






Wellbeing and Engagement/ Excellence in student learning outcomes through quality, differentiated, high-impact teaching practices / Sustainable stewardship

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<p>2. Target professional learning and instructional coaching to improve student outcomes.</p> <p><i>(From Strategic Priority: 1.2. Enhance whole school wellbeing 2.2 First Nations Education Strategy 2.3 Evidence informed pedagogy 3.2 Build staff capacity to improve student outcomes)</i></p>	<p>By the end of Term 4, MSB will improve student outcomes by implementing an instructional coaching model and providing targeted professional learning in inclusion, EAL/D, and evidence-based pedagogy. Staff will use insights from coaching, peer observation, and student data to guide planning, embed Tier 1–3 MTSS-E/C strategies, and evaluate the impact of teaching on student progress.</p>	<p>2.1 Build staff and student capacity to implement and evaluate wellbeing and culturally responsive practices across planning, curriculum development and assessment.</p> <p>2.2 Strengthen student outcomes by enhancing teacher capability in data-informed instruction and embedding consistent pedagogical practices in every classroom.</p> <p>2.3 Drive continuous improvement in teaching through targeted professional learning, instructional coaching, and collaborative teams.</p> <p><i>(From Strategies: 1.2b/ 2.1b/ 2.2a/ 2.3b/ 3.2a)</i></p>	<p>Wellbeing and Engagement:</p> <p><input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C</p> <p>Excellence in student learning outcomes:</p> <p><input type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C</p> <p>Sustainable stewardship:</p> <p><input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C</p>	<p>a. Evaluate the impact of the implementation of literacy/numeracy, differentiation and adjustment, inclusion, cultural responsiveness and EAL/D strategies.</p> <p>b. Implement an instructional coaching model to refine teaching practice, promote professional dialogue, and embed Tier 1–3 MTSS-E/C strategies across classrooms.</p> <p>c. Use student data and insights from coaching and observation to guide planning, monitoring, assess impact, and enhance learning.</p>	<p>DP Curriculum</p>	<p>All year</p>	<ul style="list-style-type: none"> Professional learning plan includes internal/external PL, termly coaching, PLCs, and classroom observations. Staff engage in professional learning, as outlined in the PL plan, and display literacy/numeracy focus in classrooms. Student learning growth evidenced by 2 years' progress in NAPLAN and gains in PAT-R and PAT-M. Improved student engagement: 50%+ of students achieve 90%+ attendance; behavioural incidents and suspensions decrease. Staff annually complete AITSL Indigenous Cultural Competency Tool; curriculum reflects culturally responsive and student-centered practices.
<p>3. Foster college identity and inclusion through culturally responsive</p>	<p>By the end of Term 4, MSB will improve student engagement and</p>	<p>3.1 Clarifying the current position of our Catholic identity by implementing the</p>	<p>Wellbeing and Engagement:</p> <p><input checked="" type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C</p>	<p>a. Facilitate ECSI survey participation and lead data-informed reflection</p>	<p>AP Identity and Outreach</p>		<ul style="list-style-type: none"> High participation in ECSI survey: 100% staff and students, 25% parents; improved Catholic Identity satisfaction—Parents

