St Mary MacKillop College
Choose Life with Courage

Annual School Improvement Plan 2018 Review

CEWA Strategic Intent	**LEARNING** Leadership Formation: *Transforming our people to lead outstanding Catholic communities*	**ENGAGEMENT** Early years learning and care: *Partnering across communities to provide the best opportunities for young families*	**ACCOUNTABILITY** Health and well-being of students and staff: *Providing learning environments where everyone feels safe and can flourish*	**DISCIPLESHIP** Educating at the margins: *Engaging with the most vulnerable and marginalised in our society*	

Focus Area	Focus	Specific Performance & Development goal to be achieved	Outcomes and Achievements	Timeframe within which the goal will be achieved
LEARNING	Teaching and Learning Strategies	Embed into classrooms: Learning Intentions Success Criteria Descriptive Feedback Peer and Self Evaluation Individual Goal Setting Learning Walks and Talks: 1. What are you learning 2. How is your learning going? 3. How do you know? 4. How can you improve? 5. Where do you go for help? Hign Impact Strategies of 1. Gradual release 2. Learning goals, success criteria, descriptive feedback 3. Making thinking visible, accountable talk, 4. Rich performance tasks 5. Teaching intentional literacy skills 6. Co-planning, co-teaching, co-reflecting, co-debriefing Scope and sequence of literacy & numeracy benchmarks K-12 to determine our minimum standards for academic attainment. This will also guide student selection/access to support or extension. Use of AGAT (General Abilities Test) to determine entry points for intervention programs. Streamline K-12 SEN & SWD reporting procedures (CAPS & IEPS)	• Primary professional learning sessions and secondary learning area meetings continue with the work from 2015-2017 on high impact strategies and key learning initiatives. • Significant PD has been undertaken to work in OneNote and Teams to promote collaborative work between teachers and students and students and teachers. • Streamline K-12 SEN & SWD reporting procedures (CAPS & IEPS) : Positive collaboration between the Heads of Learning Support and the Head of Senior School and Asst Head of Primary is ongoing. Changes with SEQTA reporting have also been initiated. • Identify and use common assessments (such as AGAT, PATR & PATM) for baseline data and student tracking. • Continue to provide opportunities for high quality, high impact PD (such as the Conference & Learning days) for staff at all levels. • Data has been used to analyse and identify coasting or at risk students at both ends of the cohort to target for intervention. • Anecdotal evidence suggests greater student engagement and achievement has been gained through the implementation of these strategies.	• 2018 implementation • The importance of quality teaching and learning strategies demands this initiative continue to be applied in 2019

LEARNING	K – 12 Seamless Educational Flow (5 – 8 Project)	Develop a seamless educational flow from Year 5 to Year 8 covering all aspects of college life.
		
		• Continue Working Party to examine the transition of Years 5 – 8.
		• Align the Primary and Secondary Campus timetables to allow possible K – 12 applications in Learning Areas
		
		• Implement recommendations where appropriate
		• Explore the possibility of creating:
		    • HOLA Health and Physical Education K – 12
		    • HOLA Arts K – 12
		    • HOLA Science K – 12
		
		• Begin sharing facilities across both Primary and Secondary campuses in Physical Education, Visual Arts, Music, Science
		• Appoint a 5 – 8 Learning Support Teacher
		• Appoint a K – 4 Learning Support Teacher
		• Define new middle school role and responsibilities – see additional document (trial throughout 2018, review end of year)
		• Jenny Shipley to implement new data measures using AGAT testing across 5-9. Results available for all learning areas and used for determining access to support services.
		• Build more SMART goals into CAPs/IEP.
		• Build capacity of classroom teachers to write, implement, review and report on education plans.
		• Reduce the amount of modifications done by TAs (not appropriate use of resource)
		• HOLAs to oversee curriculum adaptions
		• Improve report comments for students with SEN & SWD to ensure that comments reflect objectives.
		
