

SAIP



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?)
1. Encounter	S: 100% completion of the Catholic identity Matrix M: Consistent articulation of the Encounter framework A: Staff participation in PD and survey completion R: Provide PL to staff to support spiritual formation	Enhance Catholic Identity through staff formation to unpack the Encounter Framework.	1 <input checked="" type="checkbox"/> 6 <input 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"/>	<ul style="list-style-type: none"> Staff PD on the Encounter Framework Tracking & mapping of staff formation journey – Data collection against Catholic Identity matrix 	Janet Wigan	1/12/2023	<ul style="list-style-type: none"> Relative gain identified through assessment against the Catholic Identity Matrix – SEF Staff articulating the vocabulary of the Encounter Framework



	T: Embedded into SFD PL sessions						
2. Religious Education	<p>S: 100% completion of RE scope and sequence and Curriculum Documentation</p> <p>M: Improved student engagement in the RE curriculum</p> <p>A: Make lessons engaging and relevant for students</p> <p>R: Scope and Sequence reflects curriculum in Year 7- 10</p> <p>T: developed in curriculum planning days</p>	Implementation of a scope and sequence and development of Year 7 – 10 RE Units reflective of the curriculum.	<p>1 <input checked="" type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<ul style="list-style-type: none"> • Build RE staff capacity & professional knowledge around BCE Curriculum through the supported co-development of contextualised RE Units • Co-development of the scope and sequence • Planning, pedagogy and assessment reflects curriculum and student developmental learning needs. 	Janet Wigan	1/12/2023	<ul style="list-style-type: none"> • Completed scope and sequence • Updated Curriculum documentation • Staff collaboration and strengthening to build teacher collective efficacy
BAU: Prayer at College assemblies and in Homeform			<p>1 <input checked="" type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input type="checkbox"/></p>				

<p>Mass and Liturgies - connections to the Parish</p> <p>Developing planning, curriculum and assessment</p>			<p>4 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input type="checkbox"/></p>				
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FIRST NATIONS PERSPECTIVES

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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<p>1. First Nations</p>	<p>S: Finalise MSB RAP M: Use staff, student and parent data to inform the development of the RAP A: Form a RAP development group R: MSB RAP reflects the culture and charism of MSB T: complete draft by end of Semester 1 and final edits by end of 2023</p>	<p>Enhance staff and student understanding of First Nations cultures and ways of knowing, being and doing through Co-development of the MSB Reconciliation Action Plan</p>	<p>1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<ul style="list-style-type: none"> ● Form a RAP Working Party including stakeholders from local & wider community ● Collect and collate 'voice' (staff, student, community) to inform framework ● Integrate Mercy Values & Charism throughout the RAP ● Access MSB Community Consultative Committee to gather community perspective ● Draft and review RAP for finalisation 	<p>Narelle Hunt</p>	<p>1/12/2023</p>	<ul style="list-style-type: none"> ● MSB Community Consultative Committee (Torres & Cape) ● I&O Team CES
<p>2. Transition and rural remote supports</p>	<p>S: increase remote visit team M: 4 staff visit TSI and 2 staff visit the Cape A: Market and promote visits R: Promote enrolment processes</p>	<p>Build connections with remote communities by expanding the remote visit team</p>	<p>1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 10 <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> ● increase remote visit team to TSI from 2 to 4 ● Develop a Cape remote visit team, commencing with 2 staff ● Implement a marketing and promotions program to promote remote visit success 	<p>Narelle Hunt</p>	<p>Term 2 and 3 visits</p>	<ul style="list-style-type: none"> ● Remote communities know key staff by name ● Increased applications for enrolment ● Utilise community voice when planning 2024 curriculum

	T:term 2 and 3 visits						programs to meet the needs of students from the communities.
<p>BAU: PL for staff to understand culture: body language, expression, sensitivities</p> <p>Strengthen connections with TSICC to ensure parent/community voice when considering curriculum opportunities</p> <p>Set high but appropriate expectations for First Nations Students</p> <p>Provide Curriculum support and targeted learning activities for EALD</p>			<p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input checked="" type="checkbox"/></p>				

and First nations Students with additional learning needs.							
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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?)
1. Learning Pathways	S: Build teacher capacity to differentiate learning	Differentiation	1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 10 <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • PL on differentiation • 1:1 discussions with Diversity team members to coach staff in how to cater for students with diverse learning needs • Collaborative planning to build teacher collective efficacy and sharing of resources 			<ul style="list-style-type: none"> • Students engaged in learning • Student learning indicates growth • teachers sharing resources