practices and the values of <i>Laudato Si</i> . <i>(From Strategic Priority:</i> 1.1 Enhancing the Catholic identity of the college through the lens of the Sisters of Mercy 2.2 First Nations Education Strategy 3.1 Financial sustainability including an Enrolment strategy 3.3 Laudato Si)	outcomes by strengthening Catholic identity through community participation in the ECSI survey and reflection; delivering targeted professional learning in culturally responsive practices informed by student and community voice; and enhancing enrolment and connection through promotion of the college’s unique programs and sustainability initiatives aligned with MSB’s values.	Enhancing Catholic School Identity (ECSI) survey, embedding Laudato Si principles, and fostering ecological stewardship. 3.2 Build staff capacity and succession plan. 3.3 Enhance community connection and enrolment growth by amplifying student and parent voice and promoting the college across key regions. <i>(From Strategies: 1.1a/1.1c/ 2.2b/ 3.1a/ 3.2a/ 3.2b/ 3.3a/ 3.3b)</i>	Excellence in student learning outcomes: <div><input type="checkbox"/> A</div> <div><input checked="" type="checkbox"/> B</div> <div><input type="checkbox"/> C</div> Sustainable stewardship: <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> B</div> <div><input checked="" type="checkbox"/> C</div>	to strengthen Catholic identity. b. Encourage staff participation in leadership formation programs to support succession planning. c. Strengthen student engagement and community connection through targeted promotion of enrolment, signature programs, and sustainability initiatives aligned with MSB’s values.	DP Curriculum/ AP Wellbeing/ DP Residential Principal/Business Manager	98%, Students 75%, Staff 90%. <ul style="list-style-type: none">Improved student engagement and wellbeing: 90%+ attendance, reduced behavioural incidents and suspensions, and high satisfaction— Parents 98%, Students 90%, Staff 95%.Increased enrolments; college operates sustainably without additional CEDC financial support.safety satisfaction survey—Parents 80%, Students 80%, Staff 80%.Laudato Si Action Plan developed and enacted; liturgy and RE planning integrates Laudato Si themes.
BAU: Measures of success: <ul style="list-style-type: none">Satisfaction Survey:<ul style="list-style-type: none">➢ Catholic Identity to 90%➢ First Nations to 95%➢ Learning and teaching to 85%➢ School Culture to 85%➢ Safety to 85%	Wellbeing and Engagement <div><input type="checkbox"/> A</div> <ul style="list-style-type: none">Outline the why of the ECSI survey to the school communityComplete the ECSI Survey<div><input checked="" type="checkbox"/> B</div><ul style="list-style-type: none">Research evidence-based strategies to inform creation of the wellbeing frameworkExplicitly communicate the social-emotional learning initiative addressing anti-vaping/drugs/alcohol, healthy relationships, inclusion, diversity, bullying, and cyber safety that are proactively run in the college.	Excellence in student learning outcomes through quality, differentiated, high-impact teaching practices <div><input checked="" type="checkbox"/> A</div> <ul style="list-style-type: none">Deliver Year 7–8 classes through a small team of teachers in innovative learning environments.Analyse student data to guide planning and assess the impact of literacy and numeracy interventions.Promote multi-faceted learning opportunities, reduce device reliance, and ensure fair access to digital resources. <div><input checked="" type="checkbox"/> B</div>	Sustainable Steward Ship <div><input type="checkbox"/> A</div> <ul style="list-style-type: none">Strengthen community engagement by improving local and remote advertising to boost enrolment and school visibility.Support student attendance and engagement through incentive programs and consistent classroom expectations.Establish distinctive programs that reflect MSB’s unique identity and offer experiences not available at other local or boarding schools.Apply for grants and enhance financial transparency by providing clear and accessible budget breakdowns. <div><input type="checkbox"/> B</div>			

<ul style="list-style-type: none"> • Mandatory training – 100% completion • NAPLAN/PAT – increase student growth in reading, writing, spelling, grammar and punctuation and numeracy (increase to a 0.4 effect size in PAT and 0.8 in NAPLAN) • Continue downward trend in engage incident • Increase Attendance to 50% at 90% or above in 2026. 	<ul style="list-style-type: none"> • Continue and expand the rewards and incentive programs to promote engagement and achievement.  C • Host structured “Back to School” days each term to reconnect students with Jirrbal Country, peers, and staff, and prepare for learning. • Deliver integrated project-based learning in Years 7 and 8, including participation in the “100 Days at MSB” program to build engagement and belonging • Implement a structured peer support program that develops student leaders as mentors and fosters a culture of care and connection. 	<ul style="list-style-type: none"> • Build staff capability to deliver culturally responsive and inclusive curriculum and assessment. • Utilise the feedback from communities through the Consultative Groups to inform teacher practice.  C • Embed EALD and inclusive teaching practices across all learning areas. • Build staff knowledge of differentiation and adjustment strategies and apply these in the classroom. • Leverage coaching and peer observation to refine teaching practices, promote professional dialogue, and share effective Tier 1, 2 and 3 strategies across classrooms. • Use insights from coaching, observation, and training to enhance curriculum delivery and ensure responsive, inclusive teaching for all learners. 	<ul style="list-style-type: none"> • Supported transition to Microsoft Class Teams.  C • Engage students in cultural and environmental projects to build respect for Country and ecological responsibility. • Integrate cultural knowledge of land management and biodiversity to strengthen understanding of caring for Country. • Enhance students’ sense of belonging through meaningful, place-based learning that links them to school and community. • Celebrate community by eating together in the dining hall at meal breaks and eliminate disposables to reduce waste and litter. • Run weekly clean-up activities like Friday emu parades to maintain school grounds. • Establish a recycling and beautification program with student involvement. • Use kitchen scraps to support the community garden and composting efforts.
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