Inspired by Christ, we journey together, embracing faith, life and learning



2022 – 2025 School Strategic Plan



ENCOUNTER CATHOLIC IDENTITY

School Improvement Priority	School Review, Directions		Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)			ementa (SAIP)	tion	
	School Data, ECSI &/or Encounter Catholic Identity Matrix Recommendation	Priorities			2022	2023	2024	20 Jan - Jun	25 July - Dec
1. Through self-awareness and critical thinking ensure staff know what it means to live a Catholic life at St Therese's School	Continue to build, strengthen and re-contextualised the Catholic Identity of the school through parish, parent and community engagement	1 ⋈ 6 □ 2 □ 7 □ 3 □ 8 □ 4 □ 9 □ 5 □ 10	a. Explicit understanding of school structures (eg. sports houses) b. Connect learnings with school history c. Scope and Sequence (RLOS term planner) developed to support the Catholic Identity of STS d. APREs from STS and MacKillop coordinate the parish sacramental program to build parish/school connections e. STSC faith formation opportunities for parents.	Feedback on the staff satisfaction survey for Catholic Identity improves to better than the Diocesan average of 3.76	CD	ABCD	DE	D	

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2. Learn and	Communicate a	1 🗆	6	a. Develop scaffolded learning	Sample survey with students to	В	ABC	ВС	АВ	
be inspired by	clear concept of			resources to use for staff and	articulate understanding of the life				c	
the life of Saint	the school vision	2 🗆	7	student formation on the life of	of St Therese and check					
Thérèse, i.e.	and ensure it can			Saint Thérèse, Unpack story of St	improvement over time					
who she was,	be deployed	3 🗆	8	Therese's (eg. sports houses, Mercy)						
what she stood	alongside values		Ü	delivered and developed in O Week						
for and how	to shape Catholic	4 🗆	9							
she lived her	Identity and drive	l	9	b.Develop and identify explicit						
Vocation	the school		40 🗆	school traditions that are inspired by						
	learning culture	5 🖂	10 🗆	Saint Therese						
				c.Morning routines are developed to						
				support the development of						
				understanding of St Therese's						
				history and story						
				, ,						
3. Strengthen	Develop an	1 🗆	6	a.A STS Google Site will be	All year levels have a scope and	CD	АВС	E	ВD	
RE practice &	alignment of			developed to house resources	sequence for RE		DE		E	
ensure	system, school	2 🗵	7							
teachers know	and classroom			b.Classroom lesson resources and	All year levels have consistent					
& can deliver	targets and	3 🗆	8	discussions	planning for RE which aligns with					
relevant,	timelines for				system and school expectations					
engaging &	achievement	4 🗆	9	c.Scope and Sequence developed						
contemporary				for RE Curriculum	All year levels have assessment tasks					
RE that meets		5 🗆	10		which align with the year level					
the standards				d.Staff landing page resources	achievement standard in RE					
in planning,										
teaching,				e.CES RE Units rolled out and						
assessment &				contextualized for P-6 including						
reporting				resources and assessment tasks						

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2022 – 2025 School Strategic Plan



FIRST NATIONS PERSPECTIVES

School Improvement Priority	Links to: Internal / External School Review,	Link to: Strategic Directions	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)	Implementation (SAIP)				
	School Data	Priorities			2022	2023	2024	20	25
								Jan - Jun	July - Dec
1. Cultivate our cultural responsiveness knowledge and practice		1 □ 6 ⊠ 7 □ 7 □ 8 □ 4 ⊠ 9 □ 5 □ 10	Liaise with First Nations directorate to collaborate and deliver Trial participation cultural competency modules	100% participation for staff to complete professional development - knowledge hubs *cultural competency					

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2. Culturally	1 □ 6	100% of teaching staff to engage
rich learning		with Narragunnawali* (track staff
experiences	2 🗆 7	engagement and membership)
are evident in		
the learning	3 🗆 8	100% of teaching staff and students
environment		to engage with Our Land, Our Story
to support the	4 ⊠ 9	
embedding of		
the Cross	5 ⊠ 10	
Curriculum		
priorities		
3.		

2022 – 2025 School Strategic Plan





ENGAGEMENT – WELLBEING AND LEARNING

School	Links to:	Link to
mprovement Priority	Internal / External School Review, School Data	Strategi Direction Prioritie

Strategies
(How the improvement priority will b
actioned.)

Improvement Indicators	
(What does success look like?)	

