An education to **believe** in

Annual Improvement Plan & Explicit Improvement Agenda 2025

Marymount College – Burleigh Waters

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?*
Goal 1 In 2025, we will implement the Catholic Identity Formation Plan to ensure our College is in dialogue with our vision and mission to enact a thriving Catholic community.	☒ **Connecting communities** ☒ **Delivering thriving Catholic schools** ☒ **Maximising potential** ☒ **Optimising conditions for success**	This goal is a consolidation of data from the *Tell Them from Me Survey* (2024) *Religion Review* (2022) and *ECSI Data Survey* (2023). Our Religion Review in 2022 strongly recommended the need for a common College Formation Plan. An aligned formation plan that combines the staff, student and curriculum objectives will allow for shared dialogue of the Catholic tradition through relevant learning for our Marymount community.	Qualitative data of student engagement in Religion Curriculum from teachers. Qualitative data on staff engagement with College Liturgy, Class Liturgy and prayer in the classroom. Pastoral Class prayer visits. Student Engagement Officer visiting for prayer and seeing how students are engaging through resources and ideas being provided. Quantitative Student attendance reports in community Mass and Liturgy throughout the year. Updated *Tell Them From Me Survey* results indicating knowledge and understanding of our College and our story.	**Enablers** ✓ We are building on the AIP from 2024 where we looked at dialogue and a contemporary Catholic Worldview, this goal looks at putting our understanding into a lived practice in a clear Formation Plan. ✓ Religion teachers are empowered to engage and add value to current curriculum, ensuring it is contextually relevant to our learners at Marymount. ✓ Staff Twilight about the history and story of the college. ✓ 2-minute introductory video at significant events so each community member knows our story and culture. **Barriers** ✗ Knowledge and content around Religion curriculum. Need to utilise existing staff to share knowledge we have. ✗ Staff accepting that educating in the Catholic tradition is everyone's responsibility. ✗ Staff dedicating time to preparing for prayer, liturgy or important aspects of the Catholic tradition at Marymount. ✗ Not all staff currently teach Religion and need opportunity in the school day or meeting time to complete Professional Development to enhance understanding.	1a. Religion Accreditation Day Accreditation to Teach Religion in a Catholic school with Father Richard Leonard. Shared practice with our other two southern Gold Coast schools. 1b. Staff Learning Opportunities for building capacity. Staff Twilight: know the Marymount Story and Staff Retreat with Br Damien Price: connecting spirituality today. 1c. Religion Curriculum Writing focus (years 7-10) where the modes of assessment and topics assessed reflect our current context of learners.	1a. Delivered in Term 1, referred to throughout the duration of 2025. This will inform how we connect our Catholic faith with those in the wider community as well as within our Marymount community. 1b. Two opportunities provided in Terms 2 and 3. This will offer personal spiritual growth for the staff to connect with their own faith and those of colleagues around them. Shared experience. 1c. Throughout the duration of 2025. 4 Lead Teachers have been appointed for each year level and will have a planning day ahead of the next learning cycle to ensure engaging assessment and a clear structure for 4-point moderation, collaborative unit planning and success indicators to be met within the Religion Faculty.	1a. Assistant Principal Religious Education – Mission and Community College Leadership Team Student Engagement Officer Curriculum Leader Religion All staff to engage and implement learning 1b. Assistant Principal Religious Education – Mission and Community College Leadership Team Student Engagement Officer Curriculum Leader Religion All staff to engage and implement learning 1c. Assistant Principal Religious Education – Mission and Community College Leadership Team Student Engagement Officer Curriculum Leader Religion All staff to engage and implement learning
Goal 2 By the end of the year, our goal is to enhance student reading proficiency by building teacher	☐ **Connecting communities** ☒ **Delivering thriving Catholic schools**	Through a variety of informal, formal, and diagnostic data it is evident that the excessive use of technology and the lack of explicit instruction of reading activities in our teaching and learning programs has highlighted learning gaps of our students e.g. retrieval, inferencing, and reflecting	Year 7 – 10 Literacy (Reading) Activities - Ongoing Teaching Staff PD in staff meetings of explicit instruction Teaching & Learning Programs - Embedded Activities in T & L programs	**Enablers** ✓ Ongoing reference to AIP-EIA ✓ Regular Check ins and feedback with staff and students. ✓ Ongoing PD for staff (PLC and staff meetings)	1a. Pedagogy Focus Building Teacher Capacity 1b. PLC and Staff Meeting Focus	1a. Ongoing – 2025 – Terms 1-4 1b. Term 1 & 2	1a. AP Curriculum and LOP to lead CLs to facilitate All staff to implement 1b. AP Curriculum and LOP to lead

