2026 School Improvement Plan

Wellbeing and Engagement
   a. *Deep understanding of Catholic identity, place and self.*
   b. *Student and staff wellbeing strategies.*
   c. *Transition programs: (Pre-Prep/Prep/Yr 1, Yr 6-7).*	

Targeted Goal: By the end of the year, staff and students will engage in culturally responsive learning experiences. *School Action Plan for Child Safe Standards Priority 1 - Support staff to develop an understanding of cultural safety and how cultural safety can be incorporated into daily operations. Priority 3 - Continue seeking to build connections with First Nations communities in our local area so that First Nations families feel welcomed, safe, valued, included and respected at St Clare's.	
Improvement Indicators - by the end of 2026: ● Students engage in experiences hosted by local First Nations representatives ● Staff will engage in culturally responsive professional development ● I&O on country experiences - encourage staff to attend **Link to Strategic Plan 2026-2028:**	

IMPROVEMENT PRIORITY	SEF DIMENSION	FOCUS YEAR	STRATEGIES *(School Review Recommendations)*	IMPROVEMENT INDICATORS
a) First Nations Education Strategy	Building school community partnerships Differentiating teaching and learning Building an expert teaching team	**2026**	Engage First Nations Directorate to assist in building connections with local First Nations Community	● Engage in culturally responsive professional development
Termly Metrics/Check Ins				
Term 1	**Term 2**	**Term 3**	**Term 4**	

Principal Strategies/Accountability	APRE Strategies/Accountability	Learning & Teaching team Strategies/Accountability	Diversity Team Strategies/Accountability	
- allocation of times for PD and release for teachers - partner with First Nations Team to deliver experiences for staff & students	- partner with First Nations & I&O Team to deliver experiences for staff & students - organise and facilitate PD	support teachers to identify aspects of the curriculum that include/develop & promote First Nations perspectives	support teachers to identify aspects of the curriculum that include/develop & promote First Nations perspectives	

Teachers Strategies/Accountability	School Officers Strategies/Accountability	Parents/Carers Strategies/Accountability		
- engage in culturally responsive professional development offered - actively seek opportunities for students to engage with First Nation perspectives - partner with LLT to identify aspects of the curriculum that include/develop & promote First	- engage in culturally responsive professional development offered - actively seek opportunities for students to engage with First Nation perspectives	support opportunities for students to engage with First Nation perspectives		

Nations perspectives				

BAU:

- Monday Gospel to continue in each class weekly
- 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
- Pre Prep Transition Program in Term 4
- Tully State High transition program & student/parent interviews on site
- Wellbeing Week - no meetings for staff, no homework for students
- Resilience Project - Inspire Program
- Continued implementation and monitoring of MTSS-E Tier 1 & Tier 2 Data, Systems, and Practices (review and update of the WSBSP; Provide Classroom Management for Student Engagement training to all staff)
- Wellbeing/ social opportunities - staff lunches, after school functions, Christmas lunch, end of year Christmas Party

Termly Reflection			
Term 1	**Term 2**	**Term 3**	**Term 4**

Excellence in student learning outcomes through quality, differentiated, high-impact teaching practices: a. Literacy & numeracy P-10. b. First Nations Education Strategy.	

c. Evidence-informed pedagogy.				
Targeted Goal: By the end of the year, all students will have demonstrated growth in literacy and numeracy.				
Improvement Indicators - by the end of 2026: ● 75% of students will be in the core support domains indicated by DIBELS screener (green/blue) ● 75% 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) ● 75% of students will achieve above the Australian average in SWST Spelling Test ● 2% increase of Year 3 & 5 students in Strong or Exceeding each test domain in NAPLAN (71.15% in 2025)				
Strategic Plan 2026 - 2028:				
a) Literacy & numeracy P-10.	Driving an explicit improvement agenda Leading systematic curriculum implementation Implementing effective pedagogical practices Differentiating teaching and learning Analysis and discussion of data Building an expert teaching team	**2026** **2027** **2028**	By the end of each year, all students will have demonstrated growth in literacy and numeracy.	● 75% of students will be in the core support domains indicated by DIBELS screener (green/blue) ● 75% 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) ● 75% of students will achieve above the Australian average in SWST Spelling Test ● 2% increase of Year 3 & 5 students in Strong or Exceeding each test domain in NAPLAN (71.15% in 2025)