	Impl	ementa (SAIP)	ition	
2022	2023	2024	20	25
			Jan -	July

1. A consistent approach to learning and teaching P-6 develop a quality develop and Sequences (a.1) expendition develop and sequences (a.1) expendition develop and develop and develop and Sequences (a.1) expendition develop and Sequence develop and Sequences (a.1) expendition develop and Sequence develop and sequences (a.1) develop and Sequence deve					y chilist, we journey together, c	The second partition of the second	····9			
learning and teaching P-6 Co-constructed and live on the process to ensure the process to ensure the implementation of the Australian Curriculum is locally contextualized and delivers balance and coverage against content descriptions, cross curricula skills and attributes and activement standards 2. Ensure there is evidence of consistent, accountable high-impact framework to teaching & ensure consistent learning Pedagogical Framework (a.2) Pedagogical Framework (a.3) Pedagogical Framework (a.3) Essential Practices documents for Maths and English (a.4) Pedagogical Framework (a.2) HPL Framework (a.3) Essential Practices documents for Maths and English (a.4) Pedagogical Framework (a.2) HPL Framework (a.3) Essential Practices documents for Maths and English (a.4) Pedagogical Framework (a.2) HPL Framework (a.2) HPL Framework (a.3) Essential Practices documents for Maths and English (a.4) Pedagogical Framework (a.2) HPL Framework (a.3) Essential Practices documents for Maths and English (a.4) Pedagogical Framework (a.2) HPL Framework (a.2) HPL Framework (a.3) Essential Practices documents for Maths and English (a.4) Pedagogical Framework (a.2) HPL Framework (a.3) HPL Framework (a.2) HPL Framework (a.3) Essential Practices documents for Maths and English (a.4) Pedagogical Framework (a.2) HPL Framework (a.3) HPL Framework (a.3) HPL Framework (a.3) HPL Framework (a.3) HPL Framework (a.2) HPL Framework (a.2) HPL Framework (a.2) Co-constructed and live on the Learning and Teaching site	1. A consistent	Continue to	1 🗆	6	a.Develop and consolidate:	By the end of 2023, 100% of	1a.1,	1a.2,		
teaching P-6 process to ensure the implementation of the Australian Curriculum is locally contextualized and delivers balance and coverage against content descriptions, cross curricula skills and attributes and achievement standards 2. Ensure there is evidence of consistent, accountable high-impact framework to teaching & ensure consistent learning mplementation mpleme	approach to	develop a quality	\boxtimes		 Scope and Sequences (a.1) 	school documentation will be	1a.4	1a.3		
the implementation of the Australian Curriculum is locally contextualized and delivers balance and coverage against content descriptions, cross curricula skills and attributes and achievement standards 2. Ensure there is evidence of consistent, accountable high-impact framework to teaching & ensure consistent learning implementation the implementation implementation • Essential Practices documents for Maths and English (a.4) • Essential Practices documents for Maths and English (a.4) • Essential Practices documents for Maths and English (a.4) • Essential Practices documents for Maths and English (a.4) • Essential Practices documents for Maths and English (a.4) • Essential Practices documents for Maths and English (a.4) • Essential Practices documents for Maths and English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4) • English (a.4) • Essential Practices documents for Maths and English (a.4)	learning and	assurance	2 🗆	7	 Pedagogical Framework (a.2) 	co-constructed and live on the				
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balance and coverage against content descriptions, cross curricula skills and attributes and achievement standards 2. Ensure there is evidence of consistent, accountable high-impact framework to teaching & ensure consistent learning implementation balance and coverage against content descriptions. a. Spaced practice through Morning 100% of teachers using Morning Routine Routine Routine By the end of 2023, evidence based teaching practices will be modelled in 100% of classrooms a. Spaced practice through Morning Routine Soutine Sout		contextualized								
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descriptions, cross curricula skills and attributes and achievement standards 2. Ensure there is evidence of consistent, accountable high-impact framework to teaching & ensure consistent learning implementation descriptions, cross curricula skills and attributes and achievement standards 1 □ 6 ⋈ 2 a.Spaced practice through Morning Routine 2 □ 7 ⋈ Routine 3 ⋈ 8 □ b.HITs c.Learning Sprints d.Clarity − 14 Parameters e Bump It Up Walls (d.1) e Assessment Waterfall Chart 100% of teachers using Morning Routine 2 □ 2 □ 3 ⋈ 2 ≥ 2 ⇒ 2 ⇒ 2 ⇒ 2 ⇒ 2 ⇒ 2 ⇒ 2 ⇒ 2 ⇒ 2 ⇒		coverage against								
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attributes and achievement standards 2. Ensure there is evidence of consistent, accountable high-impact framework to teaching & ensure consistent learning implementation a. Spaced practice through Morning Routine 100% of teachers using Morning Routine 2c, 2a, 2d.3, 2b 2d.4, 2d.1, 2d.4 By the end of 2023, evidence based teaching practices will be modelled in 100% of classrooms ■ Bump It Up Walls (d.1) ■ Assessment Waterfall Chart		cross curricula								
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2. Ensure there is evidence of consistent, accountable high-impact teaching & ensure consistent learning 1 □ 6 ⋈ a.Spaced practice through Morning a.Spaced practic		attributes and								
2. Ensure there is evidence of consistent, accountable high-impact teaching & ensure consistent learning learning learning learning lise vidence of is evidence of is evidence of consistent agree school-wide agree school-wide pedagogical finance learning library is evidence agree school-wide agree school-wide pedagogical framework to ensure consistent implementation library is evidence agree school-wide pedagogical framework to ensure consistent implementation library is evidence agree school-wide pedagogical framework to ensure consistent implementation library is evidence based teaching practices will be modelled in 100% of classrooms library in 100% of teachers using Morning Routine library in 2d.3, 2d.4 and 2d.1, and 2d.2, and 2d.3, 2d.4 and 2d.2, and 2d.3, 2d.4 and		achievement								
is evidence of consistent, accountable high-impact teaching & learning learning in mplementation is evidence of consistent accountable high-impact implementation is evidence of consistent implementation and agree school-wide school-wide school-wide pedagogical school-wide pedagogical framework to ensure consistent implementation is evidence of school-wide school-wide based teaching Sprints c.Learning Sprints c.Learning Sprints d.Clarity – 14 Parameters based teaching practices will be modelled in 100% of classrooms implementation ended in 100% of classrooms		standards								
consistent, accountable high-impact teaching & learning school-wide pedagogical framework to teaching & limplementation implementation school-wide pedagogical framework to teaching & learning school-wide pedagogical framework to ensure consistent implementation school-wide pedagogical framework to ensure consistent school-wide pedagogical framework to ensure consistent sch	2. Ensure there	Establish an	1 🗆	6 ⊠	a.Spaced practice through Morning	100% of teachers using Morning	2c,	2a,		
accountable pedagogical framework to teaching & learning learning pedagogical framework to teaching & learning c.Learning Sprints d.Clarity – 14 Parameters based teaching practices will be modelled in 100% of classrooms 2d.2, 2d.4 2d.4	is evidence of	agree	2 🗆	7 🗵	Routine	Routine	2d.3,	2b		
high-impact teaching & framework to ensure consistent learning framework to modelled in 100% of classrooms framework to ensure consistent limplementation framework to ensure con	consistent,	school-wide	3 ⊠	8 🗆	b.HITs		2d.4	2d.1,		
high-impact framework to teaching & ensure consistent learning implementation learning framework to teaching & implementation learning implementation learning learning learning framework to ensure consistent learning l	accountable	pedagogical	4 □	9 🗆	c.Learning Sprints	By the end of 2023, evidence		2d.2,		
teaching & ensure consistent learning implementation • Bump It Up Walls (d.1) modelled in 100% of classrooms	high-impact	framework to		_	d.Clarity – 14 Parameters	based teaching practices will be		2d.4		
	teaching &	ensure consistent			Bump It Up Walls (d.1)	modelled in 100% of classrooms				
practices in all classrooms (4.3)	learning	implementation			Assessment Waterfall Chart					
practices	practices	in all classrooms			(d.2)					
Case Management Meetings					, ,					
(d.3)					_					
• Learning Walks (d.4)					· · ·					
2 Learning Wallio (a. 1)					- Learning Wants (a. 1)					

