

St Mary's College, Ipswich

EIA Goal	AIP Goal 1	AIP Goal 2
<p>Embed specific high impact pedagogical practices in all classes consistently and intentionally to improve student academic outcomes and engagement in Year 7 - 12.</p>	<p>Wellbeing: Embed The Resilience Project across St Mary's College to cultivate a culture of student wellbeing, strengthen resilience and enhance engagement.</p>	<p>Numeracy & Mathematics: Grow student learning achievement and engagement in foundational numeracy and mathematics through specific high impact pedagogical strategies for every student to thrive.</p>
To achieve this goal, we will: (Actions)	To achieve this goal, we will: (Actions)	To achieve this goal, we will: (Actions)
<ol style="list-style-type: none"> Teachers will use High Impact Pedagogical Practices informed by Teaching for Thinking including: <ul style="list-style-type: none"> Explicit Teaching of Cognitions (Term 1 PD and embed focus) Accountable Talk (introduced Term 1 PD and embed focus) Feedback through Values of Inquiry (Term 2 PD and embed focus) Thinking Routines (continuation from 2025) SMC Learner Dispositions (continuation from 2024) Teachers will plan intentionally for and utilise the classroom as third teacher: <ul style="list-style-type: none"> common language magnets and common language posters learning pods and room space student work displayed as model text Middle Leaders and Teachers will be intentional: <ul style="list-style-type: none"> in their Unit planning to ensure Teaching for Thinking is embedded in their faculty planning to share Teaching for Thinking strategies in aligning one PDP goal to reflect EIA goal when requesting professional development that aligns to and supports the EIA and staff data literacy in their use of the SMC Signature Practices in collaborating through classroom observations that provide opportunity for coaching and feedback cycles College Leadership Team will be intentional: <ul style="list-style-type: none"> in using check lists to complete audits of unit planning with feedback to Middle Leaders on the EIA in supporting the use of teaching for thinking in faculty meetings in their whole school planning for teacher professional development, meetings and twilights in approval of PD that aligns and supports the EIA in analysing data from classroom observations and walk throughs to provide opportunity for coaching and feedback cycles. 	<ol style="list-style-type: none"> Daily whole college GEM (Gratitude, Empathy, Mindfulness) sessions in Period 3 Provide targeted professional development for staff around the resilience project, focused the GEM principles, equipping educators with practical strategies to foster a positive, supportive school environment. Proactively engage with St Mary's Community about the Resilience Project and GEMS through Newsletter, social media, Principal Emails Students champion, design and lead wellbeing initiatives, fostering GEM principles within the college community. 	<ol style="list-style-type: none"> Review Year 7 and 8 Mathematics Curriculum and Assessment Plan (CAPs) and Units. Year 7,8,9 (Term 1) "Fast Focus" numeracy/problem-solving sessions twice a cycle and planned consolidation lessons. Year 9-12 spaced practice using "Black book" routine: (all Mathematics teachers, all mathematics classes). Whole-staff numeracy PD and problem-solving to support the integration of common language and improvement in numeracy skills: graphs, number lines, percentage, statistics and numerical representations across curriculum areas where appropriate Intentional and planned use of manipulatives and visual models in all year levels where appropriate Induction of new staff to Tierney Kennedy research Professional Development through face-to-face PD and subscription Regular analysis of TLD academic/cohort data, TLD Learner Dispositions, NAPLAN, and PATM progress Working in core class teacher teams to build collaborative practices and staff data literacy

Annual Plan 2026



Our success in 2026 will be measured by:

Students will be able to:

- articulate their thinking in their process of learning
- articulate how they are being committed, courageous, curious and collaborative learners ([SMC Learner Dispositions](#))
- engage with classroom artefacts and spaces to enhance their learning
- be assessment capable
- demonstrate higher achievement in Internal Assessments (Unit 3 and 4)

Our success in 2026 will be measured by:

- 90 % of classes implementing GEM daily.
- Reduction in task avoidance and disrespect/non-compliance (Engage and Power BI data) across lessons 3, 4, 5
- students can articulate and demonstrate resilience through gratitude, empathy, and mindfulness in their learning and relationships
- Positive trends in TTFM Wellbeing and Engagement data
- Growth in TLD learner dispositions related to wellbeing: Engagement, Respectful relationships

Our success in 2026 will be measured by:

- 90% of classes implementing Fast Focus numeracy and spaced practice in mathematics
- decrease the gap between SMC NAPLAN numeracy Mean and National Mean (see table below EIA)
- Increase in cohort PAT-M data from term 1 to term 3 by +3
- Positive trends in TLD academic and cohort data
- Growth in TLD Learner Dispositions for mathematical

