally, and emotionally)
- There is a common language around metacognition
- Classroom pedagogy uses a variety of high impact teaching and engagement strategies
- Teachers' planning and assessment is created collaboratively and curriculum aligned with supporting feedback rubrics
- All teachers are gathering student voice in a variety of ways to inform teaching practice
- Comprehension is explicitly taught and strategies are utilised whenever students engage with texts

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

St Patrick's College, Gympie

Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
What are the student learning/ engagement/wellbeing targets that the college will establish and rigorously monitor to measure the impact of the improvement agenda?	What are the key actions the college will implement to address the improvement focus?	How will the college implement the key actions over time utilising a phased approach across the terms of the school year.	Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.	
TTFM Survey data – High Skill Low Challenge indicator at 15%; Interest and Movitvation at 25%; Sense of belonging at 60% Student Learning Culture survey results	**Empowering students through student voice, agency and metacognition** • Teachers regularly gather student voice on all aspects of learning • Teachers develop student agency by visibly responding to student voice • Students develop metacognition through regular engagement with "I am a St Pat's Learner"	T1-T2 • Teachers identify a target class • Roll out "I am a St Pat's Learner" to students and teachers • Teachers prioritise metacognition as part of lessons in target class • Teachers gather and respond to student voice in a range of ways in target class T3 – T4 • Teacher expand practices across all classes	LOLs, CLT, Classroom teachers	Transformative Learning https://www.4ctransformativelearning.org/
NAPLAN data is trending upwards in all areas PAT data is trending upwards	**A focus on curriculum alignment from planning through to assessment** • Continue high expectations around teacher planning and clarity • LOLs focus on alignment with curriculum in planning and assessment • Prioritise collaborative planning • Ensure alignment with the Curriculum Compass	T1-T4 • LOLs work with their curriculum teams to collaboratively plan aligned curriculum • Continue to monitor planning documentation including assessment and feedback rubrics	LOLs, CLT, Classroom teachers	Collaborative Planning Time
TTFM Survey data – High Skill Low Challenge indicator at 15%; Interest and Movitvation at 25%; Sense of belonging at 60% Student attendance data improves to 60% Student GPAs show overall improvement Student Learning Culture survey results	**Implementing effective pedagogy** • Regular semantic pulse surveys support teachers to connect with students • Strategic PD around high impact teaching strategies, and inclusive pedagogy • Teachers select focus classes for reflecting on pedagogy and student voice • PD on comprehension strategies for teachers to respond to student learning data • Teachers are self-reflective using the student engagement wheel	T1-T4 • Teacher PD on high impact teaching, comprehension and student engagement strategies • Teachers use student engagement wheel with target class data to determine teaching responses • PDPs created with LOL of target class with a focus on pedagogical development T2 – T4 • Continue embedding practice and extend across classes	LOLs, CLT, Classroom teachers	Kagan Cooperative Learning Structures Kagan Cooperative Learning Structures VCE High Impact Teaching Strategies Strategies that Maximise Learning
NAPLAN data is trending upwards in all areas (5% improvement) Improved data analysis evident in planning documents	**Building the data literacy of teachers to identify opportunities for student growth** • Implementing the College's Data Plan and NAPLAN Readiness Plans (and updating as new data becomes available) • PD around interpreting data sets and responding to data analysis to develop responsive unit plans	T1 • Implement NAPLAN Readiness Plans in classes T1 – T4 • Follow the College's Data Plan to ensure multiple points of analysis • Continue using NAPLAN Readiness Plan	LOLs, CLT, Classroom teachers	BCE School Improvement resources for Domain 2