		• Appoint a K – 12 Teacher Librarian
			• Bell times have been aligned though need some adjustment for 2019. This has resulted in better use of facilities across the campus.
			
			• HOLA Health and Phys Ed in place and working well. Primary PE specialist in PE Office.
			
			• Shared facilities in Visual Arts. Parents have reported significantly increased enthusiasm for art and one of our Primary students was awarded the College's first primary award in the Angelico Catholic Arts Competition.
			• Appointed and defined role of a 5 – 8 Learning Support Teacher. The inability to be in two places at once has proven challenging for this position. Further options will be explored in 2019.
			
			• Appointed and defined role of a K – 4 Learning Support Teacher.
			
			• Ongoing support for classroom teachers to write, implement, review and report on education plan.
			
			• 5 - 8 Education support teacher has implemented a new data measures using AGAT testing across 5-9. Results available for all learning areas and used for determining access to support services.
			
			• K – 12 Sports Coordinator has realigned the age grouping of swimming, athletics and cross country events. These events have been found to be more age appropriate and have been well received by all.
			
			• The College Leadership program has successfully been introduced. Applications for Year 6 leadership positions for 2019 have increased three fold. Students have indicated an enthusiasm to be involved given the training and encouragement that is now the hallmark of the program.
			
			• House Co-ordinators have been established to bring greater emphasis to the House System across the campus.
			
			• Appointed a K – 12 Teacher Librarian and work on aligning facilities is continuing.
				• 2018 – 2020
				
				• Aims for 2018 have been achieved. 2019 initiatives include a Primary Class flipping to promote educational flow and opportunities for upper primary students. One College administrative system for the Library. Cross campus development of a Pastoral Care Development Program and a Gifted and Talented program.

