# 2025 Annual Action Plan – *Light the Lantern*

## Assumption College, Warwick

| Engaged students, learning | | | |
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| High quality pedagogy supports all students to grow in their learning and achieve their academic potential. | | | |
| **Annual strategic priority** | **Target** | **Key Improvement Strategies** | **Resources** |
| Assumption College community members achieve the realisation of their potential through our core business of teaching and learning. | ***Fostering curiosity and awe***<br><br>• Improvement in the academic performance data of the college. | • Professionally develop staff as academic coaches to enhance the Academic Care program.<br><br>• Extend academic coaching and tracking to Year 9.<br><br>• Develop the capacity of staff in using data and digital platforms for tracking purposes to ensure consistency, ATAR indicators and QCE eligibility.<br><br>• Refine the College's Middle Years approach, including the embedding of the College reading program across Year 7-9.<br><br>• Build academic culture via celebrating successes. | *Human (School, System, Other)*<br><br>• Executive Leadership Team (ELT)<br><br>• Career Development Practitioner (CDP)<br><br>• Director of Teaching and Learning (DTL)<br><br>• Enhanced Learning Program Leader<br><br>• Data and IT Program Leader<br><br>• Parents/Guardians<br><br>• Dr Judy Smeed Consultancy<br><br>• Jen Smeed |

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| | | | - Dennis Bridger |
| | | | - TCSO Inclusion team |
| | | | - Anthony Tribe (TCS) |
| | | | - Students |
| | | | *Financial* |
| | | | - TRS for training in digital platforms; Sentral, Power BI, Canvas |
| | | | - Extension opportunities for high achieving students |
| | **Target** <br><br> ***Enhancement of teacher capacity*** <br><br> - Deliver and implement the Toowoomba Catholic School's Teaching and Learning Framework. <br> - Confident implementation, delivery and review of new QCAA Syllabi and ACARA version 9 curriculum and assessment. | **Key Improvement Strategies** <br><br> - Discern and construct ACW's Learning and Teaching handbook in response to the TCS Teaching and Learning Framework. <br><br> - Support departments to review, write and deliver V9.0 of ACARA and QCAA Syllabi. | **Resources** <br><br> *Human (School, System, Other)* <br><br> - Executive Leadership Team (ELT) <br> - Director of Teaching and Learning (DTL) <br> - Curriculum Leaders (CL) <br> - Enhanced Learning Program Leader <br> - Parents <br> - Wider Community <br> - Advisory Board Members – Kelli Doherty <br> - Students <br> - TCS – Mick Floyd |

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| | | | *Financial*<br><br>• TRS for Professional Development of teaching staff<br>• TRS for departments planning and meeting times |
| | **Target**<br><br>***Excellence in educational offerings and development***<br><br>• Expert teachers in every classroom. | **Key Improvement Strategies**<br><br>• Apply knowledge and data to inform teacher practice.<br><br>• Develop/enhance teachers' currency and confidence via supportive teacher enhancement strategies.<br><br>• Refine an extension and enrichment program for high achieving students.<br><br>• Build teacher capacity to utilise CANVAS, DLP and Sentral. | **Resources**<br><br>*Human (School, System, Other)*<br><br>• ELT<br>• Enhanced Learning PRL<br>• TCS – Inclusion team<br>• Curriculum Leaders<br><br>*Financial*<br><br>• TRS for professional development of staff |

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## Being distinctively Catholic
Catholic beliefs, values and practices give direction and meaning to everyday experiences of students and shape a personal identity open to faith.

| Annual strategic priority | Target | Key Improvement Strategies | Resources |
|---|---|---|---|
| Empower our community through our distinctively catholic ethos and our founders. | **Target**<br><br>• Develop the confidence of staff to express and deliver Assumption College's distinctively catholic ethos through all interactions. | **Key Improvement Strategies**<br><br>• Prioritise opportunities for staff to develop their spiritual lives and engagement in working at the distinctively catholic, Assumption College. | **Resources**<br><br>*Human (School, System, Other)*<br>• Sr Peta Goldburg (Sisters of Mercy)<br>• Br Damien Price (Christian Brothers)<br>• Executive Leadership Team (ELT)<br>• Toowoomba Catholic Schools Office<br><br>*Financial* |
| | **Target**<br><br>• Embed the lived experiences of Assumption College's charisms and traditions via social justice initiatives and student led opportunities – both awareness raising and fund-raising. | **Key Improvement Strategies**<br><br>• 'Footsteps of Jesus' implementation both the program and the app.<br>• Enliven the House system of Assumption College in the experiences of the sacred and social justice initiatives.<br>• Explore the Retreat program at Assumption College. | **Resources**<br><br>*Human (School, System, Other)*<br>• Robie Jayawardhana<br>• Paul Grealy<br>• Executive Leadership Team (ELT)<br>• Curriculum Leader Arts and Performance |

