St Augustine's College, Kyabram

ANNUAL ACTION PLAN

2025

School Identity Statement: Unite Inspire Lead Excel with Strength & Kindliness

School Vision Statement:

SCHOOL IMPROVEMENT PRIORITY	To develop a high impact pedagogical approach in line with '*Magnify*' that meets the diverse needs of all our students to achieve outstanding learner growth for every student and every teacher every day.
CES Ltd STRATEGIC ENABLERS	Culture of Dialogue, Innovation and Collaboration, Integrated digital technology

SCHOOL IMPROVEMENT GOAL/S	KEY IMPROVEMENT STRATEGIES & ACTIONS	EVIDENCE OF SUCCESS / TARGETS	RESPONSIBILITY	TIMELINE	PROGRESS
Implement age appropriate, high impact pedagogies (inclusive of *MultiLit*, *OCHRE* and Knowledge *Society*) that cater to the unique learning and wellbeing requirements of our three College communities, ensuring that teaching practices are responsive to the diverse needs of all students.	Implementation of MultiLit, OCHRE and Knowledge Society - Classroom Mastery (Behaviour & Wellbeing Curriculum)	Entry/Exit routines and Cue to Start are embedded in our practice. Knowledge and understanding of MultiLit, OCHRE and Knowledge Society - Classroom Mastery (Behaviour & Wellbeing Curriculum) across all classrooms. *Target* - Every student demonstrates a year's growth in F-6 (Literacy and Numeracy)	Executive team SLPP Team Wellbeing Team Leadership Team Learning Leaders Teaching Staff	2025	

Provide ongoing professional development opportunities for teachers in line with 'Magnify' focused on innovative teaching strategies, differentiated instruction, and inclusive practices that foster a supportive and engaging learning environment.	Implementation of MultiLit, OCHRE and Knowledge Society - Classroom Mastery (Behaviour & Wellbeing Curriculum)	Implementation with fidelity\n\nKnowledge and understanding of MultiLit, OCHRE and Knowledge Society - Classroom Mastery (Behaviour & Wellbeing Curriculum) across all classrooms.\n\n*Target* - Every student demonstrates a year's growth in F-6 (Literacy and Numeracy)	Executive team\n\nSLPP Team\n\nWellbeing Team\n\nLeadership Team\n\nLearning Leaders\n\nTeaching Staff	2025

LINKS TO RELEVANT NSIT DOMAINS (please tick):

1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. ☐	7. ☐	8. ☐	9. ☐

LINKS TO RELEVANT CATHOLIC IDENTITY QUALITY INDICATORS (please tick):

☐	☐	☐	☐	☐
Sacramental & Prayerful	**Life-Giving and Hope-Filled**	**Faithful**	**Just**	**Inclusive & Safe**

St Augustine's College

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School Identity Statement: Unit Inspire Lead Excel with Strength & Kindliness
School Vision Statement:

SCHOOL IMPROVEMENT PRIORITY	Support a continuous professional learning approach for staff, incorporating systematic approaches to observation, feedback, mentoring, and coaching, with a focus on building capacity to analyse and utilise data to strengthen student growth.
CES Ltd STRATEGIC ENABLERS	Culture of Dialogue, Student empowerment in voice, agency, and leadership, Integrated digital technology

SCHOOL IMPROVEMENT GOAL/S	KEY IMPROVEMENT STRATEGIES & ACTIONS	EVIDENCE OF SUCCESS / TARGETS	RESPONSIBILITY	TIMELINE	PROGRESS
Provide instructional coaching using *Knowledge Society* and *StepLab.*	Define coaching roles, responsibilities, and processes aligned with *Knowledge Society* and *StepLab* methodologies. Develop a coaching timetable ensuring all teachers receive regular coaching cycles. Train instructional coaches in *Knowledge Society* principles and *StepLab* usage.	Instructional coaches have been allocated roles. Coaches have undertaken observations across all year levels focusing on entry/exit routines and call to action. Coaching framework integrated into the school's professional learning strategy for 2026.	Executive team SLPP Team Wellbeing Team Leadership Team Learning Leaders	Coaches allocated by Term 1 Observations beginning in Term 1	

