

# An education to **believe** in

## Annual Improvement Plan & Explicit Improvement Agenda 2025



### St Francis College, Crestmead

Goal	Strategic Priority	Justification	Targets	Key Risks	Actions	Timeline	Responsibilities & Accountability
Goals that inspire and set your school's direction.	Alignment of goal to Strategic Plan 2025-2027 priorities.	Evidence to support the goal and strategic alignment.	Measurable targets to track progress towards your school's goal.	Consider what could happen that could help or hinder your efforts.	Actions required to drive progress of targets or manage risks identified.	Timeline for action.	Key stakeholders for actions.
Where do we need to go?	Where does it align?	Why do we need to go there? What will be the benefits and how does it align to the priorities?	How do we know we are getting there?	What could happen that will impact our goals or targets?	What will we do to get there?	When do we want to get there by?	Who is responsible for ensuring it happens?
<b>Goal 1</b> Staff and student formation focused on social action and service.	<input checked="" type="checkbox"/> Connecting communities <input type="checkbox"/> Delivering thriving Catholic schools <input checked="" type="checkbox"/> Maximising potential <input checked="" type="checkbox"/> Optimising conditions for success	Engagement in service fosters a cohesive and supportive community where the values of compassion, justice, and service are modelled. It encourages us to not only recognise social injustices, but also to take concrete steps to address them. This in turn will establish partnerships with local organisations and the parish to create avenues for collaborative service projects.	Actively participate and engage in outreach in the local community through: <ul style="list-style-type: none"> <li>Trinder Park visits occur 1 per Term</li> <li>Develop and implement the FrancisCAN service learning program</li> <li>Sharing of formation experiences on Assembly (Staff led, staff guided, and student led – moving towards more student led by the end of 2025).                             <ul style="list-style-type: none"> <li>Trinder Park</li> <li>Project: Compassion activities</li> <li>FrancisCAN service learning</li> <li>Sudsy Challenge</li> </ul> </li> </ul>	Managing the diverse beliefs and perspectives of students and staff from various faiths and cultural backgrounds. SFC must adopt an inclusive approach that respects and acknowledges diversity while promoting its Catholic mission.  Implementing programs and initiatives to strengthen the Catholic identity requires resources, including funding, staff, time, and partnerships. Resource and partnership limitations can hinder the college's efforts to develop and sustain these programs.  Finances for programs focused on Catholic identity and social service may be challenging and the financial strain could limit the scope and effectiveness of these initiatives.	<b>Term 1</b> Staff Formation <ul style="list-style-type: none"> <li>January PD Days: What is Catholic Social Teaching? Focus on 'Preferential Option for the Poor'. Understanding Charity vs Social Justice.</li> <li>Trinder Park visit – meet to align vision of partnership meeting need of school and Trinder Park</li> <li>Review and revise FrancisCAN service learning program and provide staff professional development</li> </ul> Student Formation <ul style="list-style-type: none"> <li>Introduction to Catholic Social Teaching through assemblies</li> <li>Trinder Park visit</li> <li>During Lent focusing not just on self and but another - how can I serve someone else (link in Project Compassion with Think Global, Act Local – Gratitude, Compassion)</li> </ul> <b>Term 2</b> Staff Formation <ul style="list-style-type: none"> <li>Staff Project – Staff select a form of community-based outreach to engage in.</li> <li>Trinder Park visit</li> </ul>	<b>By the end of Term 1:</b> <ul style="list-style-type: none"> <li>The FrancisCAN service learning program has been reviewed for implementation in Term 2.</li> </ul> <b>By the end of Term 2:</b> <ul style="list-style-type: none"> <li>Staff and students have an understanding of our Value "Live" and can articulate the connection between our Values, Charism and Preferential Option for the Poor.</li> <li>Rolled out FrancisCAN service learning program for students supported by staff professional development</li> </ul> <b>By the end of Term 3:</b> <ul style="list-style-type: none"> <li>Students and Staff have engaged in a Social Action service project in the community including through the Sudsy Challenge</li> </ul> <b>By the end of Term 4:</b> <ul style="list-style-type: none"> <li>Students and Staff have engaged in a Social Action service project in the community.</li> <li>FrancisCAN program Collate data, recognise student achievement and review program</li> </ul>	<b>FrancisCAN</b> Lead: Michelle Ferguson David Macknish Involved: All staff  <b>Trinder Park</b> Lead: Fono Involved: <ul style="list-style-type: none"> <li>CLT and interested staff</li> <li>Students (interested students and as aligned to units of work)</li> </ul> <b>Outreach</b> <ul style="list-style-type: none"> <li>Vinnies Winter Appeal Lead: Michelle Ferguson</li> <li>Rosies/Vinnies/Orange Sky Lead: Michelle Ferguson Involved: Interested staff &amp; Year 10-12 students</li> <li>Sudsy Challenge Lead: Andrea Hickey Involved: interested staff and year 12 students</li> <li>St Francis Day Almsgiving Lead: Michelle Ferguson Madi Pickering</li> </ul>

