School Annual Improvement Plan (SAIP)

Key:
E = Encounter Catholic Identity
F =First Nations Perspectives
EN = Engagement
C = Capability

ENCOUNTER CATHOLIC IDENTITY, FIRST NATIONS PERSPECTIVES, ENGAGEMENT AND 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	Dimension	Lead	Support Team	When?	Improvement Indicators (What does success look like?)
1. Reduce Absences	S: Increase all students attendance by 10 – 20 % M: Increase 90% attendance from 8.5% to 60% A: Promote the Tier 1 rewards system to recognize and reward on time attendance R: Reinforce the focus on every minute of learning counts T: Data reviewed weekly	1.1 Early Identification and Intervention	1 ☒ 6 ☒ 2 ☒ 7 ☒ 3 ☒ 8 ☒ 4 ☒ 9 ☒ 5 ☒ 10 ☒	1.1a Review attendance data to identify at risk students at Year group and attendance meetings 1.1b Staff communicate with parents 1.1c Maintain and extend partnerships with external agencies	1.1a/b /c: EF, E and C	AP Wellbeing and DP Residential	Instructional Leader Engagement and Behaviour ML Engagement and Behaviour, Leads in Boarding	All year	• Increase in Engage attendance conversations recorded • Reduction in unexplained absences and truancy
		1.2 Incentive Programs:		1.2a Implement a positive reward system to recognise high levels attendance and improved attendance. 1.2b Implement a House rewards System 1.2c. Seek student voice on strategies to improve student attendance.	1.2a: E, FN, EN, and C	AP Wellbeing, AP Mission and DP Residential	Instructional Leader Engagement and Behaviour ML Engagement and Behaviour, Leads in Boarding	All year	Tallie of Merit Rewards T1,2, 3 and 4 attendance increase by 20% in each % demographic for all year levels Termly attendance recognition certificates at termly assemblies and Presentation Evening
		1.3 Policy Review and Implementation:		1..3a Review and update attendance policies to ensure clarity and consistent implementation	1.3a: E and C	Principal	Executive Team	Term 1	Attendance Policy available in staff portal, website and communicated to parents and students
2. Increase student engagement	S: Enhance focus on curriculum, pedagogy, adjustments, differentiation, MTSSE and assessment to improve engagement	2.1 Curriculum Enhancement:	1 ☒ 6 ☒ 2 ☒ 7 ☒ 3 ☒ 8 ☒ 4 ☒ 9 ☒ 5☒ 10 ☒	2.1a Teachers create high quality differentiated and data informed curriculum documentation that is in alignment with ACARA V9 and QCAA Curriculum.	2.1a/b /c/d: E, FN, EN and C	DP Curriculum	AP Mission, Instructional Leader Learning Culture and Growth,	All year	Completed Whole School Plan (DP Curriculum) Completed Year Level Plans (Middle Leader)

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M: Increase in attendance and decrease in minor and major behaviour incidents in the classroom A: Whole year plan, unit plans and lesson plans are available in CANVAS and staff portal R: Implement and reinforce consistent classroom practices T: Data reviewed weekly			2.1b Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. 2.1c Create and maintain supportive and safe learning environments by establishing and maintaining orderly and consistent routines. 2.1d Develop contextually appropriate assessment tasks and provide timely and effective feedback			ML CPAR		Completed Unit plans (Teacher) Completed assessment tasks (teacher) NCCD adjustments, review and monitoring uploaded for each student each term Satisfaction Survey: Learning and Teaching • Parents increase from 82% to 90% • Students increase from 75% to 85% • Staff increase from 64% to 85%
	2.2 Building Staff Capability in creating high quality curriculum, pedagogy and assessment		2.2a Provide staff with professional learning to update knowledge and practice. 2.2b Develop a culture of peer collaboration and sharing of evidence based, best practices among staff.	2.1a: E, FN, E, C	Executive Team	Instructional Leaders and ML	All year	Staff have a specific curriculum, pedagogy and/or assessment goals explicitly identified in their PGIAP Satisfaction Survey: Learning and Teaching - • Parents increase from 82% to 90% • Students increase from 75% to 85% • Staff increase from 64% to 85%
	2.3 Student Voice and Choice:		2.3a Co-create consistent expectations with students. 2.3b Facilitate processes for Student Leaders to seek student voice to inform decisions and student led initiatives at the college. 2.3c Staff build positive relationships with students by listening to student stories, ideas and requests for support.	2.3a/b/c: E, FN and EN	Executive Team	Instructional Leaders and ML	All year (	Visuals of expectations displayed in the college Increase in student participation at school activities/events Satisfaction Survey: Partnerships - • Students increase from 66% to 85%

BAU:	**Encounter Catholic Identity** • Strengthening the Catholic and Mercy Charism of the college • Development of Mercy Awards	**First Nations Perspectives** • Connecting to communities • Visits to and from the communities • Extending learning pathways for First Nations students	**Engagement** • MTSS-E • Improve differentiation, adjustment and intervention to reduce the need for IBSP, Safety Plans and Risk Management Plans	**Capability** • Develop teacher capability and efficacy through targeted PL • Provide clarity, predictability and consistency in processes	1 ☒ 6 ☒ 2 ☒ 7 ☒ 3 ☒ 8 ☒ 4 ☒ 9 ☒

• Encourage accreditation to teach Religious Education • Mercy Day • Mass/Liturgies • Social Justice initiatives: Rosies, Caritas Australia • Religious Education Curriculum: scope and sequence, curriculum documentation and assessment • Build school spirit	• NAIDOC • Reconciliation Day • Welcome/ Acknowledgement to Country • Attending community event • Transition • RAP implementation • Transition Programs • Transition Support links with each community • Support Intervention programs • Strengthen partnership with TSICC, Aboriginal CC and Indigenous leaders	• Building teacher capacity to deliver curriculum: BuiV.9 curriculum 7 – 10, QCAA and VET • Planning, curriculum, pedagogy and assessment • Adjustment recording for NCCD, including disability, additional learning needs and EALD • Data informed planning • Literacy and numeracy focus • Differentiation and Adjustments • CLARITY Framework • Clarifying processes for Learning adjustments (PLPs, OOPs, etc) • Integrated Studies and General Purpose Activities • Rock and Water • Monitoring, reviewing and following up on student behaviour to improve school safety	• Improving facilities and resources to enhance engagement in learning • Recruitment and retention of staff • Maintenance and OH&S improvement • Financial sustainability • Communication of budget requirements and the effective distribution of resources	5☒ 10 ☒