



2025 School Annual Improvement Plan



2025 School Annual Improvement Plan

Improvement Priority - Catholic Identity

Encounter

Engagement

SMART Goal

Specific

What result do we want to achieve?

- Improved staff and student engagement with RE curriculum

Measurable

How will we measure our progress? How will we know we've reached our goal?

- Student feedback survey data improvements:
 - Increase to 70% of favourable responses to the following statements:
 - I feel connected to what I am learning in my Religion classes
 - I find my Religion lessons engaging

Achievable

Do we have the resources to achieve this result? Is it a realistic outcome?

- One-on-one sessions between APRE and subject teachers
- Access to CEDC support staff
- Online PD opportunities

Relevant

Why are we setting this goal? Is it worth the time and effort?

- Identified areas for development in 2024 student feedback survey data:
 - I feel connected to what I am learning in my Religion classes (63%)
 - I find my Religion lessons engaging (62%)
- Desire to improve/nurture a sense of belonging in our community / as a Catholic school

Time bound

When do we hope to achieve this goal? Is there a deadline?

- By the time of 2025 feedback survey - data analysis
- Also an opportunity for an end of year college-driven/class-specific survey
- Start/end of year class surveys



2025 School Annual Improvement Plan

Improvement Priority - Teaching, Learning & Wellbeing

Engagement

Capability

First Nations Perspectives

SMART Goal

Specific

What result do we want to achieve?

- Improved staff morale

Measurable

How will we measure our progress? How will we know we've reached our goal?

- Staff feedback survey data improvements:
 - Increase of favourable responses (all over 85%) to the following statements:
 - I feel that staff morale is positive
 - Staff are well-supported
 - The wellbeing of employees is a priority

Achievable

Do we have the resources to achieve this result? Is it a realistic outcome?

- Continued, targeted PD with a focus on staff wellbeing
- A more targeted focus on using meeting times/individual opportunities for staff self-reflection
- Further staff feedback is required in order to inform additional strategies (e.g. staff survey)

Relevant

Why are we setting this goal? Is it worth the time and effort?

- Identified areas for development in 2024 staff feedback survey data:
 - I feel that staff morale is positive (76%)
 - Staff are well-supported (82%)
 - The wellbeing of employees is a priority (83%)
- If staff feel valued and morale is higher, they are more likely to cater for student wellbeing
- Hoping for a correlation between improved staff morale/wellbeing leading to improved feedback from students (e.g. feedback survey data regarding like for school)

Time bound

When do we hope to achieve this goal? Is there a deadline?

- By the time of 2025 feedback survey - data analysis
- Start/ of year staff survey



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Improvement Priority - Teaching, Learning & Wellbeing

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SMART Goal

Specific

What result do we want to achieve?

- Continue upskilling of staff to support the teaching of literacy and numeracy

Measurable

How will we measure our progress? How will we know we've reached our goal?

- NAPLAN data for Year 9 in Reading & Numeracy above 2025 state average
- Conduct a review of the efficacy of Year 8 LAN course after receiving 2025 Year 9 NAPLAN data
- Noted improvement from Year 7 (2023) > Year 9 (2025) NAPLAN data

Achievable

Do we have the resources to achieve this result? Is it a realistic outcome?

- Use of three-year literacy plan, including evidence-based vocabulary strategies for secondary schools
- Refocused use of cognitive verbs, graphic organisers, sentence starters (Patricia Hipwell)
- Continued support from CEDC staff in development/implementation of the plan
- Specific, targeted strategies in Maths classes (e.g. Mental Maths, skill builders)

Relevant

Why are we setting this goal? Is it worth the time and effort?

- Consistency of practice required across curriculum areas regarding literacy and numeracy skills
- Informed by NAPLAN data and a desire to improve results

Time bound

When do we hope to achieve this goal? Is there a deadline?

- During review of NAPLAN data (2025/2026)



2025 School Annual Improvement Plan

Improvement Priority - Teaching, Learning & Wellbeing

Engagement

Capability

First Nations Perspectives

SMART Goal

Specific

What result do we want to achieve?

- Greater student engagement in learning
- Greater consistency in the application of college expectations

Measurable

How will we measure our progress? How will we know we've reached our goal?

- Decrease in minor incidents entered on Engage
- Identified areas for development in 2024 student and staff feedback survey data:
 - Student behaviour is well-managed at my school (69%/85%)
 - Teachers at my school treat students fairly (70%/89%)
 - Expectations and rules are clear at my school (93%/80%)

Achievable

Do we have the resources to achieve this result? Is it a realistic outcome?

- Additional staff support / PD in managing student behaviour
- Co-construction of a college behaviour response continuum

Relevant

Why are we setting this goal? Is it worth the time and effort?

- Identified areas for development in 2024 student and staff feedback survey data:
 - Student behaviour is well-managed at my school (69%/85%)
 - Teachers at my school treat students fairly (70%/89%)
 - Expectations and rules are clear at my school (93%/80%)
 - I feel that staff morale is positive (76%)

Time bound

When do we hope to achieve this goal? Is there a deadline?

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