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					<p>Student Formation</p> <ul style="list-style-type: none"> <li>Vinnies Winter Appeal – focus on stories of those in need and the idea of giving what is needed and wanted not just what is left over.</li> <li>Trinder Park visit</li> <li>Rosies/Vinnies/Orange Sky sessions for Years 10 – 12</li> <li>FrancisCAN service learning program through student PD and Religion classes</li> </ul> <p><b>Term 3</b></p> <p>Staff Formation</p> <ul style="list-style-type: none"> <li>Sudsy Challenge</li> <li>September Pupil Free Day –An inquiry approach to teaching Religion and unpacking Scripture</li> <li>Trinder Park visit</li> </ul> <p>Student Formation</p> <ul style="list-style-type: none"> <li>Sudsy Challenge (Year 12 students)</li> <li>Focus on Social Justice and St Francis Day</li> <li>Trinder Park visit</li> </ul> <p><b>Term 4</b></p> <p>Student Formation</p> <ul style="list-style-type: none"> <li>Compassion outreach – Christmas cards to Trinder Park, Local RSL and vulnerable community members</li> <li>Trinder Park visit</li> </ul>		

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<b>Goal 2</b> Staff, Students and Families have clarity around PB4L expectations.	<input type="checkbox"/> Connecting communities	This clarity ensures that everyone within the school community understands the behaviour expectations, which fosters a consistent and positive learning environment. Clear and accessible PB4L (Positive Behaviour for Learning) guidelines help to reduce misunderstandings and conflicts, promote respect and cooperation, and ultimately create a safer and more inclusive school atmosphere. By having well-defined expectations, students are better able to self-regulate their behaviour, staff can provide consistent reinforcement and support, and families can reinforce these expectations at home, leading to a harmonious and effective educational experience for all.	Revised School Matrix will: <ul style="list-style-type: none"> <li>be displayed prominently in all learning and key areas,</li> <li>be monitored in classrooms through Francis Footprint in action cards,</li> <li>be modelled for teachers enabling it to form the basis for explicit teaching of expected behaviours</li> </ul> PD for all staff in the required pedagogy for consistent and supportive responses to unproductive behaviour. <p>One staff meeting per term dedicated to PB4L expectations and strategies.</p> Links to be made to trauma informed and neurodiverse responses. <ul style="list-style-type: none"> <li>Neurodiversity PD</li> <li>Effective Classroom Practices and responses</li> <li>Enrol teaching staff in Berry St Education Model (Trauma informed teaching)</li> </ul> A 30 % reduction in major behaviours involving aggression and violence (Engage)           An increase in Tell Them From Me (TTFM) student and parents responses: <ul style="list-style-type: none"> <li>Time allocated for students to complete the survey at school.</li> <li>Flyer to go home to families with QR code</li> <li>Add final question to survey for students and parents to add family group to gain FG points.</li> </ul> Tell Them From Me (TTFM) survey data improvement in responses from staff/students/families	Ineffective communication channels may lead to misunderstandings or lack of awareness regarding PB4L expectations. This can be overcome by implementing multiple communication methods, such as newsletters, parent meetings and digital platforms, to ensure messages are clearly conveyed. <p>Inconsistent implementation might arise from misalignment with cultural values or resistance of expectations. This can be mitigated by ensuring that PB4L expectations are culturally sensitive and inclusive, seeking input from diverse community representatives.