

St Joseph's Catholic School Improvement Plan 2026

School Improvement Priorities 2026 - 2029 / School Improvement Implementation Plan 2026 - 2029

What is the GOAL? <i>Strategic Action expressed as a goal</i>	WHY is it a Goal? Strategic Priority (SP) System Initiative (SI) Business as Usual (BAU)	STRATEGIES : <i>Deliberate activities / operational tasks.</i> <i>Evidence based</i>	PERSON RESPONSIBLE Who is Doing this work? <i>Delegated facilitator of strategies</i>	REQUIRED RESOURCES <i>What budget, PD, resources, structures may be needed?</i>	TIMEFRAME <i>Timeline of strategies</i>	PROGRESS MEASURES <i>Observable or quantifiable indicators of success at key points along the timeline.</i>	OUTCOME STATEMENT <i>Statement outlining how you will know if you are successful in attaining your annual goal</i>
<i>Specific</i>	<i>Relevant</i>	<i>Achievable</i>			<i>→ Time Bound</i>	<i>Measurable</i>	
Ensure current literacy blocks are planned and implemented effectively. Using DIBELS data to inform practice.	SP & SI	<p><u>Action Plan</u></p> <ol style="list-style-type: none"> Strengthen Teacher-Level Planning and Literacy Block Implementation <ul style="list-style-type: none"> Develop and communicate whole-school expectations for unit and teacher-level planning, including lesson sequence, learning intentions, success criteria and differentiation aligned with Tier 1 instruction. Provide professional learning and modelling of effective literacy block structures to support explicit and systematic literacy instruction. Facilitate collaborative planning sessions to support teachers in developing sequenced English unit plans and literacy blocks. Use planning reviews and learning walks to monitor implementation and provide feedback to teachers. Build staff understanding of differentiation as quality Tier 1 teaching through modelling, PLC discussions and sharing examples of effective scaffolding and challenge in planning. InitialLit Implementation – Early Years (Prep–Year 2) <ul style="list-style-type: none"> Provide InitialLit PD and coaching to support effective program delivery. Use DIBELS screening and data meetings to identify students requiring additional support and inform instructional decisions. Monitor implementation through learning walks and planning discussions. Supporting Independent Reading – Accelerated Reader (Years 3–6) <ul style="list-style-type: none"> Provide PD on the use of Accelerated Reader and STAR assessment to support monitoring of reading progress. Support teachers to use AR data to guide text selection and independent 	<ul style="list-style-type: none"> DP T&L Principal IE ML Learning support 	<ul style="list-style-type: none"> Staff professional learning on literacy blocks and explicit instruction Planning templates and whole-school planning guide Release time for collaborative planning and unit development Leadership time for planning reviews and learning walks InitialLit program resources Professional learning for early years staff DIBELS assessment tools Time for data analysis meetings Accelerated Reader platform and library resources STAR assessment 	<p>Term 1</p> <ul style="list-style-type: none"> Establish whole-school planning expectations and planning guide Professional learning on literacy blocks <p>Term 2</p> <ul style="list-style-type: none"> Implementation of consistent literacy blocks across classrooms Collaborative planning sessions for English units <p>Term 3–4</p> <ul style="list-style-type: none"> Ongoing monitoring through learning walks and planning reviews <p>Term 1</p> <ul style="list-style-type: none"> Staff complete InitialLit professional learning DIBELS screening conducted <p>Term 2–4</p> <ul style="list-style-type: none"> InitialLit implemented consistently across early years classrooms Termly DIBELS data meetings <p>Term 1</p> <ul style="list-style-type: none"> STAR testing completed Professional learning 	<ul style="list-style-type: none"> Teacher planning demonstrates clear lesson sequence, learning intentions, success criteria and differentiation. Learning walks show consistent literacy block structures across classrooms. Staff demonstrate increased confidence in literacy instruction and planning expectations. Weekly planning reflects accurate use of InitialLit lesson structure and routines. Learning walks show consistent implementation of InitialLit routines and lesson structures. DIBELS screening identifies students below benchmark and informs targeted support. Progress monitoring shows growth in reading accuracy and fluency for identified students. Teachers monitor AR data to guide text selection and reading progress. Reading engagement 	<p>Teacher planning consistently reflects sequenced instruction and effective literacy block structures, resulting in improved clarity of instruction and stronger Tier 1 literacy teaching across classrooms.</p> <p>InitialLit is implemented consistently across early years classrooms, leading to improved phonics knowledge, decoding accuracy and reading fluency, with a greater proportion of students meeting DIBELS benchmarks.</p> <p>Students engage in regular independent reading matched to their reading level, supporting improved reading comprehension and overall</p>