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3. Improve the Develop an	1 🗆 6	a.Utilise and monitor:	Improved student outcomes in	3a.2	3a.1,	3a.3,	
learning alignment of	\boxtimes	Morning Routine (a.1)	Maths using Essential Assessment	3a.5,	3a.4,	3a.7,	
growth of system, school	2 🗆 7	Unaided Writing (a.2)	Improved NADLAN recults in Venrs	3a.7	3a.5,	3a.8	
every student, and classroom	\boxtimes	 High Impact Teaching 	Improved NAPLAN results in Years		3a.6,		
especially in targets and	3 □ 8	Strategies (a.3)	3 & 5 (R, W & M)		3a.7,		
Literacy & timelines for	\boxtimes	Bump It Up Walls (a.4)	Prep and Year 1 students achieve		3a.8		
Numeracy achievement	4 🗆 9	 Essential Assessment (a.5) 	system level benchmarks which is				
		Manipulative math materials	85%				
	5⊠ 10	(a.6)	0370		3b		
		Blended Learning (a.7)	Yr 2 and 3 students will achieve				
		• STEM (a.8)	system reading level benchmarks				
		J. 2 (a.e,	which is 90%				
		b.Support Teachers mentoring and	100% of students achieve positive				
		coaching in class for best practice in	growth in PAT R through the				
		literacy and numeracy	building of teacher capacity and				
			explicit expectations in teaching of				
			reading				
			, and the second				
			By the end of 2023 100% of				
			teachers will show evidence of				
			HITs in their planning of English				
			and Maths				
			Evidence of enrichment				
			opportunities in the areas of				
			STEM, literacy, mathematics and				
			sport				