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| | | | • Pastoral Leaders<br>• Pastoral Care Teachers<br>• Fr Franco<br>• TCSO Mission and Identity team<br><br>*Financial*<br><br>• TBC – APMI Budget |
| **Annual strategic priority**<br><br>Provide a Religious Education curriculum that is authentic, relevant and life-wide for our community. | **Target**<br><br>• Develop and implement Religious Education as a flagship subject that authentically engages students. | **Key Improvement Strategies**<br><br>• Renew the purpose of RE as a curriculum.<br>• Review curriculum. | **Resources**<br><br>*Human (School, System, Other)*<br><br>• Principal<br>• QCAA<br>• TCSO<br>• Religious Education department<br>• TCS Mission and Identity Team<br><br>*Financial*<br><br>• TRS for 2 staff (2 days per staff) |

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## Using resources wisely
Stewardship of human, physical and financial resources enhances system-wide excellence, equity and accountability.

| Annual strategic priority | Target | Key Improvement Strategies | Resources |
|---|---|---|---|
| Responsible and innovative stewardship to deliver high quality learning resources and facilities, that enhance the sustainability of excellence. | • Finalise the new buildings and refurbishment of accessibility to buildings.<br>• Develop and enhance the learning spaces of the College to ensure safeguarding of student success. | • Follow the TCS Naming procedure for determining and gaining approval for the naming of facilities or assets of the Diocese of Toowoomba.<br>• Meet guidelines for WHS and Australian standards for accessibility needs. | *Human (School, System, Other)*<br>• The Bishop<br>• TCS ELT<br>• TCS Finance & Resources Team<br>• ACW ELT<br>• Finance Officers, Marketing/Enrolment Officers.<br><br>*Financial*<br>• College funded.<br><br>*Professional*<br>• Safe Work Australia<br>• Australian Human Rights Commission<br>• TCS |
| | **Target**<br>• Harness continued profitability of the College. | **Key Improvement Strategies**<br>• Audit and consolidate budgetary capacity. | **Resources**<br>*Human (School, System, Other)* |

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| | | | • TCS Finance & Resources Team<br>• ACW ELT<br>• BM<br>• CL's & PL's<br>• ACW Advisory Committee<br>• ACW P&F<br>• Sothern Downs Regional Council,<br>• Stakeholders<br>• Outside Contractors and other professionals and teams to be involved as required<br><br>*Financial*<br>• College funded.<br><br>*Professional*<br>• Sentral<br>• TCS<br>• PowerBI |

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## Valuing our people
Attracting and forming capable and principled people who feel valued and supported to be the best at what they do.

| Annual strategic priority | Target | Key Improvement Strategies | Resources |
|---|---|---|---|
| Ensure the dignity and wellbeing of all members of the college community. | • Develop and promote the capacity of all members of the college community in data literacy and use of data for the pursuit of student agency. | • Support staff in the use of Power BI – reading, interpreting and implementing strategies.<br>• Upskill students to manage their data to reach College expectations.<br>• Support ECT opportunities and mentoring. | *Human (School, System, Other)*<br>• TCS support, time<br>• Diary use<br>• PC teacher<br>*Financial*<br>•<br>*Professional*<br>• Diary |
| | **Target**<br>• Consolidate ACW's high standards of behaviour. | **Key Improvement Strategies**<br>• Effective induction and on-going support of staff to utilise behaviour management strategies. | **Resources**<br>*Human (School, System, Other)*<br>• PLs<br>• Teachers<br>• Team meetings |
| | **Target** | **Key Improvement Strategies**<br>• Harness the potential of the Wellbeing Centre to support students. | **Resources** |

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| | • Empower our community through relevant, responsive and proactive pastoral and wellbeing programs. | • Utilise industry experts, where viable, to support our community. | *Human (School, System, Other)*<br><br>• Study Skills team<br>• Brett Lee ($7800)<br>• Adair Donaldson ($5700)<br>• Healthy minds – various presentations<br>• RACQ Road Safety<br>• Red Frogs<br>• LIVIN – crazy hair (donation)<br>• Camps<br>• Retreats<br>    ○ UPP ($3600)<br><br>*Financial*<br><br>**+ TRS** |

