



2023 SAIP

School Context:

Our School Vision: Inspired by Christ we journey together embracing faith, life and learning

Our School Motto: Through the work of many, united as one great things are done

- Original site in Edmonton was **established by Sisters of Mercy in 1929**
- **Bentley Park site was opened in 1995** in response to the growing residential developments in Cairns' southern corridor
- **Current Enrolment - 614 students**
- **72 FTE staff**
- **ICSEA value 997**
- **14% First Nation** students (89)
- **20% NCCD** students (128)
- **11% EALD** students (66)
- **62.7% Staff (72) identify as Catholic**
- **44.7% Students (283) identify as Catholic**

ENCOUNTER CATHOLIC IDENTITY

School Improvement Priority (From School Strategic Plan)	SMART Goal (Specific, measurable, attainable, relevant, time-bound)	Strategy (From School Strategic Plan)	Link to: Strategic Directions Priorities	Actions	Lead?	When?	Improvement Indicators (What does success look like?)
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St Therese's School Bentley Park

<p>Catholic life We live the Gospel, enliven faith formation and explicitly celebrate a visible Catholic life.</p>	<p>By the end of 2023, staff and students will develop an understanding of the story of Saint Thérèse and the history and Mercy charism of St Therese's School.</p>	<p><i>Continue to build, strengthen and re-contextualise the Catholic Identity of the school through parish, parent and community engagement.</i></p>	<p>1 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<ul style="list-style-type: none"> • Develop scaffolded learning resources to use for staff and student formation on the life of Saint Thérèse, Unpack story of St Therese's (eg. sports houses, Mercy) delivered and developed in O Week • An STS Google Site will be developed to house resources • Explicit understanding of school structures (eg. sports houses) • Connect learnings with school history • Classroom lesson resources and discussions • Develop and identify explicit school traditions that are inspired by Saint Therese • Staff landing page resources • Morning routines are developed to support the development of understanding of St Therese's history and story • Scope and Sequence (RLoS term planner) developed to support the Catholic Identity of STS • APREs from STS and MacKillop coordinate the parish sacramental program to build parish/school connections • STSC faith formation opportunities for parents 	<p>APRE</p>	<p>2023</p>	<p>*Specific school resources that illustrate the history and story of St Therese's School *STS Google Site developed *Morning Routines developed to support students learning of the story and history of St Therese's *RLoS Term Planner developed each term *APREs coordinate parish sacramental program *Faith formation embedded in STSC meeting agenda</p>
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2023 SAIP

ENGAGEMENT – WELLBEING AND LEARNING

School Improvement Priority (From School Strategic Plan)	SMART Goal (Specific, measurable, attainable, relevant, time-bound)	Strategy (From School Strategic Plan)	Link to: Strategic Directions Priorities	Actions	Lead?	When?	Improvement Indicators (What does success look like?)
<p>1.The Catholic Education Community co-creates consistent system Learning and Teaching expectations - Reading</p>	<p>By the end of 2023, 85% of P/1 students and 90% of 2/3 students will achieve system reading level benchmark and 100% of students achieve positive growth through the building of teacher capacity and expectations in</p>	<p><i>Establish an agreed school-wide pedagogical framework to ensure consistent implementation in all classrooms.</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p>	<ul style="list-style-type: none"> Professional learning for all staff in the Science of Reading in 0 Week 2023. Continued professional learning for all staff in the teaching of fluency in reading. Review of curriculum planning for reading in each year levels. Review of expectations for teachers in reading and time allocations for literacy. Continued use of fluency development lessons and agreed expectations of all class teachers. Review of assessment of reading expectations and the 	<p>LLT Support Teachers</p>	<p>2023</p>	<p>*All staff (teachers and school officers) attend professional learning in Science of Reading and Teaching of Fluency of Reading. *All teachers will be coached by external coach in teaching of fluency. *All teachers will be coached by STS support teachers in teaching of reading. *Clear expectations of teachers in reading and time allocations documented.</p>

St Therese's School Bentley Park

	teaching of reading.			<p>development of assessment criteria for each year level.</p> <ul style="list-style-type: none"> ● Investigate alternative methods of assessment of reading levels in line with the Science of Reading. ● Continued focus on the teaching of vocabulary through the Morning Routines. ● External coach employed to support capacity building of staff in the teaching of reading. ● STS Support Teachers work alongside class teachers to build teacher capacity in the teaching of reading ● Implementation of "Clarity" strategies, particularly the use of the Reading Data Wall, Learning Walks and Talks, Bump It Up Walls, Assessment Waterfall and the use of the Third Teacher. ● School participation in MTSS-E project to support student engagement in learning and consistent school wide approach to learning expectations. 			<p>*Reading assessment criteria developed for each year level. *Every teacher is following the school's scope and sequence for Morning Routines. *85% of students achieve system reading level benchmark. *100% of students achieve positive growth in reading (2 levels per term). *STS is in Cohort 2 of MTSS-E project.</p>
2. The Catholic Education	By the end of 2023, all class	<i>Develop staff capabilities to</i>	1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ● Professional learning day in 0 Week to support the 	LLT	2023	*All teachers attend professional learning

St Therese's School Bentley Park

<p>Community co-creates consistent system Learning and Teaching documentation - Maths</p>	<p>teachers participate in professional learning and LPDs to implement the Maths curriculum v 9.0 and 85% of students achieve at or above level in SRS reporting.</p>	<p><i>analyse student performance data and to understand how data is used to inform teacher practice to better meet the learning needs of individual students.</i></p> <p><i>Support teachers with targeted professional learning to establish classroom practices and strategies to differentiate learning experiences for the full range of students.</i></p> <p><i>Establish an agreed school-wide pedagogical framework to ensure consistent implementation in all classrooms.</i></p>	<p>3 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p>	<p>implementation of Essential Assessment as a resource for the teaching of Maths.</p> <ul style="list-style-type: none"> • Collaborative Planning Day to work on Maths Unit Plans during 0 Week. • School to implement formative assessment in each year level to monitor progress throughout the year. • Development of a scope and sequence for Mathematical Metalanguage to be explicitly taught during Morning Routines and monitored through Learning Walks. • Consistency of shared problem solving strategy (POLYA). • Development of manipulatives and other resources for Maths box resource kits. • Teachers co-construct Maths Data Wall to focus on number and include PAT Maths Data. • Teachers utilize the PAT resource centre to target intervention strategies for individual students. • School participation in MTSS-E project to support student engagement in learning and 	<p>Support Teachers</p>	<p>on Essential Assessment</p> <ul style="list-style-type: none"> *Unit plans for each Maths concept for each year level developed *Maths boxes (teacher resource kit) developed for each Maths unit in each year level *Students engaged in more hands on Maths activities *Morning Routines contain explicit teaching of Maths Metalanguage *Maths Data Wall constructed *Student growth in PAT Maths testing and monitored via Maths Data Wall *STS is in Cohort 2 of MTSS-E project
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St Therese's School Bentley Park

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