



St Mary MacKillop College

It is an Australian Government requirement that a report is available to parents relating to numerous data from the 2019 academic year. The nature of this data is determined by the Australian Government and is grouped under 10 categories (as detailed below).

1. CONTEXTUAL INFORMATION (SIMILAR TO INFORMATION CONTAINED ON THE ACARA WEBSITE):

2019 School Performance Data

St Mary MacKillop College, is the only co-educational Catholic school in the South West 'Capes region' for students from Kindergarten to Year 12. Situated in Busselton, with an enrolment of over 1400 students we aspire to deliver quality, holistic education for all students, that is grounded in the Catholic tradition and in the spirit of Mary MacKillop to 'choose life with courage'. A strong focus on Pastoral Care is integral to the College's culture, thereby nurturing a lifelong love of learning, challenging individuals to explore and develop their unique personal gifts and to strive for excellence in all areas of life. The College offers a wide range of courses to meet the needs of all students, with equal focus placed on developing study pathways to University, TAFE and the workforce. The co-curricular program encourages teamwork, loyalty and school spirit, and the value of physical activity and cultural engagement, with a range of opportunities to nurture the skills, gifts and talents of students competitively as well as in service to the community and to each other. At St Mary MacKillop College, we seek to choose life with courage in its fullness, not only for ourselves but also for others.

2. TEACHER QUALIFICATIONS:

Most teaching staff hold more than one qualification. The following is a summary.

Masters of Education	16
Bachelor of Education	48
Graduate Diploma	32
Diploma of Teaching	2



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3. WORKFORCE COMPOSITION:

Our workforce consists of the following staff

	Male	Female	Indigenous
Teaching Staff Full Time (including Principal)	28	43	
Teaching Staff Part Time	2	26	
Non Teachers Full Time	7	17	1
Non Teachers Part Time	2	43	1

4. STUDENT ATTENDANCE AT SCHOOL:

	Student Numbers	Student Attendance
Kindergarten	60	91.61
Pre-Primary	60	91.35
Year One	71	92.87
Year 2	60	92.80
Year 3	66	94.13
Year 4	92	93.97
Year 5	97	92.84
Year 6	95	93.41
Year 7	179	92.83
Year 8	154	92.59
Year 9	144	91.59
Year 10	130	91.42
Year 11	109	92.18
Year 12	105	93.36
Whole School	1422	92.60



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A DESCRIPTION OF HOW THE SCHOOL MANAGES NON-ATTENDANCE

In order to exercise a duty of care towards students, the College must be aware of all cases of school absence, late arrival and early departure.

If a student is absent from the school for any reason it is asked that on the day of the absence a parent ring the Student Absentee Line before 10.00am. In addition to this the Homeroom Teacher should receive written advice of the absence on the day the student returns to the College. This note should be written and signed by a parent.

The College continually monitors each student's attendance record. Where a student misses more than five days per term, then parents will be informed by letter and contact will have to be made with the relevant Deputy Principal. Exceptions to this procedure are where the absence is due to illness (medical certificate supplied), bereavement or some types of family matters.

Regular attendance at school is required from all students. Where truancy occurs a detention will be issued. In the case of frequent truancy, the appropriate Education Authority will be contacted so that further action can be initiated.

5. STUDENT NAPLAN OUTCOMES IN 2019 - Standardised national literacy and numeracy testing:

Scores of Standardised Tests

	Our School				Statistically Similar Schools				Australian Schools			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Numeracy	410	486	570	614	409	498	564	595	408	496	554	592
Grammar & Punctuation	430	489	552	584	440	504	553	578	440	499	542	574
Spelling	410	502	552	590	417	504	554	586	419	501	546	582
Reading	441	500	557	602	432	511	555	586	432	506	546	581
Writing	419	463	519	571	425	478	523	555	423	474	513	549

NAPLAN participation for this school is 99%

NAPLAN participation for all Australian students is 95%

NAPLAN results should always be interpreted with care. This is particularly the case in 2019 for some students who experienced disruptions to online tests due to connectivity issues.



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Percentage of students making above average progress

The table below shows the percentage of students at the school who achieved above average progress, compared to students of a [similar background](#) and who had the [same starting score](#) on their previous NAPLAN test.

Year 7-9	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Reading	-	-	-	53	51	63
Writing	-	-	-	53	47	58
Numeracy	-	-	-	60	59	69

Year 5-7	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Reading	-	-	-	-	46	58
Writing	-	-	-	-	54	60
Numeracy	-	-	-	-	47	61

Year 3-5	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Reading	-	-	-	-	47	53
Writing	-	-	-	-	52	46
Numeracy	-	-	-	-	47	51

Selected school's average when compared to students with the same starting score and similar background

[Interpreting](#) the table

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



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6. PARENT, STUDENT AND TEACHER SATISFACTION:

MyYardstick Professional (MYP) Corporation conducted a School Results Survey for St Mary MacKillop College in 2011 prior to the College amalgamation. **The results below are from that 2011 survey. We are very keen to gain an understanding of current parent, student and teacher satisfaction who all will have an opportunity to express their perspective as part of the College audit to be undertaken in 2021.**

YEAR 12 STUDENT RESPONSES:

St Mary MacKillop College recorded an overall satisfaction score of 72% (3.58 out of 5).