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| Annual strategic priority | Target | Key Improvement Strategies | Resources |
|---|---|---|---|
| Through interdependence and interconnectedness we realise the potential of all members of our community. | • Explore opportunities for effective, efficient and sustainability of practices, including policies, procedures and execution of guidelines. | • Draw upon community expertise.<br>• Introduce parent portal and Sentral permission slips for parents, and Sentral Purchase Orders module.<br>• Subject Discipline Literacies (TCSO initiative)<br>• ACW Professional Learning Community (PLC) via Professional Learning Teams (PLTs) and Professional Development (PD) opportunities. | *Human (School, System, Other)*<br>• TCS Finance & Resources Team<br>• ACW ELT<br>• Finance Officers<br>• CLs & PLs<br>• ACW Advisory Committee<br>• ACW P&F<br>• ACW Alumni committee, Stakeholders, Outside Contractors and other professionals and teams to be involved as required<br><br>*Financial*<br>• College funded.<br>*Professional*<br>• Sentral<br>• TCS<br>• PowerBI |

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## ACW Professional Learning Community

| Annual strategic priority | Target | Key Improvement Strategies | Human (School, System, Other) |
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| **Development of ACW's Aspirational Culture PLT –** Develop a sense of belonging within Pastoral Care classes to foster a culture of excellence. | • Create Pastoral Care groups shared understanding document, including roles & responsibilities of staff.<br><br>• Create & provide a PC toolkit for all staff and empower them with professional development to use it effectively.<br><br>• Develop methods to track PC's activities/assessments/achievements to celebrate success.<br><br>• Year 6 transition activities with Pastoral Class. | • Research best practices for Pastoral Care staff in the development of a sense of belonging.<br>• Write a booklet/survival guide.<br>• Develop and trial PC Toolkit.<br>• Explore other schools' Pastoral Care systems.<br>• Research and explore programs or methods to track student achievements.<br>• Engage the Year 12 Student Leadership team to share experiences and seek ideas about Pastoral Care, developing a sense of belonging and celebrating successes.<br>• Work with Sharon Newley and the transition team to develop Year 6 Transition program. | *Human (School, System, Other)*<br>• Aspirational Culture Team<br>• 12 Student Leadership team<br>• PC staff<br>*Financial*<br>• Money for PC Toolkit<br>• TRS time to visit other schools<br>*Professional*<br>• Sense of belonging studies/research<br>• Baseline data collectors |

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| Annual strategic priority<br><br>**Distinctively Catholic PLT –**<br>TBC | **Target**<br><br>TBC | **Key Improvement Strategies**<br><br>TBC | *Human (School, System, Other)*<br><br>•<br><br>*Financial* |
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| **Annual strategic priority**<br><br>**Effective Pedagogy in Mathematics PLT A –**<br><br>• Construct report for ELT based on research findings from 2024<br>• Create resources/templates for Maths teachers to use centred around a pedagogical approach build on the evidence found during 2024.<br>• Continue researching strategies to implement into our teaching**.** | **Target**<br><br>• To construct a report to deliver to ELT by the end of Term 1.<br>• To create a tangible scaffold/template which will be per lesson and week that will be full of resources/activities and a set structure that maths teachers can follow when planning their lessons/teaching by the end of Term 3.<br>• To obtain further data throughout the year. | **Key Improvement Strategies**<br><br>1. Set deadlines for target 1 and 2.<br>2. Allocate roles to members within each target.<br>3. Observations - observe techniques being used in class and discuss. construction of templates with Maths Department to get advice, opinions and buy in from the people who will actually be using the document. Furthermore, - collect data from students both in class and with their results.<br>4. Utilise Co-pilot. | *Human (School, System, Other)*<br><br>• Ourselves<br>• Effective Pedagogy in Mathematics PLT B - working collaboratively with them to discuss the research they have found and would like to include in the template.<br>• Maths Department<br>• Students<br><br>*Financial*<br>**TBC**<br><br>*Professional*<br><br>• AERO<br>• 2024 Research findings<br>• Technology already available to us |