		 		y common, the jean may together, t					
4.Demonstrate a consistent approach to the use of assessment, recording & reporting	Design a school-wide process that enables teachers to analyse data at specified timelines, determine student needs and record and enact specific strategies for differentiation Ensure the use of formal moderation processes across year levels is consistent and embedded	⊠ 2 □	6 7 8 9 10	 a.School Data Plan Annual review of School Data Plan Communicate School Data Plan to staff annually and as required b.Regular targeted feedback P-6 Writing Gain (1) Peer reviews (2) Essential Assessment (3) 	Annual School Data Plan developed and widely known by all staff Evidence of feedback conversations through teacher planning All staff are engaged in moderation processes which are embedded during LPD sessions evidenced through minutes of sessions By the end of 2023, • 100% of students P-6 Writing Gain data is collected and given feedback • Mathematical concepts are pre-tested and next steps in learning are provided for students	4a 4b.1	4a 4b.3	4a 4b.2	

				, cimios, ire jeurney tegetilen, t	<u> </u>		 	
5. Meet	Develop practices	1 🗆	6	a.MTSS-E Project Cohort 2 School	100% explained absences			
specific	and processes in	\boxtimes		Engagement Team (a.1)				
student	relation to	2 🗆	7	● DLT (a.2)	Contextualised School Attendance			
learning needs	targeted groups	\boxtimes		• EASP (a.3)	Procedure developed			
across the full range of abilities	including students with disability in regards to School Disciplinary Absences, attendance and related part-time programs	3	8910	 Transition process (a.4) Re-entry process (a.5) Support teachers (a.6) Tier 1 differentiation (a.7) Monitoring of student attendance data (a.8) Breakfast club (a.9) Whole School Behaviour plan (a.10) 	Reduce major behaviours by 25% from previous year Whole School Behaviour Plan developed Student Expectations Matrix developed			
				• Student Expectations Matrix (a.11)	Revised playground duty roster developed			
				b.Review of playground duties, including library, to support student transitions	Annual review of SRS, Engage and Enrolment data			
				c.Review of SRS, Engage and Enrolment data to plan for staffing and class allocations				

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6. Integrate	Collaboratively	1 🗆	6	a.MTSS-E Project Cohort 2 School	Evidence of increased student			
Positive	design and	\boxtimes		Whole School Behaviour plan	engagement in class / with teacher			1
Behaviours for	implement a	2 🗆	7	 Student Expectations Matrix 				
Learning across	systematic	\boxtimes		 Individual Behaviour Support 	One nominated social learning			
the whole	approach for	3 🗆	8	Plans	program in place (Resilience			
school	managing	\boxtimes			Project)			
	student	4 🗆	9					
	behaviour and			b.Implementation of Resilience				
	embed a	5 🗆	10	Project in every classroom				1
	consistent							1
	implementation							1
	of agree							1
	strategies to							
	further enhance							
	the school's safe,							
	supportive and							
	disciplined							
	learning							
	environment							
	Sharpen the							
	school's Explicit							
	Improvement							
	Agenda and							
	develop a							
	rigorous and							
	systematic							
	approach to the							
	implementation							
	of the agreed							
	strategies							i l