- **Best practice areas include:** Reporting, Student Transition.
- **Fair to good areas include:** Environment, Values & Culture, School Communication, Learning, Resources & Facilities, Student Engagement, General, Teaching, Leadership & Direction, Homework, Behaviour, Curriculum, Co-curriculum, Parent Engagement.

YEAR 12 PARENT RESPONSES:

St Mary MacKillop College recorded an overall satisfaction score of 80% (3.99 out of 5).

- **Best practice areas include:** Learning Environment, Values & Culture, Leadership & Direction, School Communication, Parent Engagement, Pastoral Care/Wellbeing, and Reporting.
- **Fair to good areas include:** Resources & Facilities, Student Transition, Student Engagement, Teaching Standards, Curriculum, Co-curriculum, General, Homework, and Learning & Extension.

STAFF RESPONSES:

St Mary MacKillop College recorded an overall satisfaction score of 80% (3.99 out of 5).

- **Best practice areas include:** Staff Engagement, Organisation, Workplace Health & Safety, Resources, Empowerment, Teamwork, Procedures, and Team Leadership.
- **Fair to good areas include:** School Leadership, Work/Life Balance, Recognition, Equality, General, Training/Professional Development, Communication, and Career Advancement.



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7. SCHOOL INCOME:

Access to this information is available through the ACARA My school website. www.myschool.edu.au

8. SENIOR SECONDARY OUTCOMES:

WACE PERFORMANCE - SENIOR SECONDARY OUTCOMES

- | | |
|--|--------|
| • Percentage of students achieving Secondary Graduation | 99.00 |
| • Year 12 Median Tertiary Entrance Rank | 83.15 |
| • Percentage of Students achieving Vocational Education and Training | 100.00 |
| • Percentage of students undertaking vocational training or training in a trade (72 students) | 68.00 |
| • Percentage of students attaining a Year 12 certificate or equivalent vocational education and training qualification | 99.00 |

The highest ATAR score for 2019 was 98.75

CERTIFICATE OF DISTINCTION – 2 (Awarded to students who obtain 190-200 points in course units or equivalent and achieve the WACE)

CERTIFICATE OF MERIT – 16 (Awarded to students who obtain 150-189 points in course units or equivalent and achieve the WACE)

Eleven of our students achieved a TER of over 90.

Recognised as a Course Leader in Accounting and Finance with the highest performing students in this Year 12 ATAR course across the state.

72 Vocational Education and Training students achieved at least one Certificate II, III or IV – with 160 VET Certificates awarded to these students since year 10.



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9. POST SCHOOL DESTINATIONS:

Students offered a place at public university 95.5%, with 82% receiving their first preference.

St Mary MacKillop College notable achievements for 2019.

Our College became WA's highest ranked regional school in the ATAR rankings.

Two of our students received a SCSA Certificate of Distinction for their coursework over two years.

Sixteen students received Certificates of Merit.

Students offered a place at public university 95.5%, with 82% receiving their first preference.

Recognised as a Course Leader in Accounting and Finance with the highest performing students in this Year 12 ATAR course across the state.

In addition, 16 of our students also received an early offer from Notre Dame University.

The College offers 12 VET programs, of which we attained a 100% achievement rate for 2019.

Currently St Mary MacKillop College offer the following Certificates to students in Year 11 & 12

- Certificate II in Business
- Certificate II in Community Services
- Certificate II in Building & Construction
- Certificate II in Hospitality
- Certificate II in Vocational Skills
- Certificate II in Dance
- Certificate II Outdoor Recreation
- Certificate II Sport & Recreation
- Certificate II Engineering
- Certificate II Furnishing/Carpentry
- Certificate II & III in Music.
- Certificate IV in Preparation for Nursing Education (in conjunction with SWIT)



