



Strong Catholic Identity		
Goal	By the end of 2019, SMC has developed a whole school approach to implementing RSE across curriculums and year levels.	
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 the values, vision and mission are effectively communicated.	
Capability Building Required	Professional development for all staff for better understanding of RSE	
Success Markers	Professional Development of whole staff in Relationships and Sexuality Education - Term 4 HPE staff delivering new unit for Year 7 and Year 8 at the beginning of Term 3	
Activities	When	Who
Staff professional development in RSE HPE teaching staff reflect on the RSE unit implemented in Year 9	Term 1	All staff
HPE staff will be planning Year 7 & 8 units for implementation in Term 3	Term 2	HPE
Delivery of Year 7 & 8 HPE unit	Term 3	HPE
Communicate with parents at the beginning of Term 3	Term 3	HPE
Further staff development and opportunities to engage with RSE across curriculum areas	Term 4	All staff

Excellent learning & teaching (1/2)

Goal 1	By the end of 2019, a common language of the behaviours of a successful learner has been developed, communicated, implemented 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"> • Students, staff and parents to learn what the behaviours of a more engaged, independent, self-reliant and confident learner looks like. • Staff to learn, read and interpret the learner data to inform learning & teaching. 		
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. 		
Activities	When	Who	
Review of the data collected from PB4L Brainstorm of future direction language	Term 1	All staff	
Professional reading and discussion	Term 1	Learning Leaders, SLT	
Establish the language and development plan and process	Term 2	All staff	
Communicate with internal parent groups, such as Board, P&F	Term 2	SLT	
Launch of plan	Term 3	All staff	
Increase the visibility	Term 4	All staff	

Excellent learning & teaching (2/2)

Goal 2	By the end of 2019, 75% of students in Year 7 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. • Review and response meetings will be held in relation to the data 		
Activities	When	Who	
Writing task 1 will be completed (Year 7 RE; Year 8 Sci; Year 9 Hist; Year 10 Elective)	Term 1	Teaching staff	
Twilight on types of learning practices	Term 1	All teaching staff	
Staff survey to determine capabilities and understanding of effective and expected practices	Term 1	All teaching staff	
Data wall will be updated - every term	Term 1	Learning Growth Team, Data Analyst	
Writing task 2 will be completed (Year 7 RE; Year 8 Sci; Year 9 Hist; Year 10 Elective)	Term 2	Teaching staff	
Targeted professional development to support survey data - ongoing	Term 2	All teaching staff	
Review & Response teams meet regularly	Term 2	All teaching staff	
Writing task 3 will be completed	Term 3	TBC	
PAT-R & PAT-M will be completed	Term 3	Teaching staff	
Analysis of First Semester writing tasks, NAPLAN results and SRS	Term 3	All teaching staff	
Writing task 4 will be completed	Term 4	TBC	
Post-testing of staff capabilities to show growth	Term 4	All teaching staff	
Final moderation of student work across the year	Term 4	All teaching staff	

Building a sustainable future		
Goal 1	By the end of 2019, 90% of students will be in attendance 90% of the time.	
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"> Stakeholders are communicated with and engaged in opportunities to connect and belong to school. Stakeholders are effectively engaged with our communication systems. 	
Capability Building Required	<ul style="list-style-type: none"> Finalised Behaviour Support Plan. Pastoral team are reporting regularly on attendance data in response to data. Student participation in enrichment programs and pastoral programs to enhance connection and belonging at school. 	
Success Markers	<ul style="list-style-type: none"> Staff engaging with BI and Engage data Analysing and responding to the data 	
Activities	When	Who
Review Attendance Policy	Term 1	DP & PL
Finalise Behaviour Support Plan	Term 1	DP & PL
PD staff in utilising policies and data to communicate effectively with stakeholders re. improving attendance	Term 2	DP & PL/All staff
Mapping EP & Pastoral programs to meet the needs of the data	Term 4	DP & PL/ML/SL
Link belonging and engagement with attendance data, learning partnerships and vision and mission	Term 4	DP & PL/ML/SL
Consistent review and follow up of attendance data	Term 4	PL & PC teachers