



2026 School Annual Improvement Plan



Good Counsel College, Innisfail

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Catholic Identity 2026

Major College Goal: Following a review of the Religious Education curriculum, replace Catholic Faith in Action (CFIA) in Years 11 and 12 with Religion and Ethics (R&E) and Study of Religion (SOR); to provide students with more academically rigorous and meaningful senior pathways.

Objectives	Actions	People Responsible	Budget	Timeline	Success Indicators
- To continue CFIA in Year 12 for 2026, only. - Replaced by R&E and SOR in Year 11 in 2026. - R&E and SOR to be the only senior options in 2027.	- Revise and re-structure senior RE options. - Seek appropriate textbooks to support new RE courses. - Ensure RE staff are adequately trained to successfully implement R&E and SOR.	APRE Principal CES Staff RE staff	RE Budget	Year 11 in 2026 Year 11 + 12 in 2027	- Formation of R&E and SOR classes, for Year 11's in 2026. - Formation of R&E and SOR classes, for Year's 11 + 12 in 2027. - Improved ATAR results in 2027, with students successfully undertaking SOR as one of their ATAR subjects. - Positive student feedback from annual surveys, acknowledging the value of a more academic RE pathway in the senior school.
Deepen faith by offering meaningful encounters with Christ in both worship and daily school life.	- To create a sacred space for worship with a Chapel, containing a Tabernacle and the Blessed Sacrament. - To increase opportunities for meaningful encounters: - Beginning and end of year College Masses - Special Masses of obligation - First Friday of the Month Masses - Homeroom reflection and prayer - Retreats - Social Justice awareness campaigns - Social Justice fund-raising	APRE CES Staff All GCC staff Fr. Kerry Crowley	RE Budget	2026 and on-going	- Evidence of meaningful and reverent worship during formal College liturgies and Masses. - Ongoing support and presence from Bishop Joe Caddy and Fr. Kerry Crowley through school visits, enhancing the spiritual experience of whole-school Masses. - Increased opportunities for students to encounter Christ through formal prayer, class Masses, whole College Masses, retreats, reflection days, and other faith experiences.
Through annual retreats, provide any and every opportunity for spiritual renewal.	- Communicate the importance of spiritual renewal by providing retreats at Year's 8, 9 + 11. - In partnership with Marist Schools Australia, to embed the Marist charism in during retreats through their resources and leadership expertise.	APRE Principal Marist Schools Australia	Retreats budget	2026 and on-going	- Increased participation and engagement during retreat and reflection settings. - Positive student feedback via annual surveys, sharing personal accounts of deepening understanding, faith and renewal.

CES Strategic Priorities:

Encounter

Engagement

Capability



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Teaching and Learning 2026

College Goals:

- To implement a school-wide pedagogical approach, Explicit Instruction (EI), that increases student engagement, ensures consistency of practice, and maximises impact on student learning.
- To introduce a differentiated structure in Years 7 and 8 for Mathematics, English and Science, enabling classes to progress at an appropriate pace while embedding essential skills effectively.

Objectives	Actions	People Responsible	Budget	Timeline	Success Indicators
▪ To implement Explicit Instruction as a school-wide pedagogical approach.	▪ Initial Phase: prepare 3 Lead Staff in Semester 2 2025, with training in Explicit Instruction and coaching, to implement slowly with small numbers of staff in 2026.	Jo Cameron 3 EI Lead Staff Principal Teaching Staff	Curriculum Budget Increased school roll to allow for timetable release.	2026 2027	▪ Consistent application of agreed pedagogical practices across all year levels. ▪ Improved academic achievement across Years 7–12, demonstrated by: - A higher proportion of students achieving in the A and B bands. - A reduction in the number of students in the E and D bands, with more moving into the C band ▪ Evidence of staff reflecting on, refining, and supporting one another in their teaching practice.
▪ Create 4 phases over 18 months/2years, to fully embed EI practices with all teaching staff.	▪ First Iteration: Each of the 3 Lead EI staff will coach 4 teachers over a 6-month period. ▪ Second Iteration: Each of the 3 Lead EI staff will coach a further 4 teachers. ▪ Final Iteration: The 3 Lead EI staff will coach the remaining teachers, ensuring that the whole teaching staff are supported through the process.	Jo Cameron 3 EI Lead Staff Principal Teaching Staff	Curriculum Budget	2026 2027	▪ Positive staff feedback in the 2026 and 2027 annual surveys regarding professional growth and manageable implementation of pedagogical change.