</p>	Launch the matrix of expectations across the college to staff, students and Families. <p>Explicit teaching of the matrix in all classes supported by monitoring and classroom check ins.</p> Revise and deepen PB4L core philosophy and understandings. <p>PB4L committee Tier 1 – schoolwide initiatives</p> <ul style="list-style-type: none"> <li>timetable regular meetings (1-2 per term)</li> <li>Establish a PB4L Action Plan</li> <li>Monitoring of explicit teaching and use of PB4L strategies in classrooms</li> <li>Francis Footprint (Non-negotiable) expectations for PC/VPC time. Morning Circles, Prayer, SOLE.</li> </ul> Implement Tier 2 intervention team. <p>PB4L Committee Tier 1 and Tier 2 team to:</p> <ul style="list-style-type: none"> <li>lead Professional Learning opportunities to address identified needs</li> <li>frequently analyse data</li> <li>propose actions across the college.</li> </ul> Offer social skills groups to students who require additional support, practice and feedback on their behaviour. <p>Publish newsletter articles highlighting PB4L strategies.</p> Teacher handbook with PB4L focus organised.	January Pupil Free day PD – SFC PC/VPC expectations and PB4L strategies (including Berry St elements). <p>Resources are organised and promoted with staff – PB4L/Berry St (ongoing)</p> <p><b>By the end of Term 1:</b></p> All staff will have had overview of the PB4L strategies, evident in classroom practice. <p>Teacher handbook with PB4L packs distributed and accessible (alongside pedagogical focus).</p> A final matrix is developed and published defining all settings for consistency of school wide expectations based on School Values and ACARA Curriculum General Capabilities. <p>Begin implementation of Tier 2 intervention team.</p> <p><b>By end of Term 2:</b></p> Roadmap for implementation of Tier 2 <p><b>By the end of Term 3:</b></p> Refine and analyse data on unproductive behaviours and responses to Minor behaviours.           Updated and implemented flowchart for responding to unproductive behaviour. <p><b>By the end of Term 4:</b></p> Review and analyse Behaviour and attendance Data and a review of Matrix conducted in relation to the data analysis. All findings are presented to staff.	<b>PB4L/Francis Footprint</b> <ul style="list-style-type: none"> <li>Explicit teaching of the matrix in Week 1 by classroom teacher (P-6) and VPC teachers (7-12)</li> <li>All staff: Engagement with PC/VPC Francis Footprint practices</li> <li>All staff: Explicit referencing of the Matrix for expectations at the start of all lessons/activities</li> <li>All staff: Explicit referencing of the Matrix in interactions/teachable moments</li> </ul> <p><b>Tier 1 Team</b>            Lead: Courtney Morgan            Megan Philpott            Members:</p> <ul style="list-style-type: none"> <li>Paul Jenkinson</li> <li>Virginia Brady</li> <li>Kylie Sabatino</li> <li>Rachel Kilby</li> <li>Jack Delaney</li> <li>Katana Wesley</li> <li>Danica Shannon</li> <li>Tracey Dwyer</li> </ul> <p><b>Tier 2 Team</b>            Lead: Courtney Morgan            Megan Philpott</p> <p><b>Tell Them From Me Survey (TTFM)</b>            Lead:</p> <ul style="list-style-type: none"> <li>Madi Pickering</li> <li>Kate Furlong</li> </ul>
	<input checked="" type="checkbox"/> Delivering thriving Catholic schools						
	<input type="checkbox"/> Maximising potential						
	<input type="checkbox"/> Optimising conditions for success						

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## Explicit Improvement Agenda 2025



### St Francis College, Crestmead

#### Goal:

Use of Explicit Teaching to enhance teacher practice and improve student learning outcomes.