|							
capacity with effective, evidence-based strategies for explicit reading instruction.	☒ Maximising potential	on texts. With a focus to enhance student reading proficiency, this will ensure our students develop critical literacy skills essential for their academic and future success.	Coaching – Evidence of LOP work with Curriculum Leaders PLC's - Semester 1: Reading Strategies Semester 2: Data Analysis NAPLAN results – Short-term and long-term planning of student readiness	✓ Ongoing exposure in classrooms to reading strategies ✓ Appropriate use of technology ✓ NAPLAN readiness program **Barriers** ✗ Staff resistance in creating a culture of ownership and implementation of reading. ✗ Inconsistent practical application and time allocation in class for reading strategies. ✗ Timetable constraints ✗ Inappropriate use of technology	Science of Reading and Explicit Instruction 1c. Data Focus Analysis of reading data	 1c. Term 3 & 4	CLs to facilitate All staff to implement 1c. AP Curriculum and LOP to lead CLs to facilitate All staff to implement
	☒ Optimising conditions for success						
Goal 3 By the end of 2025, the Marymount College Positive Behaviour Matrix will be integrated into the fabric of the college culture.	☒ Connecting communities ☒ Delivering thriving Catholic schools ☒ Maximising potential ☒ Optimising conditions for success	Embedding the Positive Behaviour Matrix throughout Marymount College is essential for creating a consistent and supportive learning environment. This is not just about implementing a set of rules; it's about fostering a positive school culture where every student understands and practices respectful, responsible, and safe behaviours. Students will have a clear and consistent understanding of the expected behaviours across the school, and this will contribute to better engagement in the classroom and improve overall academic performance. Clear communication of the matrix assists parent in understanding and supporting the school's behavioural expectations creating a cohesive support system for students.	End of each term short survey to gauge student and staff understanding and acceptance of the Matrix. A review of disciplinary incidents to monitor reductions in frequency and severity. BI Data of Minor and Major incidents recorded • End of Semester 1 • End of Semester 2 Observational assessments of behaviour changes within the college environment. Qualitative Data from: • Classroom Teachers • Support Staff • PBR Records BI Attendance Data Increase in attendance and retention (students and staff) • End of Semester 1 • End of Semester 2 Increase in staff wellbeing and job satisfaction. • Qualitative Data • Staff Surveys • School Surveys Review of Matrix: • Early Term 4	**Enablers** ✓ Commitment from all school leadership to prioritise the Matrix ✓ Regular Check ins and feedback with staff and students. ✓ Ongoing PD for staff and students ✓ Regular updates and reminders at briefing and staff meetings. about the Matrix and its importance. ✓ Interactive sessions and activities in Pastoral and Curriculum areas so that the students can relate behaviour to the Matrix. ✓ Staff embracing the Matrix as a Tier 1 support in PB4L **Barriers** Staff resistance in creating a culture of ownership and relevance. Staff not taking accountability for implementation: ✗ not allocating adequate time ✗ being unclear in unpacking the matrix for students. ✗ Not unpacking the matrix for their classes in detail ✗ Inconsistent unpacking and implementation of the matrix. ✗ Misunderstanding the matrix and its purpose.	1a. Schedule ongoing professional development workshops to ensure all staff understand the matrix and how to teach it effectively. Provide refresher courses to keep the staff updated. 1b. Comprehensive training and dedicated sessions where staff will meticulously unpack and clarify the matrix to ensure all students are well-versed in its principles. 1c. Ensure clear and consistent communication about the matrix through newsletters, assemblies, parent meetings and use multiple channels to promote the Matrix (Emails, social media, newsletters, school website) to keep the school community informed and in the matrix loop.	1a. End of Term 4/2024 and beginning of Term 1/2025 through whole staff meetings 1b. Term 1 and Term 2 through Pastoral and curriculum classes. Intense coaching, modelling and education of students early Term 1 1c. Term 1 – Term 4	1a. College Leadership Team 1b. Pastoral Leaders & Curriculum Leaders 1c. All staff

Marymount College - Burleigh Waters

Goal:

By the end of the year, our goal is to enhance student reading proficiency by building teacher capacity with effective, evidence-based strategies for explicit reading instruction.