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LEARNING	Primary Numeracy	• Maths Focus in PC • Continue to promote mastery of tables and basic number facts • Create Scope and Sequence for mental maths strategies to be covered at each year level • Explore with students, mental maths thinking strategies – some of which underpin basic number facts • Investigate and implement the pedagogy of sound maths teaching – with focus on the Gradual Release of Responsibility Model • Implement Numeracy Dedicated Time as classroom pedagogy with lesson body based on Gradual Release theory	• Two curriculum leaders have been appointed in the Primary Campus, one to look after lower primary and one upper primary. They have undertaken Baseline Data testing including mental Maths, PatM and PatR testing. • They are developing a Scope and sequence K – 6 for their numeracy program. • We have spent the last two years starting from the beginning and working our way forward. We have now tackled basic skills and fluency, worked on learning a new textbook, got our heads around pre and post testing, have created a full set of common assessments for both mental maths and for end of term. We are now up to looking at higher order thinking skills and application of knowledge into real world problems. This also ties in with our focus for EDI. Next year is the last year of the Numeracy focus - though really our focus next year will be on EDI (with some Numeracy) •	2018 - 2019
	Academic and Pastoral Tracking	• Implement Academic and Pastoral Tracking based on teacher evaluation of student performance in regards attitude and effort. Promote the student, parent and staff understandings of common judgement standards. • Place student performance in relation to attitude and effort in reports. • From Pastoral Tracking look at student award structures based on attitude and effort.	• The Rubric for the current reporting structure has been drafted and trialled with interim and semester reports. • SEQTA has been contacted to undertake development of software to generate performance indicators on reports and creation of data analysis spreadsheets.	2018 - 2020
	Keeping Safe Curriculum	• Undertake a full Staff PD on the SA Keeping Safe Curriculum • Undertake an Audit of Curriculum Coverage • Assign particular Years and Learning Areas to address areas needing coverage. • Undertake a Community Education Program on the KSC. Aligning KSC with COC and how we deliver Protective Behaviours for SWD. Upskilling LS staff about their position in terms of the COC : problematic nature of personal care (student and staff safety, maintaining student dignity during toileting etc), restraint methodolgy (team teach training required) 1:1 tuition, student to staff ratios, travelling in car, life skills and community access programs. Ongoing student presentations about Autism to year groups to build student understanding and acceptance of diversity. Use of external services providers as per NDIS? Recognise/Celebrate national days of Autism, Disability and Mental Health across the whole school ie, Blue Day.	• Audit of Primary and Secondary Protective Behaviours Curriculums conducted. Primary have embedded the requirements into their Health Curriculum. • Whole school PD on the Keeping Safe Curriculum completed. • Delivered PD for LS staff about their position in terms of the COC. • Delivered Autism specific sessions with students via homeroom and PDP sesions (D. Tonon and H Reilly repeated for year 8s). • Clarified qualifications of external therapists and other visiting specialists to ensure child safety on campus	• 2018 • 2019 will see Pastoral Care Development Program have Protective Behaviours Framework built in.
	Digital Transformation	• Staff undertake the TUPS instrument to assess College needs • Staff undertake appropriate PD as indentified by the TUPS survey to use Office 365 tools to aid learning pedagogy in the classroom. • Use of ITC for students with disability	• Staff have completed the TIPS Survey and committed to undertake PD in OneNote as a priority. • The College has undertaken AmpED sessions and conducted a whole day PD on OneNote. This application is beginning to spread across learning domains	2018
ENGAGEMENT	Learning Support	Map the trends in relation to number of students needing support and service delivery. Apply to be a Learning Support Centre. Identify structures in both K – 4 and 5 – 8 teacher Leaning Support that support students with Additional Needs 2018 If Learning Support Centre has been granted, determine the requirements of the College in relation to additional staff funded. Possible focus on Autism. Employ supporting staff. New K – 4 & 5-8 Learning Support Teacher – • Define new Primary & Middle School role and responsibilities – see additional document (trial throughout 2018, review end of year) Review IEP meeting structure: • Need for teachers to be given relief to attend meetings (as per EBA) as IEP meetings currently take up much of their DOTT time	• Completed a trend report of students needing support and service delivery. • Have received a verbal acknowledgement as a Learning Support Centre. Yet to get written documentation. Allocate additional Teaching staff given verbal approval. Defined new Learning Support Primary & Middle School role and responsibilities – (trialling throughout 2018, review mid year). • Have reviewed IEP structure: Teachers provided with relief to attend meetings. • Delivered new protocols for Student Behabviour Management involving Students with Additional Needs. • Visiting specialist/external supports on campus, procedures for communications, booking spaces and withdrawing students from class.	• 2018 • Continue to push for written confirmation of status • Look for provision for a sensory space for students who are experiencing high levels of anxiety. 2019 Survey parents of students with SEN and SWD to ascertain understanding and satisfaction of College SWD policy and procedures:
	Aboriginal Education & Support	Complete the assessment of the College through the CEWA Aboriginal Education Improvement Plan. Appoint through Aboriginal Teacher Assistant funding an Aboriginal Community Liason Officer, defining areas of responsibility and explore possibilities to link with College and other aboriginal families.	• Appointment of Aboriginal Liaison Officer completed. • Review of the Aboriginal Education Plan conducted. • Three aspects of the role – student support, connection with the community and embedding culture into the curriculum all being addressed. Aboriginal enrolment has increased.	2018 - 2020
	Before and After School Care	• Invite local and national agencies to tender a program within the College and select. • Establish the Before and After Care facility as a viable concern through consolidation of students accessing the service.	• Before and after School Program commenced with Camp Australia • Insufficient numbers saw the Program closed from Term 4.	2018