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7. Engage	Continue to	1 🗆	6	a.Student led parent teacher	Once per term, STSC provide			T	
parents	develop parish,			conferencing to share progress in	opportunities for parents to be				
effectively in	parent and	2 🗆	7	individual learning twice per year	involved in presentations by guest				
the learning of	community				speakers related to initiatives in				
their child	engagement	3 🗆	8	b.Review of attendance procedure to	learning happening within the				
				capture students engagement in	school eg STEAM				
		4 🗆	9	learning offsite eg for medical					
			4.0	reasons and engaged in hospital	90% families attend parent teacher				
		5 🗆	10	school	conference once per year				
				Be the second transfer of	Control of the district				
				c.Parish involvement in school	Contextualised Student				
				liturgies and celebrations	Attendance Procedure developed				
				d.Parish sacramental program	Increased parish presence at				
				coordinated by the APRE with	school liturgies and celebrations				
				support of parish	, and the second				
					Parent satisfaction survey				
				e.School staff attend parish	responses for Encounter questions				
				Eucharistic celebration during 0	are equal to or greater than 4				
				Week					
					80% school staff attend parish				
				f.Parish state school catechists invited	mass during 0 Week				
				to attend school formation					
				experiences	Each of the 15 local kindergartens				
					has 1 visit to the school annually				
				g.Kindergarten engagement					
				Under 8s Day					
				Easter Bonnet Parade					
				 Use of facilities eg Nature 					
				Playground					
				 Prep transition program 					
				(Term 4)					
				(101111 4)					

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2022 – 2025 School Strategic Plan



	CAPABILITY											
School Improvement Priority	Links to: Internal / External School Review,	Link to: Strategic Directions	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)			ementa (SAIP)	mentation SAIP)				
	School Data	Priorities			2022 2023 2024 2025			25				
								Jan -	July -			
								Jun	Dec			

1. Staff demonstrate whole-school whole-school demonstrate understanding of their portatice and expertise and reflect on areas for growth to improve outcomes for learners and supervision processes to embed evidence-based teaching practices Build and develop staff capability in the effective use of digital technologies in learning.			msp	ii Cu b	y Christ, we journey together, e	inbrucing juich, nije und leun	<u> </u>		 	
understanding of their of their practice and eveloping teacher capacity to be driven by the school learners be development, coaching, mentoring, feeback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develops in the leffective use of digital teachhologies in teachers and teacher to development, coaching for classroom teachers to achieve individual PGIAP goals Leadership Team professional learning plan individual PGIAP goals Leadership Team professional learning with Brendan Spillane C.Leadership Team professional learning with Brendan Spillane To locate the following and coaching for classroom teachers C.Leadership Team professional learning with Brendan Spillane Support Teachers allocated to classroom teachers to achieve individual PGIAP goals Leadership Team professional learning with Brendan Spillane 1 c 1c 1 c 1c	1. Staff	Build a systemic	1 🗆	6	a.Professional learning time for	100% of staff have an active PGiAP				
of their practice and experitise and reflect on areas for growth to improve outcomes for learners Particle and eveloping teacher capacity teacher capacity teachers and reflect on areas for growth to improve outcomes for learners Particle and teacher capacity teachers and reflect on areas for growth to improve to include quality professional development, coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in Particle	demonstrate	whole-school	\boxtimes		teachers and non-teachers is	in place that is linked to the SAIP				
practice and expertise and expertise and respective and expertise and reflect on areas for growth to improve outcomes for learners Learners	understanding	approach to	2 🗆	7	focussed on building capability to					
expertise and reflect on areas for growth to leadership team to include quality outcomes for learners to be driven by the school for growth to include quality outcomes for learners to leadership team to include quality professional development, coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in	of their	developing			effectively perform their role which is	Support Teachers allocated to				
reflect on areas the school leadership team to include quality outcomes for outcomes for outcomes for elearners to include quality outcomes for outcomes for outcomes for outcomes for elearners development, coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in Item I	practice and	teacher capacity	1	8	mapped through the school's	classroom teachers to achieve				
for growth to improve to include quality outcomes for learners leadership team to include quality outcomes for outcomes for learners learning with Brendan Spillane learning with Br	expertise and	to be driven by	1		professional learning plan	individual PGIAP goals				
improve outcomes for learners to include quality professional development, coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in	reflect on areas	the school		9				1b		
outcomes for learners professional development, coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in Cassoom teachers 1c	for growth to	leadership team			b.Support teachers provide	Leadership Team professional				
learners development, coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in	improve	to include quality		10	mentoring and coaching for	learning with Brendan Spillane				
coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in	outcomes for	professional			classroom teachers					
mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in	learners	development,					1c	1c		
feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in		coaching,			c.Leadership Team professional					
supervision processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in		mentoring,			learning to increase leadership					
processes to embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in		feedback and			capability					
embed evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in		supervision								
evidence-based teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in		processes to								
teaching to build the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in		embed								
the consistency of teaching practices Build and develop staff capability in the effective use of digital technologies in		evidence-based								
teaching practices Build and develop staff capability in the effective use of digital technologies in		teaching to build								
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Build and develop staff capability in the effective use of digital technologies in		teaching								
staff capability in the effective use of digital technologies in		practices								
staff capability in the effective use of digital technologies in										
the effective use of digital technologies in		Build and develop								
of digital technologies in		staff capability in								
technologies in		the effective use								
		of digital								
learning		technologies in								
		learning								

