



2025 School Improvement Plan

Encounter - Catholic Identity

The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.

Targeted Goal: By the end of the year, we will have built capacity in staff as facilitators of Christian Meditation with students to enhance the personal and communal experience of prayer and spirituality, increase skills for wellbeing, and support a positive school community through the implementation of a school-wide approach to meditative prayer practices in classrooms.

Improvement Indicators -

Data received from Resilience Project, Student Wellbeing Surveys and Student, Staff and Parent Feedback Surveys

by the end of 2025:

- 70% of students will be ready to learn (2024- Ready to Learn 46%, 29% - Disengaged) Resilience Project
- 85% of students will feel that religious activities including prayer, liturgies and celebrations are meaningful (2024 - 77%) Feedback Survey
- 90% of students will indicate that prayer is an important part of our school life. (2024 - 88%) Feedback Survey
- 70% of students will have skills to help them maintain positive wellbeing. (2024 - 44%) Wellbeing Survey
- Google Survey (Years 4-6) - to be completed in Term 4

Termly Metrics/Check Ins

Term 1	Term 2	Term 3	Term 4
Resilience Project survey (Yrs 3-6)	Feedback Surveys - students, staff and parents	Wellbeing Survey	Google Survey for students and staff (rated 1-10)
Google Survey for students and staff (rated 1-10)	Google Survey for students and staff (rated 1-10)	Google Survey for students and staff (rated 1-10)	



Principal Strategies/Accountability	APRE Strategies/Accountability	Learning & Teaching team Strategies/Accountability	Diversity Team Strategies/Accountability
<ul style="list-style-type: none"> ● allocation of times for PD and release for teachers ● develop guidelines for the implementation of meditation at St. Clare's ● approval of resources for meditation ● modelling active participation in Christian meditation ● liaise with Parish Priest regarding the whole school implementation of Christian Meditation. 	<ul style="list-style-type: none"> ● creation and implementation of google survey ● organise and facilitate PD ● facilitate surveys ● develop guidelines for the implementation of meditation at St. Clare's ● curation of resources for meditation ● facilitation of prayer table resources and information ● modelling active participation in Christian meditation ● publish information for all stakeholders of the benefits of Christian Meditation ● liaise with Parish Priest regarding the whole school implementation of Christian Meditation. 	<ul style="list-style-type: none"> ● develop guidelines for the implementation of meditation at St. Clare's ● modelling active participation in Christian meditation 	<ul style="list-style-type: none"> ● develop guidelines for the implementation of meditation at St. Clare's ● modelling active participation in Christian meditation



Teachers Strategies/Accountability	School Officers Strategies/Accountability	Parents/Carers Strategies/Accountability	
<ul style="list-style-type: none"> ● maintenance of prayer table in the classroom in a prominent position ● modelling active participation in Christian meditation ● facilitate meditation in the classroom following the guidelines set by leadership 	<ul style="list-style-type: none"> ● modelling active participation in Christian meditation 	<ul style="list-style-type: none"> ● support of school initiative for Christian meditation ● actively engaging in information regarding Christian meditation that is published in the school newsletter 	

BAU:			
<ul style="list-style-type: none"> ● Monday gospel to continue in each class weekly ● Continue with the Formation Plan ● Continue to embed school values through Star Cards, Gem Awards, Staff Acknowledgments. ● Aligning the Achievement Standard to Christian Meditation ● Monitor Religious Education planning, teaching and assessment is rigorous and aligned with Achievement Standard ● I & O team to continue to work collaboratively with the APRE and classroom teachers on the delivery of the RE Curriculum 			
Termly Reflection			
Term 1	Term 2	Term 3	Term 4



First Nations Perspectives

Understanding the cultures of the First Nations peoples and provide learning environments which are culturally safe and embrace culturally responsive and high impact pedagogies, with a strong emphasis on engagement, well being and success.

BAU:

- St. Clare's will continue to work with the First Nations Directorate on establishing links/partnerships with First Nations families and local First Nations organisations.
- Participation in NAIDOC Week and Reconciliation Day celebrations/masses
- Engaging external agencies such as the local Rangers, to support embedding First Nations Perspectives in all learning areas
- Continue to promote local indigenous stories
- Ensure current protocols for First Nations acknowledgement of country are followed
- Monitor the inclusion of First Nations Perspectives (CCP) in teacher planning

Termly Reflections

Term 1	Term 2	Term 3	Term 4



Engagement - Wellbeing & Learning
Consistent planning and teaching that is responsive to students and the context in which they live and learn.