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▪ To implement a Differentiated Structure in Year's 7 + 8 for Maths, English and Science.	▪ Year 7 (2026): Establish four classes in Mathematics, English, and Science: ○ One Advanced class ○ Two Blended classes ○ One class providing additional support in Numeracy, Literacy, and Fundamental Science ▪ Year 8 (2026): Implement the same structure across Mathematics, English, and Science. ▪ Future Expansion: ○ Extend this model into Years 7, 8, and 9 by 2027. ○ Fully embed the structure across Years 7–10 by 2028.	DP Principal Teaching Staff	Curriculum budget Increased school roll to allow for extra teachers.	2026 2027	▪ Advanced classes progressing at a faster pace, allowing for extension and enrichment opportunities. ▪ Increased confidence and participation from students in blended classes, with higher-achieving students extended in separate groupings. ▪ Slower-paced Numeracy, Literacy, and Science classes providing targeted support at an appropriate level, enabling essential learning to be consolidated.
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CES Strategic Priorities:

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Well-Being 2026

Major College Goal: To establish a consistent, school-wide approach to behaviour management by implementing a Behaviour Pyramid, with clear distinctions between behaviours and responsibilities at each level.

Objectives	Actions	People Responsible	Budget	Timeline	Success Indicators
- To implement a three-tiered Behaviour Pyramid that clearly defines categories of behaviour, identifies who is responsible for managing each level, and specifies the corresponding consequences. - To reinforce positive conduct by establishing 'Green Behaviours'—the everyday expectations for all GCC students, including showing good manners, helping others and staff, demonstrating kindness, and treating all members of the community with respect.	Display a Behaviour Pyramid in every classroom, using a clear colour code with explicit descriptions of behaviours and responsibilities. Yellow – Minor Behaviours - Managed by the classroom teacher and not formally escalated unless repeated. - Examples: calling out, interrupting, being off task, arriving late to class. <i>NB: repeated infringements escalate to Orange.</i> Orange – Moderate Behaviours - Require reporting on Engage and notification of the Year Wellbeing Leader and parents. - Examples: defiance, disrespectful language, inappropriate laptop use, repeated minor infringements. Red – Serious Behaviours - Behaviours that cause harm, pose safety risks, or significantly disrupt the learning environment. - Managed by the Wellbeing Leader, Principal, and parents. - Examples: physical assault, threatening behaviour, vaping/drugs, vandalism. This pyramid to be produced in a poster, for teachers to discuss with their classes, ensuring all students understand the expectations, responsibilities, and consequences associated with each level.	Well-being Leader Principal Year level Well-Being Leaders All GCC Staff Parents	Well-Being Budget	2026	- Evidence of consistent behaviour management practices across the College, with clear responsibilities defined according to the context and severity of behaviours. - A measurable reduction in moderate and serious incidents recorded across the College. - An observable increase in student engagement, as reflected in the results of the annual Staff Wellbeing Survey. - Improved student wellbeing, with survey results indicating that students feel happier, more settled, and better supported in their learning environment.

CES Strategic Priorities:

First Nations Perspectives

Engagement

Capability

Encounter



Good Counsel College, Innisfail

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Community Identity 2026

Major College Goal: To maintain and strengthen high-level College engagement with external providers, local businesses, and partner organisations.

Objectives	Actions	People Responsible	Budget	Timeline	Success Indicators
Continue to build strong connections outside the College, to support student outcomes at school and post school.	Continue to build strong connections outside the College, to support student outcomes at school and post school. These include: - Parents - TAFE Outside Providers - Sporting links – Local clubs, Liverpool FC, Brisbane Tigers + Marist Carnivals - University connections - Local business - Local festivals and community engagement - Parish - Feeder Schools - CES - Marist Schools Australia - Mission Australia, Caritas, SVDP – Social justices organisations - Cadets – community groups, Vinnies - PCYC – Blue Edge	Principal College Leadership Team Fr. Kerry Catholic Diocese of Cairns Indigenous Liaison Officer TAFE Co-ordinator Sports Co-ordinator All GCC staff	School Budget 2026	2026 and ongoing	- Providing links in our community to support students at school and beyond. - Providing an avenue for students to connect with and pursue future aspirations - Motivation and incentives for students to engage in school activities, in and outside the classroom. - Increase school attendance with an incentive to come to school. - Improve student outcomes in academic results through improved engagement, with improved academic results from Year 7 to 12. More specifically, an increase in A + B band students, with more students moving from E + D band to C. - Happier and more settled students, from the Student Well-Being survey. - Happier and less stressed staff, from the Staff Well-Being survey.
Continue to build strong connections to Country and Community	- Goondoi Arts Aboriginal Corporation: NAIDOC activities; Year 7 Cultural Day; Community Celebrations - Mamu Aboriginal Corporation: NAIDOC activities; native plants donations; contact for all cultural events - Mamu Health Services: referrals for Indigenous students; assisting with uniform, transport, school equipment etc.	Shaleah (ILO) Connections through Country Teaching Staff CES Indigenous Leaders	ILO Budget	2026 and beyond	- Celebrating and valuing diversity as our strength - Increasing knowledge, history and understanding of our First Nations Peoples. - Happier and more settled students, from the Student Well-Being survey. - Happier and less stressed staff, from the Staff Well-Being survey.



