



Strong Catholic Identity (1/2)		
Goal	By the end of 2018, St Mary's College has a shared community vision and College mission.	
Related to strategic plan objective/s	To have a climate where staff, students and parents are empowered and able to engage effectively with the values, vision and mission of St. Mary's College.	
Related to strategic plan strategy/s	<ul style="list-style-type: none"> • That a College mission is developed through consultation and collaboration. • That a combined community committee develop a vision for our changing contemporary community. • That the values, vision and mission are effectively communicated. 	
Capability Building Required	<ul style="list-style-type: none"> • Professional development for Catholic Identity Project Committee members to ensure that all committee members are informed and have an understanding of the purpose of vision and mission. • That collaboration is enabled for committee members to come to consensus of language and direction. • Opportunity for feedback to stakeholders is identified and utilised by committee members. 	
Success Markers	<ul style="list-style-type: none"> • That the Vision and Mission has been written. • That the Vision and Mission has been endorsed by key stakeholders. 	
Activities	When	Who
Professional development for committee members in vision and mission.	Term 1	Combined Values Team
Committee drafting sessions and consultation.	Term 2	Values Team, All teaching staff; Students; Parents; Parish members
Publishing and launching vision and mission.	Term 3	Values Team, Marketing Officer

Strong Catholic Identity (2/2)		
Goal	All teachers of religion have fulfilled the minimum hours of professional development in this 12-month cycle.	
Related to strategic plan objective/s	To have a climate where staff, students and parents are empowered and able to engage effectively with the values, vision and mission of St. Mary's College and improve classroom teaching of religion through enhancing teacher knowledge of the Catholic story.	
Related to strategic plan strategy/s	That staff engage in opportunities regarding formation in the Catholic story to enhance teaching of RE.	
Capability Building Required	<ul style="list-style-type: none"> • Onsite professional development in the use of 'Line of sight' and Valid assessment review tool. • Opportunity for debrief after each Scripture professional development session to enhance units and learning and teaching. • Ensuring diversity in professional development across RE staff. 	
Success Markers	<ul style="list-style-type: none"> • Enrolment through iLearn. • Completion of courses enrolled in. • Unit plans reflect line of sight and valid assessment review. • Unit plans reflect new learnings from professional development and formation. 	
Activities	When	Who
RSE Committee has been formed and audit of current practices completed.	Term 2	RSE Committee
Onsite professional development in the use of 'Line of sight' and Valid assessment review tool	Term 2	RE team
By early term 2 professional development opportunities have been identified	Term 2	Catholic Identity Team

Excellent learning & teaching (1/3)

Goal 1	By the end of 2018, all staff will have reflected on at least one area of their teaching and demonstrated improvement with the assistance of a coach.		
Related to strategic plan objective/s	The school culture focuses on teachers as learners to better provide differentiated curriculum that is engaging for both students and staff to improve learning outcomes.		
Related to strategic plan strategy/s	Staff to complete an annual Teacher Development Plan.		
Capability Building Required	<ul style="list-style-type: none"> • Refresher on Coaching for Middle Leaders. • PD provided for teachers on areas of improvement, when requested. 		
Success Markers	<ul style="list-style-type: none"> • Teacher Development Plan completed by all staff. • Coaching sessions have been successfully implemented. • Improvement is demonstrated through classroom observations by coach. 		
Activities	When	Who	
Teacher Development Plan devised and presented to staff.	Term 1	Senior Leadership Team, Middle Leadership Team	
Teacher set goals and commence first meet with Coach.	Term 2	All teaching staff and Coaches	
Coaching Refresher Course.	Term 2	Coaches	
Classroom Observations by Coaches.	Term 2	All teaching staff and Coaches	
Teachers seek PD opportunities and to be provided through Staff Meetings and Department Meetings.	Term 2	All teaching staff	
Classroom Observations by Coaches.	Term 3	All teaching staff & Coaches	
PD continued.	Term 3	All teaching staff	
Teachers complete TDP and meet with Coach to review the year and set 2019 goals.	Term 4	All teaching staff and Coaches	

Excellent learning & teaching (2/3)

Goal 2	By the end of 2018, a common language of the behaviours of a successful learner has been developed, communicated and reflected on by staff, students and parents.
Related to strategic plan objective/s	The school culture focuses on teachers as learners to better provide differentiated curriculum that is engaging for both students and staff to improve learning outcomes.
Related to strategic plan strategy/s	The school policies, procedures and classroom practices are informed by student feedback about their learning.
Capability Building Required	<ul style="list-style-type: none"> • Staff, students and parents to learn what the behaviours of a 'more engaged, independent, self-reliant and confident learner' look like. • To learn a methodology of measuring these behaviours within context eg different curriculum; technology. • Staff, students and parents to learn to read and interpret the learner data.
Success Markers	<ul style="list-style-type: none"> • Students, staff and parents can name the behaviours that an engaged, independent, self-reliant and confident learner has. • Students, staff and parents can identify themselves as a learner on a scale which utilises a common language. • Students have compared their 'before' and 'after' learner data.