#### Justification:

To ensure that our students:

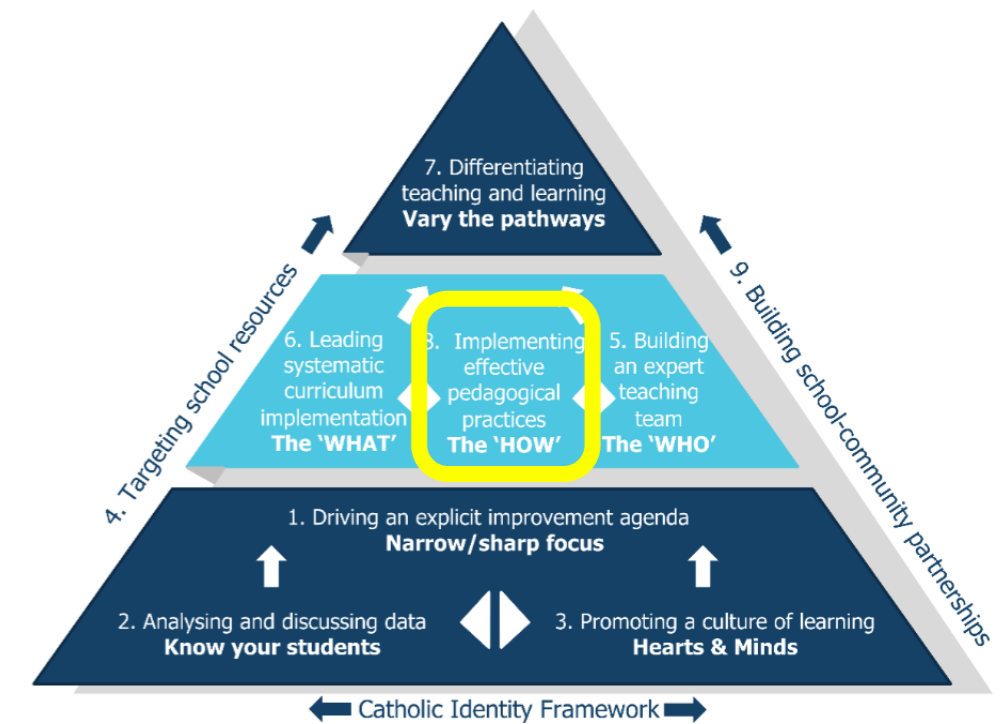
- Have clarity of what they need to do and multiple opportunities to demonstrate skills
- Develop critical and creative thinking skills
- Are challenged to meet high expectations
- Are engaged in their learning

To ensure that as teachers we:

- Have clarity of what we are doing and consistency for our students
- Have a shared language to enhance collaborative dialogue
- Grow engagement, progress, achievement and wellbeing for each student across all curriculum areas

#### Success Criteria:

- A consistent language and pedagogy of explicit teaching is evident through classroom practice and professional dialogue
- Students can articulate their learning and how to improve: Purposeful use of Learning Intentions & Success Criteria
- Check for understanding strategies embedded within practice: Teachers execute strategies – students are accountable for their learning
- Extend student metacognitive development through stretch and challenge activities embedded within learning (action evident in planning)
- Purposeful embedding of third teacher for students to improve their learning



**Guided by the BCE Education Strategy:** (highlight one or two outcomes below that are targeted outcomes for this explicit improvement agenda)



#### Learning and Wellbeing

Elevating students, staff and schools through voice and agency informed by our living Catholic tradition, beliefs and values.

- High potential progress and achievement for all learners
- Students engaged for excellence in learning
- Students feel a sense of belonging and safe at school



#### Leading Learning and Wellbeing

Empowering students, staff and schools through inspirational leadership to foster inquiry and discernment.

- Staff empowered through inspiring contemporary leadership for excellence in learning and engagement



#### Structures and Systems for Learning and Wellbeing

Enabling our students, staff, and schools to be passionate and purposeful in a collaboration that creates collective efficacy.