		reading practices.		<ul style="list-style-type: none"> Professional learning for staff 	<p>on AR Term 2-4</p> <ul style="list-style-type: none"> AR embedded in classroom reading routines Ongoing monitoring of reading progress 	<p>increases across middle and upper primary classrooms.</p> <ul style="list-style-type: none"> DIBELS screening data is analysed each term to identify students below benchmark and allocate targeted reading support. A measurable increase in the percentage of students meeting DIBELS benchmark scores (accuracy, fluency and comprehension) is evident each assessment cycle. 	literacy development.
Develop and implement a whole-school Behaviour MTSS framework ready for implementation in Term 3 2026, and develop the Academic MTSS framework for implementation from Term 1, 2027.	<i>SP & SI</i>	<p><i>Behaviour:</i></p> <ul style="list-style-type: none"> Establish a MTSS Behaviour committee Engage staff in defining and clarifying what Tier 1, 2, and 3 positive and negative behaviours look like in our setting. Collect examples of positive and negative behaviours at each tier Develop a shared behaviour matrix based on staff input. Share the draft framework for feedback and refinement. Finalise and communicate agreed definitions to all staff. Provide training to ensure consistent implementation. 	<p>MTSS Committee of:</p> <ul style="list-style-type: none"> APRE Principal PL ML Mentoring and Coaching (M&C) 	<ul style="list-style-type: none"> Pastoral Guidance from TCE. Support for IE Advisor PD funding for inservice PD or external PD Release time for upskilling. 	<ul style="list-style-type: none"> End of Term 2 Implemented beginning of Term 3 	<ul style="list-style-type: none"> Staff workshops completed Draft Tier 1, 2 and 3 behaviour descriptors produced and shared. Staff feedback collected and incorporated into the final framework. Behaviour logs reviewed half-termly to check consistent categorisation. Learning walks conducted to observe consistent application of expectations. Interim data reports show early trends in Tier 2 and 3 incidents. 	<ul style="list-style-type: none"> 100% of staff can articulate the differences between Tier 1, 2 and 3 behaviours (staff survey, by end of Term 1). Behaviour logs show consistent categorisation of incidents across all phases (monitoring each half term). Reduction in Tier 2 and Tier 3 incidents within two terms. Reduction in repeat incidents for identified pupils.
		<p>Academic: Term 1</p> <ul style="list-style-type: none"> Form an MTSS committee Audit current intervention, assessment and differentiation practices. Define clear Tier 1, Tier 2 and Tier 3 descriptors. Agree entry and exit criteria for each tier. Strengthen Tier 1 Teaching link with goal <p>Term 2 and 3 Develop Tier 2 Interventions</p> <ul style="list-style-type: none"> Identify evidence-informed small-group interventions (literacy, numeracy). Map intervention timetables to avoid curriculum loss. Train staff to deliver targeted programmes consistently. Establish progress monitoring cycles (e.g., every 8 - 10 weeks). <p>Refine Tier 3 Support</p> <ul style="list-style-type: none"> Clarify referral pathways to specialist 	<p>MTSS Committee of:</p> <ul style="list-style-type: none"> DP T&L Principal IE ML Learning support 		<ul style="list-style-type: none"> MTSS Committee established with clear roles and meeting schedule in place. Audit completed and action points identified to address gaps in assessment, intervention and adaptive teaching. Tier 1, 2 and 3 descriptors agreed and shared with all staff. Intervention timetable established with identified pupils allocated to Tier 2 and Tier 3 support. Clear movement of pupils between tiers based on assessment evidence. Staff confidence in using the MTSS framework improved 	<ul style="list-style-type: none"> A consistent, clearly defined Academic MTSS framework is ready to be implemented across the school, with agreed Tier 1, 2 and 3 processes understood by all staff. Early identification systems ensure students requiring additional academic support are identified promptly and receive timely intervention. Targeted interventions (Tier 2 and Tier 3) demonstrate measurable impact on student progress through regular data reviews. Strengthened Tier 1 core instruction reduces the proportion of students requiring intensive academic intervention over time. 	

