

## Goal 1

Strengthen connections within our P-12 College and the wider community for the benefit of all at St Augustine's College



College APREs worked collaboratively with staff across P-12 to draft our College Formation plan.



A focus on our House Patrons via Home Group prayers has been established and will be celebrated during House Weeks. We celebrated Jagera in Term 1, coming together for prayer and student led activities.



There is a new focus on student leader formation in 2026. Our Year 12 elected leaders met with members of the College Leadership Team during Term 1 to begin this formation experience.



Student voice is more present in all assemblies across the College. Year 6, 9 and 12 student leaders are leading these gatherings.



PAG committees were re-established with new members in each committee.

# ANNUAL IMPROVMENT PLAN (AIP) TERM 1 PROGRESS REPORT

## Goal 2

Develop a culture underpinned by role clarity and accountability.



Work underway to develop College-specific role descriptions for Middle and Senior Leaders in the College.



Draft flowchart for roles developed.



Staff dress code drafted.



Role guidelines and ways of working written for Parent Advisory Group (PAG) role holders. These are ready to be shared with subcommittees in Term 2.



Nominations accepted for Middle Leaders programs to develop current and aspiring leaders.



Professional Development Plans (PDP) connected staff with relevant line managers for goal development aligned with the College AIP. Goal setting meetings occurred in Term 1, with follow up meetings scheduled for end of Term 2.

## Goal 3

**Explicit Improvement Agenda (EIA):**  
Establish and embed a high impact, evidence based, and systematic spelling approach across Prep -Year 12 to develop word conscious learners and improve learning outcomes in spelling and vocabulary in all year levels



All teachers engaged in professional learning with College staff, Pat Hipwell and Brisbane Catholic Education staff.



Established shared language for effective spellers and word-conscious classrooms.



Baseline diagnostic data collections (PAT-Spelling and DIBELS) complete. Data used to inform class profiling.



Teacher feedback indicates a deepening understanding of the Spelling Knowledges through professional learning and faculty based collaborative planning.



Student voice suggests students are beginning to see themselves as empowered spellers.