- Students engaged in purposeful learning
- Equity and excellence in teaching and learning practices
- School pilots influence innovation for equity and excellence



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## Explicit Improvement Agenda 2025



### St Francis College, Crestmead

Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
<p><b>What are the student learning/engagement/wellbeing targets that the school/college will establish and rigorously monitor to measure the impact of the improvement agenda?</b></p>	<p><b>What are the key actions the school/college will implement to address the improvement focus?</b></p>	<p><b>How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.</b></p>	<p><b>Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.</b></p>	<p><b>What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.</b></p>
<p>Lag targets</p> <ul style="list-style-type: none"> <li>15% of students per year level exceed 6-months growth in 6-months across PAT-Reading, PAT-Maths.</li> <li>Reduction in gap between BCE and SFC % A-B</li> <li>Increased Tell Them from Me survey student data relating to positive classroom practices</li> </ul> <p>Lead targets</p> <ul style="list-style-type: none"> <li>Increased use of effective pedagogical strategies across the year (through lesson observations Francis Footprint in Action: FFiA)                             <ul style="list-style-type: none"> <li>CLT &amp; ML presence in classrooms via HUB (7-12) and as scheduled for (P-6) evidenced by Francis Footprint in Action cards completed rate of minimum of 1 per week</li> <li>90% of teachers demonstrating named pedagogical practices (FFiA cards)</li> </ul> </li> </ul>	<p>A consistent language and pedagogy of <b>explicit teaching</b> is evident through classroom practice and professional dialogue</p> <ul style="list-style-type: none"> <li>Modelling of practice - BCE EO to support ML on effective modelling and capacity building of others</li> <li>Lesson observations and                             <ul style="list-style-type: none"> <li>lesson observations 20min 1 per semester by CLT and ML</li> <li>lesson observations during a PPCT performed by peer</li> </ul> </li> <li>Sharing of practice from lesson observations (across Terms 1-3)</li> </ul>	<p><b>Term 1</b></p> <p>Provide PD on What is Explicit Teaching?</p> <p>Teachers will engage in professional reading including the research that underpins the strategies and overarching practices.</p> <p>Lesson observation by CLT and ML</p> <p><b>Term 2</b></p> <p>lesson observations during a PPCT performed by peer – incorporated into goals conversations</p> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>Lesson observation by CLT and ML</li> <li>lesson observations during a PPCT performed by peer</li> </ul> <p><b>Term 4</b></p> <p>Reflection and sharing of growth in teaching practice</p>	<p>PLL</p> <p>Middle Leaders</p> <p>CLT</p> <p>Curriculum School Officer (Tracey Dwyer) to support collation and review of FFiA cards each week.</p> <p>Teachers</p> <p>PLL</p> <p>CLT</p> <p>Middle Leaders</p> <p>Teachers</p>	<p>BCE EO support</p>
<ul style="list-style-type: none"> <li>75% of students can identify how to succeed and improve their learning and academic performance through learning walks &amp; talks and student survey data</li> </ul>	<p>Students can <b>articulate</b> their <b>learning</b> and how to improve: Purposeful use of Learning Intentions &amp; Success Criteria</p> <ul style="list-style-type: none"> <li>Professional Development around Learning Intentions and Success Criteria, including co-construction</li> <li>Learning Walks and Talks across classrooms to observe use across classes</li> </ul>	<p>Term 1</p> <p>PD – LI and SC</p> <p>LWT – within Hub lessons 7-12, within week P-6</p>	<p>PLL</p> <p>ML</p> <p>CLT</p>	

Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
<p>Lag</p> <ul style="list-style-type: none"> <li>Increased Tell Them from Me survey student data relating to understanding of learning experiences</li> </ul> <p>Lead</p> <ul style="list-style-type: none"> <li>Student Learning Goals and reflections show 75% students identifying engagement and connection to their learning progress through multiple measures</li> <li>Increased student engagement in PAT Testing.</li> </ul>	<p><b>Check for understanding</b> strategies embedded within practice: Teachers execute strategies – students are accountable for their learning</p> <ul style="list-style-type: none"> <li>PD and engagement with strategies to check for understanding and lesson closure to reflect on student learning</li> <li>Learning Walks and Talks across classrooms to observe use across classes</li> <li>EIA in Action (FFiA) cards for LWT to be completed for observations to monitor and track school progress</li> <li>Lesson observations to provide feedback to teachers on strategies and further ideas</li> <li>Student Learning Goal check-in once per term</li> </ul>	<p><b>Term 1</b></p> <p>PD – How do you know they know? Lesson observation by CLT and ML</p> <p><b>Term 2</b></p> <p>lesson observations during a PPCT performed by peer – incorporated into goals conversations</p> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>Lesson observation by CLT and ML</li> <li>lesson observations during a PPCT performed by peer</li> </ul> <p>LWT - ongoing</p>	<p>CLT</p> <p>ML</p> <p>PLL</p> <p>Teachers</p>	
<ul style="list-style-type: none"> <li>80% of unit plans demonstrate Stretch and Challenge learning experiences through open-ended activities and differentiated tasks</li> <li>All assessment tasks are differentiated with explicit stretch and challenge experience in P-10</li> </ul>	<p>Extend student metacognitive development through <b>stretch and challenge</b> activities embedded within learning (action evident in planning)</p> <ul style="list-style-type: none"> <li>PD – Term 1 - Differentiation for all students, including planning and assessment for extension experiences</li> <li>Planning time with teachers to include ST:IEs/LPML/EALD</li> </ul>	<p><b>Terms 1-4</b></p> <p>Timetabled Collaborative Planning to include differentiation experiences, supported by specialist teachers</p> <p>Term 1 Twilight - PD</p>	<p><b>Classroom Teachers</b></p> <ul style="list-style-type: none"> <li>Collaboratively plan for and deliver learning experiences to stretch and challenge students in everyday learning</li> </ul> <p><b>EALD and ST:IEs</b></p> <ul style="list-style-type: none"> <li>Review units of work and assessment tasks to ensure the needs of students are being met for all to be stretched and challenged.</li> </ul> <p><b>PLL &amp; Curriculum Middle Leaders</b></p> <ul style="list-style-type: none"> <li>Identify and collect tasks that exemplify stretch and challenge opportunities (both in planning and assessment tasks) – professional bump it up walls.</li> </ul>	Partnership with BCE EO
<ul style="list-style-type: none"> <li>80% of students can identify the purpose of the third teacher resources available to them in the classroom/digital classroom space</li> <li>70% of students engage with the third teacher resources in the classroom/digital classroom space</li> <li>All teachers develop third teacher resources to be shared within teaching teams that are relevant to the unit of work and accessible to students</li> </ul>	<p>Purposeful embedding of <b>third teacher</b> for students to improve their learning</p> <ul style="list-style-type: none"> <li>Co-construct anchor charts and learning resources for display within the classroom</li> <li>Third teacher to promote students critiquing and improving their own work (physical and/or digital bump it up walls/resources)</li> <li>Use of exemplar texts (modelled and/or co-constructed) to promote student engagement, understanding, and learning.</li> </ul>	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>Review of Third Teacher and Unpacking of fundamentals of a 'Bump It Up' Wall</li> </ul> <p><b>Terms 1 - 4</b></p> <ul style="list-style-type: none"> <li>Incorporating Writers Toolbox components into 'Bump It Up' practices</li> </ul>	<p><b>CLT</b></p> <ul style="list-style-type: none"> <li>Schedule time for PL</li> <li>Support consistent processes (resources for physical and digital structures)</li> </ul> <p><b>PLL &amp; Curriculum Middle Leaders</b></p> <ul style="list-style-type: none"> <li>Identify teachers with well-developed and implemented third teacher use (physical and digital) to promote and model</li> <li>Identify teachers needing further support in the development and integration of third teacher and 'Bump It Up' Walls within the classroom</li> </ul> <p><b>BCE EO/BCE Digital Support</b></p> <ul style="list-style-type: none"> <li>Work with teachers to identify</li> </ul>	