		<p>support.</p> <ul style="list-style-type: none"> Strengthen parent communication and review meetings. Align with external agencies where required. <p>Term 4</p> <ul style="list-style-type: none"> Create a data dashboard to track pupil movement between tiers. Schedule termly pupil progress meetings focused on intervention impact. Produce a clear one page framework outlining processes for staff Plan a launch and review cycle for Term 1, 2027. 					
Strengthen the religious life of the school by forming staff to lead intentional and meaningful prayer.	<p>SP</p> <p>SI & SP</p> <p>SP</p>	<p>Staff Formation:</p> <ul style="list-style-type: none"> Implement recontextualisation shift using the <i>Lord's Prayer</i> ECSi resource. Accompany staff on the journey of intentional and meaningful prayer in the classroom. Phased re-implementation of Christian Meditation into the classroom after Second Lunch <p>Bespoke Units:</p> <ul style="list-style-type: none"> Develop bespoke units on the schools charism/founders/traditions that teachers can incorporate into RE and to contribute to pilgrimage. "Prayer" Bespoke Unit - based on School Prayer, utilised for recontextualisation shift and to contribute to pilgrimage resource <i>Guided by God's Spirit</i> prayer ritual using new school candle <p>Pilgrimage & Sacred Space:</p> <ul style="list-style-type: none"> Development of a Pilgrimage through the school - focused on First Nations Spirituality and our Charism. QR codes can be used throughout the school and lead members to the sacred space. Development of a sacred space that ties our rich history and traditions with our spirituality. 	<ul style="list-style-type: none"> APRE Principal First Nations Advisor Catholic Identity Advisory Committee 	<ul style="list-style-type: none"> PD in Term 1 in TSV. RE Advisor. Stakeholder involvement, including parish. 	<p>Term 1: Plan & Session 1</p> <p>Term 2: Sessions 2 & 3</p> <ul style="list-style-type: none"> gathering evidence along the way keep learning at the forefront <p>Term 4: Evaluate</p> <p>Bespoke Unit: <i>Guided by God's Spirit</i> - implemented in Term 1</p> <p>Prayer Bespoke unit - begin development in Term 4 based on some learnings from ECSi sessions with staff</p> <p>Sacred Space developed by the end of Term 4</p> <p>Pilgrimage ready for 2027 to accompany Prayer unit.</p>	<ul style="list-style-type: none"> A bespoke Religious Education unit is developed, approved and implemented within the agreed timeline. Staff formation sessions are delivered, with evaluations showing increased confidence in supporting the religious life of the school. A structured pilgrimage experience is planned, communicated and successfully delivered. A dedicated sacred space is established and actively used for prayer, reflection and liturgical experiences. 	<ul style="list-style-type: none"> Staff demonstrate a deeper understanding of and commitment to the religious life and mission of the school. The bespoke Religious Education unit strengthens students' spiritual development and engagement with faith. The pilgrimage experience enriches students' sense of community, reflection and connection to the school's values. The sacred space becomes an established and valued part of school life, supporting prayer, reflection and liturgical practice