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ENGAGEMENT	House and Awards System	• Develop a House Structure that focuses on all aspects of student development: • Academic • Service • Sport • Arts • Examine the role of House Co-ordinators with a notion of extending involvement across the K – 12 College	• House Co-ordinators appointed with appropriate allowances. • Houses launched prior to swimming carnivals. • New banners purchased. • House activities have commenced.	• 2018-2019 • 2019 Develop strategies to promote House amongst students ie badges, assemblies, House Points System
	Reporting	• Place St Mary MacKillop Community commitments on Student Reports ie MacKillop Day, Service, Leadership, Arts and Sporting Involvements, Sports carnival Participation	• The College has made the decision to contract SEQTA to develop the reporting requirements	2019 Dependent on Administration for Schools
	Marketing	• Develop inbound marketing campaigns to capture and nurture prospective families. • Establish regular communication channels with prospects with the aim of increasing retention rates between enquiry and commencement.	• Enrolments are strong in all areas and against trends in Catholic schools. Year 7 bubbles approved for 2019 and 2020 • MacKillop Happenings continues to get strong feedback.	2018
	Marketing	• Add further layers to the website, including dedicated landing pages and blog rolls for early learning years, primary, middle school ATAR and VET prospects. Undertake a parent survey to review 2016 marketing outcomes.	• Extensive work has been undertaken with the Careers and VET staff to design new landing pages and content for the website and is now ready to be coded and imbedded with a plan to launch in 2019. This will set a 'template' for other Learning Areas to follow.	2019
ACCOUNTABILITY	Budget	Work with the Budget and College Board to address any building programs that are required to be completed by the end of March and planning for 2018 at the end of December	• Initial 2018 budget would have balanced had the ICT levy not been imposed though we understand its rational. The College continues to monitor expenditure. • Actual budget finished at least cost neutral and now looks possibly to have reduced the overdraft by $150 000.	2018
	Capital Development Plan	Continue the development of the College facilities to accommodate 3 streams in the Primary Campus and 6 streams in the Secondary Campus. • Complete the CDP for Stage 14B pencilled for construction in 2019, consisting of 2 Arts rooms, 2 Science Rooms, 4 GLA's and extension of the Music facilities	• Only final Federal Government approval is now required for the Stage 14B building program and the submission for permanent 5 stream. • Final plans have been completed ready to go to tender.	• 2018 • A 6th stream bubble has been approved for Year 7 in 2019 and 2020
	Leading Lights	Implement Leading Lights structures into the College including: • Staff and students on the CEWA email list • Adopt the Administration for Schools package • Run attendance and reporting facilities • Have staff begin to use the apps available including Teams, Stream, Edval Improving the system of Special Needs Reporting on SEQTA / Leadning Lights	• Staff have all migrated to the CEWA domain for emails. • The College has undertaken AmpED sessions and conducted a whole day PD on OneNote. This application is beginning to spread across learning domains. • Bandwidth has been increased to 400mb to accommodate the expodential increase in traffic due to Office 365 and the uptake of OneNote	2018-2019
	Fire Plan	Complete a comprehensive School Busefire Plan 2018	• Initial contact has been made with Level 3 Assessors with the development of initial plan having commenced	2018 - To be completed in 2019
	Risk Assessment	Complete an audit of the Risk Elements for the running of the College and address any concerns.	• Awaiting Prime approval to commence assessment	2018 - To be completd in 2019

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DISCIPLESHIP	Evangelisation	• Develop an Evangelisation Plan that embeds within it aspects of a Josephite Heart. • Strength links with the Josephite Order.	• 2018-2020 Evangelisation Plan developed. • 2018 Josephite Heart Focus initiated. • College Prayer focused and unpacked at assemblies. • Josephite Heart focus at Staff Retreat.	2018 - 2020
	Service Learning	• HOM and S/L Coordinator will develop K-12 Plan in conjunction with Primary Leaders and inservice ALL staff early in Semester 1	• Delayed to 2019	2018 - 2019
	Parish Links	• Institute a set of College masses where all aspects of the service are undertaken by students and staff in cojunction with the Parish priest • Promote the College Masses • Create a Parish student council from the school to begin to introduce PowerPoint screens and Music into the Sunday youth mass	• College Masses planned and Term 1 Mass conducted. • Head of Ministry and Principal on the Parish Pastoral Committee. • Sunday Mass powerpoint and music commenced.	2018