To equip staff with the skills to effectively analyse and utilise data to inform decisions and improve student outcomes, including academic performance, attendance, behaviour, and socio emotional development.	Conduct professional learning sessions on data analysis and interpretation (e.g., NAPLAN, PAT, VCE results, attendance trends, behaviour reports). Provide training on using data tools such as SIMON, SPA, ACER PAT, DIBELS, Essential Assessment. Develop a common framework for data discussions in team meetings (e.g., use of SMART goals based on student data). Alignment with CESL Literacy and Numeracy Assessment and Intervention Framework. Provide professional learning on recognising patterns in student behaviour and attendance data to drive intervention strategies. Wellbeing staff to develop individualised support plans for at-risk students.	100% of Learning Area Leaders and PLT teams incorporate data discussions into planning. Increased confidence in staff analysing and interpreting assessment data sets. Increase in student learning growth in key areas with all students demonstrating 12 months growth in learning. Intervention strategies implemented for identified students based on data insights. Early identification and intervention for at-risk students, measured by wellbeing referrals and student support plans. Student wellbeing survey and ORIMA survey results show improved social-emotional outcomes.	Executive team SLPP Team Wellbeing Team Leadership Team Learning Leaders	Across the year	

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2025

School Identity Statement: Unit Inspire Lead Excel with Strength & Kindliness

School Vision Statement:

SCHOOL IMPROVEMENT PRIORITY	Creating opportunities to learn about the Catholic faith as the host tradition by fostering experiences of dialogue, prayer, formation, and service, in light of the Augustinian and Brigidine charisms.
CES Ltd STRATEGIC ENABLERS	Culture of Dialogue, Student empowerment in voice, agency, and leadership, Partnerships

SCHOOL IMPROVEMENT GOAL/S	KEY IMPROVEMENT STRATEGIES & ACTIONS	EVIDENCE OF SUCCESS / TARGETS	RESPONSIBILITY	TIMELINE	PROGRESS
Embed a school-wide understanding of Catholic Social Teaching to support social justice education and initiatives.	Catholic Identity Workshops during Staff Meetings to facilitate learning of six Catholic Social Teaching principles. Through the TA program and Religious Education classes, amplify our whole-school social justice initiatives to support participation in extracurricular social justice initiatives.	Support Staff to apply for Catholic Accreditation target by the end of 2025. Increase in student participation in extracurricular social justice initiatives eg. Justice Matters Camp, Year 5/6 Caritas Just Leadership Day. Match or increase donations to organisations: Caritas St Vinnies The Gift Brigidine Asylum Seeker Project	CI Team School Staff	2025	

Provide a range of faith formation experiences (inclusive of the *Blessed, Broken & Shared* program) and a Religious Education curriculum that enables our community to experience the Catholic faith and learn about our faith and other faiths.	Update Faith Formation Plan that documents the faith formation opportunities that are available to staff, students and parents and note the current and ideal reality. Update Source of Life documentation and provide learning opportunities for both staff and students to engage with the new material from CESL.	Faith Formation Plan updated to include Blessed, Broken and Shared program. Religious Education Unit Plans are updated to incorporate new Source of Life lessons. Professional Learning opportunities given/added to staff through meeting scheduled time.	CI Team Executive Team	2025	
Continue to acknowledge the First Nations people of this land to support our community to forgive, celebrate, learn and understand the importance of Indigenous peoples and culture.	Explore current Acknowledgement of Country. Support Aboriginal and Torres Strait Islander students and families, in particular Opening the Doors Foundation, end ensuring equity and access.	Updated Acknowledgement of Country that reflects a deeper understanding. All ATSI students have access to Opening the Doors Foundation.	Aboriginal Liaison Officer Leadership Team CI Team	2025	

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