Justification:

What data and information were utilised to inform choosing this goal?
- NAPLAN results
- PAT – R results
- PLC - Classroom Observation
- Student borrowing data from library
- LOP – KLA Curriculum review
- Scholar articles and literature reviews
- Students are unable to access key texts as a part of Catholic Identity
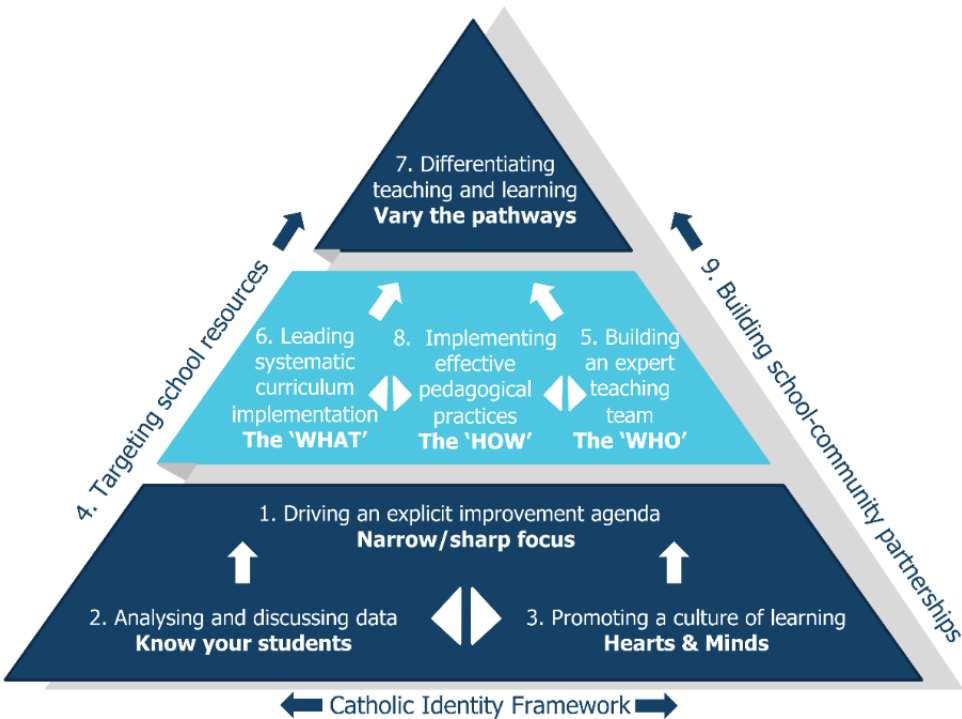
Success Criteria:

Clearly define 6-8 success criteria that describe the expectations of what leaders, teachers and students will be doing once the improvement agenda has been embedded. Ensure that the school/college leaders consider strategies for measuring and monitoring the progress of the success criteria.

1. All teachers will know, understand, and use a common language for different types of reading.
2. All teachers will know and understand the purpose of reading and how to provide explicit instruction in reading as part of the College Pedagogy.
3. All teachers will be provided ongoing support and resources to enhance student reading proficiency. This will be embedded in our College Pedagogy and KLA's teaching and learning activities/programs.
4. All students will have increased engagement with reading due to differentiated activities embedded in Teaching and Learning Programs.
5. All 7-9 students will experience, and staff will have a detailed understanding of the co-planning and co-teaching process when enhancing student reading proficiency.
6. The College will provide a structure to allow Teacher Collaboration, CL support and allocation of time to promote sharing, reflection and celebration of the College-wide reading program.