Activities	When	Who
To identify the measurement tool to be utilised for baseline data and improvement data.	Term 2	Learning Leaders Team; Student group
Staff, through professional learning and discussion, to identify a framework of student behaviours associated with successful learning.	Term 2	Learning Leaders Team, SLT; All teaching staff
Conduct baseline measurements end of Term 2.	Term 2	All teaching staff; Data Assistant
Communicate language to students and parents.	Term 2	Learning Leaders Team
Reflect on Improvement Data and act on outcomes.	Term 4	Learning Leaders Team; All teaching staff
Collect improvement data early Term 4.	Term 4	All teaching staff; Data Assistant

Excellent learning & teaching (3/3)

Goal 3	By the end of 2018, 60% of students in Year 8 and 9 will achieve the writing benchmark through explicit and expected practices.	
Related to strategic plan objective/s	The school culture focuses on teachers as learners to better provide differentiated curriculum that is engaging for both students and staff to improve learning outcomes.	
Related to strategic plan strategy/s	Time is set aside for the discussion of data and the implications of data for school policies, procedures and classroom practices.	
Capability Building Required	<ul style="list-style-type: none"> • Determine/identify staff capability for understanding and teaching literacy within their classroom. • Increase in resourcing and networking with all staff. • Upskilling of Senior teachers to utilise data in a way that provides rich conversations and explicit feedback for students. 	
Success Markers	<ul style="list-style-type: none"> • Writing Analysis Tool Results - more students achieve each term and those who achieved maintain their level. • Analysis has occurred at criteria level and has been specifically used in planning. • Shared language is consistent across learning areas. • Students are aware of success/improvement and are provided with opportunities to celebrate. • Year 7 and 8 Core Class meetings have met regularly around data (many types) and the implications on learning. • Year 9 - 12 data (many types) are discussed regularly at department level and other staff groupings (eg Pastoral team, Learning Leaders). 	
Activities	When	Who
Year 7 and 8 Teacher meetings commence with the reflection on gathered evidence and planning directed to needs. Review and responses on students as needed.	Term 1	Year 7 and 8 Teachers
Writing Task One Completed and marked across multiple staff members, including PD on the criteria marking scheme.	Term 1	All teaching staff
Unit plans begin to be updated to include the specific literacy demands of the Australian Curriculum and QCE.	Term 1	All teaching staff
Students given feedback on first Writing Task.	Term 1	Teachers, Students

PAT-R data collected and analysed for students not completed in 2017.	Term 1	Critical challenge team, English teachers, Data Assistant
Data Wall established for 2018; LWTs begin, Staff reminded of using Learning Intentions and Success Criteria.	Term 1	Critical Challenge Team; Data Assistant; SLT; Middle Leaders
Staff Meeting with activities about Differentiated Classroom learning and assessment; Gradual Release of Responsibility strategies utilised.	Term 2	BCE EO IE; All teaching staff
Specific literacy PD in staff and department meetings; Gradual Release of Responsibility strategies utilised.	Term 2	All teaching staff
Identify staff who require extra literacy teaching support for classroom.	Term 2	Critical Challenge Team; Learning Leaders Team
Department meetings focus on data around Senior level.	Term 2	All teaching staff
Students shown improvement through feedback in classes.	Term 3	All teaching staff involved with Writing Tasks
Continued look at data collections e.g. writing tasks, NAPLAN, SRS.	Term 3	Critical Challenge Team; Learning Leaders Team; All teaching staff
Final moderation of student work from across the year.	Term 4	All teaching staff

Building a sustainable future (1/2)

Goal 1	By the end of 2018, we will have a structured feedback plan to provide opportunity for an authentic voice from stakeholders.	
Related to strategic plan objective/s	Strong and optimistic commitment by all stakeholders to school improvement for the sustained future of Catholic Education in Maryborough.	
Related to strategic plan strategy/s	<ul style="list-style-type: none"> • A system of measuring the stakeholders' voice has been developed and is in use. • Stakeholders are effectively engaged with our communication systems. 	
Capability Building Required	<ul style="list-style-type: none"> • Stakeholders need to be upskilled to access a variety of modes of communication media. • Staff will need professional development around developing tools for measuring the amount and quality of feedback gained from stakeholders. 	
Success Markers	<ul style="list-style-type: none"> • We have successfully gathered evidence to improve our targeted communications to stakeholders. • Our strategies for seeking feedback include the use of a variety of modes of media. • Our strategies for seeking of feedback includes phone friendly media. 	
Activities	When	Who
Staff professional development is accessed to allow for the development of tools to measure the amount and quality of feedback gained from stakeholders.	Term 2	IT Committee to research and source PD. Key staff participate in PD
Communicate how to engage with a variety of modes of communication media to stakeholders.	Term 2	IT Committee to communicate media modes to stakeholders

Building a sustainable future (2/2)

Goal 2	By the end of 2018 we will have a targeted communication strategy to deliver our incremental annual implementation plan to our community of stakeholders.	
Related to strategic plan objective/s	Strong and optimistic commitment by all stakeholders to school improvement for the sustained future of Catholic Education in Maryborough.	
Related to strategic plan strategy/s	<ul style="list-style-type: none"> • A system of measuring the stakeholders' voice has been developed and is in use. • Stakeholders are effectively engaged with our communication systems. 	
Capability Building Required	<ul style="list-style-type: none"> • Staff and students need capabilities to produce effective and engaging means of communicating the St Mary's College AIP improvement agenda. • Stakeholders will develop the skills to successfully access a variety of modes of media. • Resources including specialised equipment may need to be accessed to develop innovative means of communicating. 	
Success Markers	<ul style="list-style-type: none"> • 50% of our surveyed stakeholders are aware of our communications regarding St Mary's College's AIP improvement agenda. • Our communication strategies include a variety of modes of media. • Phone friendly modes of communication are being utilised. • Students are involved in the communication of our incremental annual implementation plan to our community of stakeholders. 	
Activities	When	Who
Professional development for staff to upskill them in the use of multiple modes of communication media.	Term 2	IT Committee to research and source PD. Key staff to participate in PD