	Inspired by Christ, we journey together, embracing faith, life and learning											
Colle	aboratively											
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2. Teachers use	Develop staff	1 🗆 6		a.School Data Plan	Improved results in Annual Staff	2a	2a	2a	1
a range of data	capabilities to	\boxtimes			Engagement survey in confidence				1
sources to	analyse student	2 🗆 7		b.Data Literacy Course – new	& quality of teaching				
inform	performance			teachers complete as part of					
differentiated	data and to	3 🗆 8		induction program	100% of teachers complete Data				
learning	understand how				Literacy Course				1
	data is used to	4 🗆 9		c.Data Walls – Reading and Number		2c	2c		
	inform teacher				100% of teachers engage with BI				1
	practice to better	1	ا ہ	d.Essential Assessment	Tool data and the Data Walls –	2d	2d		1
	meet the learning	5 🗆 10	-		Reading and Number during LPDs				1
	needs of			e.BI Tool used for student data		2e	2e		1
	individual				Leadership Team participate in				1
	students			f.NAPLAN analysis	NAPLAN analysis and share	2f	2f		1
					summary with staff				
	Support teachers								1
	with targeted								
	professional								1
	learning to								1
	establish								1
	classroom								1
	practices and								1
	strategies to								1
	differentiate								.
	learning								
	experiences for								
	the full range of								
	students								

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3. Provide staff	Further develop	1 🗆	6	a.Roles of leadership team are	Mapped roles are documented			
with role	ad communicate			mapped and communicated to all	and communicated to school			
clarity, clear	roles,	2 🗆	7	members of the school community	community evidenced through			
expectations	responsibilities,				staff communications and STSC			
	accountabilities	3 🗆	8	b.Leadership team participate in the	minutes			
	for all leadership			High Performing Teams professional				
	positions within	4 🗆	9	learning and Leadership coaching	100% of staff participate in PGIAP			
	the school			from Brendan Spillane	process			
		5 🗆	10	·	·			
				c.Middle Leaders participate in the	Leadership Team provide clear			
				QELi Middle Leaders Program	expectations of the role of Support			
					Teachers for classroom teachers			
				d.Support teachers provide				
				mentoring and coaching for				
				classroom teachers				
				ciassi com teachers				
4. Support our		1 🗆	6	a.Staff Wellbeing Team organise a	Improvements in staff morale,			
staff through				variety of health and wellbeing	engagement & satisfaction are			
health &		2 🗆	7	activities	reported in workforce surveys			
wellbeing			,	detivities	reported in Workhoree surveys			
initiatives		3 🗆	8	b.STSC group supports Staff	Leadership Team Meeting agenda			
Initiatives			Ü	Wellbeing Initiatives	revised			
		4 🗆	9	Weilbeing initiatives	revised			
			•	c.Leadership Team Meeting agenda				
		5 🗆	10	,				
			-0	to include line management feedback				
				on staff wellbeing				

5. Adopt a	Collaboratively	1 🗆	6	a.Development of team norms for all	Documented team norms on each			
"teaming"	refine the	\boxtimes		teams within the school	team's agenda			
mindset,	structure and role	2 🗆	7					
encouraging	of the PLT to			b.Provide PPCT, LPD and planning	School timetable ensures year			
staff to work in	build the	3 🗆	8	time for whole cohort at the same	cohort PPCT, LPD and planning			
teams	capability of staff			time	time at the same time			
(cohorts) to	in delivering	4 🗆	9					
support	quality teaching							
wellbeing &	and learning	5 🗆	10					
professional								
practice								