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

Marymount College

Targets	Actions	Responsibilities & Accountabilities	Resources & Partnerships	Timeline
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?	What are the key actions the school/college will implement to address the improvement focus?	Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.	What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.	How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.
Year 7 – 10 Literacy (Reading) Activities - Expert teachers explicit teaching of reading - Fundamental skills to enhance student reading proficiency - Improving community and parent culture of the importance of reading	**Pedagogy Focus - Action 1** Enhance staff capacity to facilitate senior study methods Strengthen staff knowledge and understanding of explicit instruction, types of reading, the science of reading, and the explicit teaching of reading – Reading To Learn 1. Gradual Release 2. Using strategies for practicing and deepening knowledge 3. Using strategies for knowledge application Strengthen parent/caregiver knowledge and understanding through communication of College priority focus area of reading	AP Middle Years Curriculum, Leader of Pedagogy, and Numeracy and Literacy Specialists to lead. Teachers to co-plan with specialists in PPCT. AP Fortnightly meetings with Specialists for feedback and updates reported at CLT meetings.	Awaiting response from BCE for support from office Science of Reading PD	**Term 1** **Week 1-2** Pedagogy Leader to meet with Curriculum Leaders to create 'Building Consistent Collaborative Capacity' (BCCC) timetable. PAT longitude administered. **Week 3-4** Numeracy and Literacy Specialists meet with Year 7/8 classroom teachers to co-plan Term 1 lessons. Pedagogy Leader begins to work with Curriculum Leaders PLC - Teacher PD on reading to begin. **Week 5-10** Numeracy and Literacy Specialists co-teach with Year 7/8 classroom teachers. Staff meeting/s – AP curriculum and Pedagogy Leader coordinates staff PD – Explicit Teaching
Teaching & Learning Programs New V9 Year 7 & 8 programs to include: - Variety of reading / literacy / numeracy activities - Differentiation - Appropriate use of technology (Use of TEAMS learning accelerators) Year 8 programs audited by AP curriculum at the beginning of the year and end of Term 2.	- Provide ongoing staff PD (Science of reading) - Precision pedagogy (resources – strategies that maximise impact) - Pedagogy Leader to provide support and resources - Celebrating and sharing practice amongst all staff.	Leader of Pedagogy and CLs to lead. Teachers have opportunities during PLC, faculty, and staff meetings to audit T & L programs. CLs to approve units of work and AP curriculum to check. Student voice survey to gauge engagement and levels of reading at the end of units of work.	TEAMS features – assignment – learning accelerators	PLC – Sharing of pedagogy practice from current PD on reading. **Term 2** **Same timeline as Term 1**

Coaching - All Curriculum Leaders access support from Leader of Pedagogy when reviewing and creating T & L programs, classroom activities, and assessment. - CLs to meet with AP curriculum once a term to discuss EIA targets and performance. - Each term the Leader of Pedagogy - will share and celebrate pedagogy observed in the classroom.		Leader of Pedagogy to support Curriculum Leaders Pedagogy Leader to timetable sessions with CLs. CLs to co-plan with Pedagogy Leader. AP Curriculum weekly meetings with Pedagogy Leader for feedback and updates reported at CLT meetings.		**Term 3** **Week 1-2** Pedagogy Leader to present NAPLAN data analysis to CLT. Pedagogy Leader to meet with Curriculum Leaders to create 'Building Consistent Collaborative Capacity' (BCCC) timetable. **Week 3-4 Faculty meeting** CLs facilitate in their faculty meeting, staff analyse and discuss NAPLAN and SRS data using PMI table. PLC - Teachers are given time to analyse their individual class data and set targets for improvement. Numeracy and Literacy Specialists meet with Year 7/8 classroom Teachers to co-plan Term 3 lessons. Pedagogy Leader begins to work with Curriculum Leaders
PLCs - Every teaching staff member will be provided ongoing professional development in the area of reading. - Every teaching staff member will implement a minimum of one T & L strategy to address NAPLAN and PAT data analysis with a focus on reading.	**PLC and Staff Meeting Focus - Action 2** Implement teacher explicit instruction of reading - AP to communicate the focus of reading - Engagement with the process of ongoing teacher PD. - Provide all teaching staff planning time to create reading resources and activities.	Pedagogy Leader to facilitate PLC agenda and updates reported at CLT meetings. Pedagogy Leader to chair each PLC group Teachers to timetable in their lessons and activities the expected practices for reading. Teacher to set professional goals (PDP) in alignment with this EIA and evidence uploaded. Time allocated in PLC, faculty, and staff meetings.	BCE Maximise Impact Strategies	**Week 5** **-6 Staff meeting** Summary of data and strategies are presented for teachers to choose from to address the trends. PLC – Teachers are to select, implement, and plan formative assessment for the strategy in response to the data for the remainder of the term. **Week 5-10** Numeracy and Literacy Specialists co-teach with Year 7/8 classroom teachers. Staff meeting – Pedagogy Leader shares and celebrates the implementation of a variety of pedagogy in Reading. CLs to meet with AP curriculum to discuss faculty walk-throughs. **Week 9-10** CLs share and celebrate T & L strategies implemented in response to the data and evidence of impact.
NAPLAN results - NAPLAN results – SEE APPENDIX B	**Data Analysis - Action 3** Data Literacy / Numeracy - Promote investigation of NAPLAN and PAT results with emphasis on band position and targeted growth - Analyse student reading outcomes and growth targets through exploration of evidence: **SEE APPENDIX B** - The Pedagogy Leader will lead data analysis, discussion, and action plan * Staff meetings to monitor progress with the teaching staff.	Specialists to analyse data and plan for discussion during staff, faculty, and PLC meetings.		**Term 4** **Same timeline as Term 3**