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	▪ Mandubarra Land and Sea Incorporated: Supporting next generation with direct pathways into Junior Ranger Traineeships; work experience and financial sponsorship for indigenous students. ▪ Radiant Life College: Hosting Year 7 Cultural Day; invitation to Community events ▪ Deadly Choices: NAIDOC workshop; DC programs ▪ QATSIF: student QATSIF scholarships and connections ▪ Girringun Aboriginal Cooperation: NAIDOC activity, SLIC program for <i>next generation</i> students ▪ Innisfail Library: NAIDOC activity; indigenous youth STEM program and <i>sketch to shirt</i> program. ▪ ABSTUDY Remote-Services Australia; ABSTUDY support for ILO's, supporting Year 7 Cultural Day. ▪ ADF Specialist Recruiting Team: Annual visits with information accessing career pathways in the Australian Defence Force. ▪ Harmony Day: celebrating and recognising every culture at GCC through song, dance, music, cultural dress and activities. ▪ Increasing staff cultural awareness (CES PD)				
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Facilities, Staffing + Sustainability 2026

College Goals: To implement a 10 Year Property Plan (10 YPP), to maximise our spending on cyclical maintenance at a sustainable level.

- To attract and retain high-quality staff, ensuring Good Counsel College is fully staffed with committed professionals at the start of each academic year.
- To build financial awareness among middle and senior leaders, fostering a growth mindset that supports long-term financial sustainability.

Objectives	Actions	People Responsible	Budget	Timeline	Success Indicators
▪ To implement a 10 YPP in 2026, ensuring sustainable and strategic maintenance of College facilities. ▪ To become the school of choice in Innisfail, Tully and Babinda and surrounding areas, attracting and retaining high-quality staff and students. ▪ To strengthen financial viability in a competitive market by increasing College enrolments and sustaining growth in the student roll.	▪ Draft a 10 YPP for CLT to discussion and review ▪ Implement with Property Manager ▪ Ensure three quotes are collated for each property work implemented, to align with yearly budget. ▪ Introduce a 20% Staff Student Discount for staff children attending GCC. ▪ Provide supportive environment for staff to grow in a complex profession, with professional development and clear career pathways. ▪ Develop and deliver professional programs that attract new students and cater to diverse needs and interests. ▪ Advertise strategically and effectively to promote GCC and encourage enrolment growth. ▪ Strengthen financial awareness among middle and senior leaders by increasing understanding of budget constraints. ▪ Promote a growth mindset in financial sustainability and sound financial management across leadership teams.	▪ Principal ▪ College Leadership Team ▪ Property Manager ▪ Business Manager/Principal ▪ Principal to sign a 3-year MOU with Liverpool FC International ▪ Principal to sign a 3-year MOU with Brisbane Tigers ▪ Principal ▪ Business Manager	Alignment of 10 YPP yearly budget with recommendations from the College's Business Manager Approx. \$11,000p.a. \$180,000 over three years Academy budget 2-year advertising contract @ \$13,000 p.a.	2026-2035 2026 2026 2026 2026 2026-2027	▪ 10 YPP implemented in 2026. ▪ The spending is within budget restraints. ▪ With regular and efficient cyclical maintenance, the College looks well-presented and neat. ▪ Staff with discounted tuition fees staying longer at GCC. ▪ Full FTE that's required at the start of each academic year. ▪ More engaged students, with a firm Academy contract to enforce work ethic, behaviour and attainment levels. ▪ An increase in enrolments. ▪ Senior and middle leaders becoming actively engaged in their budgets, with no budget surpluses.

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