Targeted Goal: By the end of 2025 all students will have demonstrated growth in literacy and numeracy.

- Improvement Indicators - by the end of 2025:**
- 70% of students will be in the core support domains indicated by DIBELS screener (green/blue)
 - 95% of students will show positive progress between each DIBELS screener
 - 70% of students achieve the **expected growth** in PAT Reading, Vocabulary and Maths (Linear)
 - 80% of students achieve growth in PAT Reading, Vocabulary and Maths (Linear)
 - 65% of students will achieve above the 50th Percentile in PAT Spelling Skills

Termly Metrics/Check ins

<p>DIBELS benchmarking</p> <p>PAT Catch Up Testing</p> <p>PAT Adaptive M</p>	<p>DIBELS benchmarking (end)</p>	<p>PAT Adaptive M</p>	<p>DIBELS benchmarking</p> <p>PAT Testing - Reading, Maths, Spelling Skills, Vocab (2-6)</p>
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Principal Strategies/Accountability	APRE Strategies/Accountability	Learning & Teaching team Strategies/Accountability	Diversity Team Strategies/Accountability
<ul style="list-style-type: none"> ● allocation and provision of PD for teachers ● approval of resources - release ● develop guidelines for implementation with the team ● PLT facilitation ● SO allocation based on student needs 	<ul style="list-style-type: none"> ● provide support to ECT teachers as required 	<ul style="list-style-type: none"> ● develop guidelines for implementation with the team ● PLT facilitation & timetables ● Administration of PAT/NAPLAN/PLD/DIBELS Testing ● Work with teachers to ensure data is incorporated into planning ● Analyse school based data to inform teaching ● Resourcing based on current goals ● Provide PD for School officers in literacy ● liaise with consultants 	<ul style="list-style-type: none"> ● develop guidelines for implementation with the team ● PLT facilitation & timetables ● Administration of PAT/NAPLAN/PLD/DIBELS Testing ● Analyse school based data to inform teaching ● Resourcing based on current goals ● Provide PD for School officers in literacy ● Develop intervention plans to address student needs based on data ● liaise with consultants and therapists around student needs ● attend caseload meetings



Teachers Strategies/Accountability	School Officers Strategies/Accountability	Parents/Carers Strategies/Accountability	
<ul style="list-style-type: none"> ● Collection and recording of data ● Active participation in PLTs including incorporating data into teaching and planning cycle ● Implementation of school wide programs with fidelity ● providing differentiation based on individual need ● Trial recommendations from consultants/therapists 	<ul style="list-style-type: none"> ● support the implementation of school-wide programs ● attend relevant PD around literacy ● follow set support programs in accordance with timetables ● ensuring students receive all of their allocated support times ● providing feedback/evaluations on student learning ● asking questions and accessing support when necessary 	<ul style="list-style-type: none"> ● actively engage in student learning through parent/teacher conferences ● attending meeting to discuss learning plans ● signing relevant documentation 	



BAU:			
<ul style="list-style-type: none">● 75% of Year 3 & 5 students will be in Strong or Exceeding each test domain in NAPLAN (68% in 2024)● 90% of students will achieve A-C overall in English & Maths in written reports (Learning Dashboard)● PLT's continue to be driven by data to inform learning & teaching - (literacy groups/ intervention)● Monitor the Science of Reading forms the basis of Literacy teaching in all classrooms			
Termly Reflections			
Term 1	Term 2	Term 3	Term 4



Capability

Recruitment, retention, development and professional learning to build an inspiring, engaged and highly effective professional staff

BAU:

- PGIAP Goals align to SAIP - ensuring opportunities are available for staff to work towards goals
- PD in DIBELS/ PLD (Synthetic Phonics)
- PD and rollout and continued support of rollout of V9 Australian Curriculum English, Science, HASS
- PD and support to implement the Science of Reading in all classes (Literacy Block Structure)
- Continue to support teachers in V9 Australian Curriculum Maths
- Building capacity within the staff to extend on their skills (CST, Diversity Support)
- Build on and promote St. Clare's Community culture
- Participate in Leadership Team Development through WFC Directorate (Piece by Piece, Crucial Conversations. etc)

Reflections

Term 1	Term 2	Term 3	Term 4