Business as usual

Business as usual	
Catholic Identity	- Prayer at the beginning of every lesson. - Prayer Roster. - Professional development for spiritual formation. - Prayer as a standing item in staff meetings. - Continue to tell our story at assembly and liturgical events. - Continue to evaluate sacred spaces in the school to communicate our dual charism and ensure it is visually represented. - Liturgical events continue to be of a high standard to ensure student and staff engagement in Catholic tradition.
Learning and Teaching	- Student voice lesson/unit surveys. - Moderation process including various methods of cross marking, blind marking, and collaborative marking. - Feedback using WWW and EBI so that students know and can articulate their next steps in learning. - Retaining of student summative work to use for improvement – work samples. - Classroom expectations/non-negotiables. - PLCs will continue. - Numeracy and Literacy blocks (year 7 + Year 8). - Deconstruction of criteria sheets – either as a class or individually with students (student friendly language). - Monitoring and tracking of student QCE/VET outcomes - Implement Short Course Career Education in Year 10 - Review of Senior schooling – flexible delivery*** - All Senior students will use effective study skills to improve their study techniques, increase motivation, build confidence, and lift exam performance. - All Year 12 Senior students will attain a QCE/QCIA and or a VET certificate. Students ATAR results at or above the QLD State Average.
Wellbeing	- Staff Wellbeing Twilight/PD - Staff wellbeing surveys. - Student wellbeing/pastoral surveys. - Pastoral programs. - RSE days. - Year level commendation certificates. - Mission and Vision Statement.

* 2024 - The gap between SRS outcomes and NAPLAN

NAPLAN	Reading	Writing	Numeracy
Year 7 top band	17%	23%	9%
Year 9 top band	16%	27%	4%

SRS	ENGLISH	MATHS
Year 7 'A' Grade	15%	11%
Year 9 'A' Grade	13%	13%

* NAPLAN Results spread, percentage of students in upper and lower bands for writing and numeracy

NAPLAN	Reading	Writing	Numeracy
Year 7 Exceeding	17%	23%	9%
Year 7 Strong	60%	52%	74%
Year 7 Developing	17%	22%	15%
Year 7 Needs Support	2%	3%	2%

NAPLAN	Reading	Writing	Numeracy
Year 9 Exceeding	16%	27%	4%
Year 9 Strong	55%	44%	66%
Year 9 Developing	21%	23%	25%
Year 9 Needs Support	8%	6%	5%

* Adaptative PAT results Year 7 & 8

PAT - M	145-154	135-144	125-134	115-124
Year 7	7%	37%	44%	9%
Year 8	19%	42%	29%	10%

PAT - R	150+	140-149	130-139	120-129	110-119
Year 7	3%	20%	40%	30%	7%
Year 8	5%	25%	45%	20%	3%

Target Results for 2025 <mark>Actual results</mark> **National Results**

NAPLAN	Reading	Writing	Numeracy	
Year 7 Exceeding	15%	20%	>5%	
Year 7 Strong	60%	55%	70%	
Year 7 Developing	20%	20%	20%	
Year 7 Needs Support	<5%	<5%	<5%	

NAPLAN	Reading	Writing	Numeracy	
Year 9 Exceeding	15%	20%	>5%	
Year 9 Strong	60%	55%	70%	
Year 9 Developing	20%	20%	20%	
Year 9 Needs Support	<5%	<5%	<5%	

Building reading, writing, and numeracy strategies
- Inference comprehension (both literacy & numeracy)
- Interpreting explicit and implied text
- Problem-solving skills (numeracy)

PAT-M & PAT-R
- PAT-M and PAT-R adaptative results
  * Year 7
  * Year 8

PAT - M	145-154	135-144	125-134	115-124
Year 7	>5%	35%	50%	<10%
Year 8	>10%	40%	40%	<10%

PAT - R	150+	140-149	130-139	120-129	110-119
Year 7	>5%	20%	45%	25%	<5%
Year 8	>5%	25%	45%	20%	<5%