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| | | | (laptops, internet, printers, etc) |
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| **Annual strategic priority**<br><br>**Effective Pedagogy in Mathematics PLT B –**<br><br>Improve academic performance and agency across all learning pathways.<br><br>Enhance mathematics teachers' capacity to enhance the learning of ACW students. | **Target**<br><br>• For NAPLAN, students demonstrate growth between year 7 & year 9 results.<br>• All students' learning needs including adjustments, modifications, supports and enrichment are provided. | **Key Improvement Strategies**<br><br>• Foster metacognitive skills that empower students to reflect, monitor, and regulate own learning.<br>• Develop academic coaching model and strategies in the middle years. | *Human (School, System, Other)*<br><br>*TBC*<br><br><br>*Financial*<br><br>TBC<br>*Professional*<br><br>TBC |
| **Annual strategic priority**<br><br>**SDL PLT –**<br><br>To develop students' understanding and ability of literacy across subject areas.<br><br>Developing staff capacity to implement literacy in all learning areas. | **Target**<br><br>**TBC** | **Key Improvement Strategies**<br><br>**TBC** | *Human (School, System, Other)*<br><br>• Director of Teaching and Learning<br>• SDL Coach<br>• TCS EOs – Paul Herbert, Cathy Peile and Jo Tooley<br>• Principal<br>*Financial*<br><br>• SDL Booklets |

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| | | | • TRS for school observations.<br><br>*Professional*<br><br>• SDL Booklets<br>• Maximising Learning Strategic Document<br>• TCSO Vivia Engage |
| **Annual strategic priority**<br><br>**Positive Behaviour PLT –**<br><br>Research and implement strategies that foster positive behaviours in alignment with ACW's high standards and values. | **Target**<br><br>**TBC** | **Key Improvement Strategies**<br><br>• Meet early with ELT and Pastoral Leaders to align goals and strategies.<br>• Meet with Aspirational Culture PLT to ensure both PLTs aren't doubling up on strategies.<br>• Research practical behaviour support strategies we could implement to support positive behaviour.<br>• Research staff professional development opportunities for using PowerBI. | *Human (School, System, Other)*<br><br>• ELT<br>• Pastoral Team<br>• College Counsellors<br>• TCS Sentral Support Team<br><br>*Financial*<br><br>• TRS<br>• PD resources<br><br>*Professional*<br><br>• Reference Texts (TBC) |
| **Annual strategic priority**<br><br>**Effective Teaching and Learning PLT –**<br><br>To clarify what a teaching and learning framework is, | **Target**<br><br>• Define what a T&L Framework at ACW is e.g. Big picture vs operational guidelines/handbook.<br>• Produce an overarching document (framework) and supporting documents | **Key Improvement Strategies**<br><br>• Gaining clarity around what a framework should look like.<br>• Utilising PLT expertise.<br>• Utilising fresh input from new group members. | *Human (School, System, Other)*<br><br>• Mick Floyd<br>• ACW ELT<br>• Other PLTs (especially facilitators) |

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| and adapt the 2024 draft to ensure it fulfils this definition.<br><br>To produce a working document by the end of the year. | linking to evidence, examples and explanations.<br>• Work with relevant PLTs to produce supporting documentation. | • Including reference to research as evidence for various strategies/approaches.<br>• Aligning final product with current policies, procedures and guidelines. | • ACW Advisory Council and P and F<br><br>*Financial*<br><br>• Possible cost of digital design of the final product<br><br>*Professional*<br><br>• New TCSO Framework<br>• Research and evidence gathered across various PLTs<br>• ACW policies and procedures |
| **Annual strategic priority**<br><br>**Data Literacy and Story Telling PLT –**<br><br>Develop and promote the capacity of all members of the college community in data literacy and use of data for the pursuit of student agency. | **Target**<br>• To research and develop understanding of what data literacy and storytelling is, what it looks like, and how it can be used effectively.<br>• Within 12 - 18 months we would like to present some form of collated visual data. | **Key Improvement Strategies**<br>• Research, reading, interviewing and conversing with key people. | *Human (School, System, Other)*<br>• Lauren Nolan – Nudgee<br>• ELT<br>• Megan Lawler<br>• DLP - Amanda Stevens<br>• Jen Smeed,<br>• Joel Atwood,<br>• Casey Robinson,<br>• Mick Floyd<br>*Financial* |

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| | | | <ul><li>TRS for each member for one day</li></ul>*Professional*<ul><li>QCAA</li><li>Sentral</li><li>DLP</li><li>TCS</li><li>PowerBI</li></ul> |
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**Principal:** Liisa Hammond          **Senior Education Leader:**          Kort Goodman

**Date:**   Click or tap to enter a date.

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