



St Mary’s College, Ipswich

EIA Goal

Embed specific high impact pedagogical practices in all classes consistently and intentionally to improve student academic outcomes and engagement in Year 7 - 12.

To achieve this goal, we will: (Actions)

- Teachers will use High Impact Pedagogical Practices informed by **Teaching for Thinking** including:
 - 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:
 - 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:
 - 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:
 - 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.

AIP Goal 1

Wellbeing: Embed The Resilience Project across St Mary’s College to cultivate a culture of student wellbeing, strengthen resilience and enhance engagement.

To achieve this goal, we will: (Actions)

- 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.

AIP Goal 2

Numeracy & Mathematics: Grow student learning achievement and engagement in foundational numeracy and mathematics through specific high impact pedagogical strategies for every student to thrive.

To achieve this goal, we will: (Actions)

- 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



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

□ Connecting communities

□ Delivering thriving Catholic schools

□ Maximising potential

□ Optimising conditions for success

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

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