	<p>M: build resource banks</p> <p>A: Open classroom for peer observation</p> <p>R: Meeting needs of all learners</p> <p>T: developed through year</p>			<ul style="list-style-type: none"> • Develop an open door classrooms for peer observation and supportive practices 			
1. Extension/ Significant Learning Needs	<p>S: Build teacher expertise in data analysis</p> <p>M: Provide time for collaboration and data evaluation at staff meetings</p> <p>A: Staff accessing and using BI data</p> <p>R: Support teacher to use data to inform planning, pedagogy and</p>	Promote student engagement by building teachers capacity in data literacy to inform planning, pedagogy and assessment to improve engagement and learning outcomes for students	<p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p>	<ul style="list-style-type: none"> • 1:1 data literacy session for staff, lead by DP Curriculum and Administration • PL in differentiation • data tracking of student engagement (e.g. truancy, RTR, assignment completion) to develop narrative of student engagement • Survey students to deepen understanding of student voice in terms of learning 	Kieran Ryan	1/12/2023	<ul style="list-style-type: none"> • Improved curriculum documentation, curriculum and assessment • Improved student data in terms of less truancy, less RTR visits and increased assignment submission



	assessment T:Developed throughout the year						
2. Implement the MTSS	S: Establish the MSB MTSS Team M: MSB MTSS team drafts the College's MTSS Framework A: Implementation of MTSS Framework R: PL for staff on MTSS T: Tier 1 interventions in Semester 1 and building on tier 2 and 3 in Semester 2.	Implementation of MTSS Framework (commencement of the 3-year journey)	1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/>	<ul style="list-style-type: none"> Establish the MSB MTSS team Provide staff PL on MTSS and the Tiers of Intervention Shape processes for how RTR will work as a Tiered structure in the MTSS 	Nikki Symons	1/12/2023	<ul style="list-style-type: none"> MTSS Framework drafted and shared with staff Increase staff confidence in utilising the Tiers of Intervention
BAU: Planning, pedagogy and assessment Data informed planning			1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input 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"/>				

Literacy and numeracy focus							
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CAPABILITY

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?)
1. Workforce	S: Improved induction program for new staff M: Induction booklet/website for ease of	Redevelop and improve the new staff induction process	1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input 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"/>	<ul style="list-style-type: none"> Update the staff induction handbook and link it to a website for ease of updating Implement a Principal Appointment to lead the induction program – 	Kieran Ryan	Semester 1	<ul style="list-style-type: none"> Updated staff induction handbook Induction website for

	<p>access to policies and procedures</p> <p>A: Update staff handbook and upload it as a website for ease of updating</p> <p>R: Induction program outlines updated</p> <p>policies abd procedures</p> <p>T: updates finalised by the end of semester 1</p>			<p>ensuring consistent inductions for all new staff</p> <ul style="list-style-type: none"> ● Implement an induction day prior to staff commencing their role 			<p>ease of access to policy and procedures</p> <ul style="list-style-type: none"> ● New staff formally inducted prior to commencing his/her role
1. Workforce	<p>S: Teachers are planning in line with the Clarity Waterfall chart</p> <p>M: Leadership is invited into classrooms to observe learning in action</p> <p>A: Implementation of Learning</p>	<p>Implementation of Learning Walks and Talks Model as a data collection process, as to inform targeted interventions</p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> ● Systematic schedule for LWT's e.g. school focus areas ● Introducing the 5 questions ● Further establish a collaborative culture ● Implement Ghost walks in staff meeting time ● PL on the Clarity waterfall chart 	Kieran Ryan	1/12/2023	<ul style="list-style-type: none"> ● Increased effect size in NAPLAN Writing (Year 7-9) to 0.7 ● Increased effect size in NAPLAN Reading (year 7-9) to 0.5 (Above Diocesan average) ● 90% or above at Diocesan benchmark 7-10 Unaided Writing Assessment (For appropriate Year level standard)

	Walks and Talks Model R: Collate learning data and utilize it to inform planning, pedagogy and assessment T: Occur weekly						
2. Workforce	S: Build partnership with CES to develop the Master plan for MSB M: Priorities required capital works at MSB A: Develop a site wide master plan R: Future plan for MSB facilities improvement T: planning meeting term 1, drafting	Develop a site wide master plan	1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input 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"/>	<ul style="list-style-type: none"> • Build partnership with CES to support development of the Masterplan and capital works • Funding and grants applied for to support school facilities improvement • Ensure OH&S is compliant in all facilities 	Narelle Hunt	1/1/22023	<ul style="list-style-type: none"> • Master plan developed in liaison with CES

	term 2, editing term 3 and finalisation term 4						
BAU: Recruitment of staff			1 <input type="checkbox"/>	6 <input type="checkbox"/>			
PL to build staff capacity			2 <input type="checkbox"/>	7 <input type="checkbox"/>			
Maintenance and OH&S improvement			3 <input type="checkbox"/>	8 <input type="checkbox"/>			
OH&S committee			4 <input type="checkbox"/>	9 <input type="checkbox"/>			
Financial sustainability			5 <input type="checkbox"/>	10 <input type="checkbox"/>			