Termly Metrics/Check Ins				
Term 1	**Term 2**	**Term 3**	**Term 4**	
Principal Strategies/Accountability	**APRE Strategies/Accountability**	**Learning & Teaching team Strategies/Accountability**	**Diversity Team Strategies/Accountability**	
- 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	provide support to ECT teachers as required	- develop observation 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	- 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	

			liase with consultants	therapists around student needs ● attend caseload meetings	
Teachers Strategies/Accountability	**School Officers Strategies/Accountability**	**Parents/Carers Strategies/Accountability**		
● 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	● 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	● actively engage in student learning through parent/teacher conferences ● attending meeting to discuss learning plans ● signing relevant documentation		

BAU:

- PLT's continue to be driven by data to inform learning & teaching - (literacy groups/ intervention)
- Monitor that Science of Reading forms the basis of Literacy teaching in all classrooms
- Continue to provide data driven, differentiated teaching and learning for all students

Termly Reflection			
Term 1	**Term 2**	**Term 3**	**Term 4**

Sustainable stewardship:
a. Financial sustainability including an Enrolment strategy.
b. Leadership and workforce development, including cultural safety and competency.
c. Laudato Si.

Targeted Goal: By the end of the year,

Improvement Indicators - by the end of 2026:
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Link to School Strategic Plan
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Termly Metrics/Check Ins			
Term 1	**Term 2**	**Term 3**	**Term 4**
Principal Strategies/Accountability	**APRE Strategies/Accountability**	**Learning & Teaching team Strategies/Accountability**	**Diversity Team Strategies/Accountability**

●	●	●	●
Teachers Strategies/Accountability	**School Officers Strategies/Accountability**	**Parents/Carers Strategies/Accountability**	
●	●	●	

BAU:
● 2026 budget has been drafted and buffer in place to ensure that the budget does not run a deficit -funds have been allocated to ensure all resources required are in place ● sustainable practices that lessen our impact on environmental resources will continue (recycling waste, solar panels, composting)

Termly Reflection			
Term 1	**Term 2**	**Term 3**	**Term 4**

Enablers:
• *Safeguarding.*
• *Formation.*
• *Student voice, agency, advocacy, and participation.*
• *Innovative technologies: Project Synergy and an AI Strategy.*
• *Family and community partnerships.*
• *Culture of governance, risk and compliance.*
• *Continual enhancement of data and digital literacy.*

Targeted Goals: By the end of the year,
- Project Synergy will be rolled out
- all staff will be aware of our AI use and responsibilities
- Opportunities for student voice will be undertaken

Improvement Indicators - by the end of 2026:
- Project Synergy - lift and shift from Google to Sharepoint will have occurred. Staff and students will be working in the Microsoft platforms (LMS) including Class Teams.
- AI - staff will use Copilot in line with the Teacher Ready Reckoner Generative AI document
- Students will participate in student voice forums and experiences offered by I&O

Termly Metrics/Check Ins			
Term 1	**Term 2**	**Term 3**	**Term 4**
Principal Strategies/Accountability	**APRE Strategies/Accountability**	**Learning & Teaching team Strategies/Accountability**	**Diversity Team Strategies/Accountability**
- allocation of sufficient resources for students to participate in Voice Forums - Allocation of resources to allow staff to participate in AI PD - provide time for PD - Project Synergy	Identify opportunities and plan details for Year 6 students to attend diocesan events	- provide on-site support for teachers to transfer teaching resources to Microsoft platform - provide PD for school officers in the use of Class Teams for Intervention programs/class support	- Transfer of diversity files to Microsoft platform - Update google resources for intervention to Microsoft Platform
Teachers Strategies/Accountability	**School Officers Strategies/Accountability**	**Parents/Carers Strategies/Accountability**	
- attend Week 0 PD Project Synergy - teachers are responsible for uploading their teaching resources to the Microsoft	attend PD for school officers in the use of Class Teams for Intervention programs/class support		

Platform as they use them (clean up)			

BAU:			
●			
Termly Reflection			
Term 1	**Term 2**	**Term 3**	**Term 4**