10. Annual School Improvement



St Mary MacKillop College Annual School Improvement Plan 2019 Review

Choose Life with Courage

<p>CEWA Strategic Intent</p>	<p>LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i></p>	<p>ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i></p>	<p>ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i></p>	<p>DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i></p>	
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Focus Area	Focus	Specific <i>Performance & development goal to be achieved (stated simply)</i>	<i>Outcomes and Achievements</i>	Time Line	Success Criteria
LEARNING	Teaching and Learning Strategies	<p>Use of OneNote as the key digital teaching and learning platform to embed High Impact Strategies into Classrooms.</p> <p>Learning Intensions Success Criteria Descriptive Feedback Peer and Self Evaluation Individual Goal Setting Learning Walks and Talks: Hign Impact Strategies of</p> <ul style="list-style-type: none"> Gradual Release Learning Goals, success criteria, descriptive feedback Making thinking visible, accountable talk, Rich performance tasks Teaching intentional literacy skills Co-planning, co-teaching, co-reflecting, codebriefing <p>Explore participation in the <i>Literacy Collective 2019-2020</i> (formerly the Collaborative Project)</p>	<ul style="list-style-type: none"> Primary professional learning sessions and secondary learning area meetings continue to work 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 H Reilly, T Papasergio, H Nankivell, J Hart and J Shipley ongoing. Tony and Heath have initiated changes with SEQTA reporting. Identify and use AGAT 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. <p>Anacdotal evidence suggests greater student engagement and achievement has been gained through the implementation of these strategies.</p>	2019–2020	<p>Informed by Hattie and Sharratt research on effect size impact and quality learning Improved student engagement</p> <p>Will see. Use of OneNote and evidence of High Impact Strategies in Classrooms</p> <p>Will see updating of high impact strategies PD delivered to staff following attendance at Literacy Collective</p>
LEARNING	Primary Numeracy	<ul style="list-style-type: none"> Maths Focus in PC Continue to promote mastery of tables and basic number facts Examine the accuracy of the 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 <p>Continued implementation of the pedagogy of sound maths teaching – with focus on the Gradual Release of Responsibility Model in dedicated time.</p>	<ul style="list-style-type: none"> 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. They are developing a Scope and sequence K – 6 for their numeracy program. We have spent the last three 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. NAPLAN and student results show significant improvement in Numeracy and while this will be continued, it will not be a strategic priority in 2020. 	2018-2019	<p>Informed by Quantitative NAPLAN Data, PatM Testing</p> <p>Will see Evidence of improved Maths outcomes for students based on PatM testing 2017-2018</p> <p>Effect Size of at least 0.4 for students (those NOT testing at top of range at initial test) based on Westwood 1 minute test</p> <p>Class walk throughs Sharing of ideas between teachers – common DOTT, peer observations, PLC</p>
LEARNING	Explicit Direct Instruction	<ul style="list-style-type: none"> Introduce and implement Explicit Direct Instruction for 2 x 40 minute sessions in Literacy and Numeracy which includes strategies such as: I do, We do, you do through Gradual Release, Gesturing, High Order Questioning White Boards, Random Questioning 	<ul style="list-style-type: none"> Following significant PD from consultants EDI initiators from America and local presenters. Staff have begun to embed EDI processes in the classroom. Implementation and embedding into the College pedagogy to continue in 2020. 	2018-2020	<p>Informed by NAPLAN and PatM testing results Classroom Observations PLC discussions</p> <p>Well see Impimentation of Explicit Direct Instruction into classrooms for key numeracy and literacy lessons.</p>



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LEARNING	Academic and Pastoral Tracking	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The Rubric for the current reporting structure has been used in the Secondary campus and Personal Performance Indicator Percentages placed on semester reports. Students and parentd have been introduced to the PPIs Tracking of PPIs in Secondary have Commenced Discussions about the use of PPI's in tours, excursions, leadership etc has commenced Research into Tracking results begun with leadership. Award possibilities examined. Primary PPI's to be used in 2020 Academic Tracking for Homeroom teachers introduced to leadership for 2020 implementation. 	2018-2021	<p>Informed by <i>Qualitative</i> Feedback from students, parents and staff on the impact of students understanding their Personal Performance Indicators</p> <p>Will see Use of a rubric, assessment of report results, creation of percentages.</p> <p>Understanding by students and parents of personal Performance Indicators.</p> <p>Improved performance in positive performance indicators and decrease in negative indicators</p>
LEARNING	K – 12 Seamless Educational Flow (5 – 8 Project)	<p>Develop a seamless educational flow from Year 5 to Year 8 covering all aspects of College life.</p> <ul style="list-style-type: none"> Flip the Primary Classes with 1,2,3 being outside the undercroft area and 4, 5, and 6 to the eastern end to allow more opportunity to use secondary campus facilities. Develop a Pastoral Care Developmental program to coordinate social development, organisational development and safe schools framework initiatives from Year 4 to Year 9. Reinstitute the Working Party to assess the changes implemented in 2018 and look at forward planning. Areas to examine include: Examine allocation of resources, Pedogoy, Curriculum, Procedures and Routines, Teacher Student Language Explore the possibility of creating: <ul style="list-style-type: none"> HOLA Arts K – 12 HOLA Science K – 12 Begin sharing facilities across both primary and Secondary campuses in Visual Arts, Music, Science 	<ul style="list-style-type: none"> 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 Appointed and defined role of a 6 – 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 2020. Appointed and defined role of a K – 6 Learning Support Teacher Ongoing support for classroom teachers to write, implement, review and report on education plan 6 - 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. Appointed a K – 12 Teacher Librarian and instillation on OLIVER referencing system connecting both campus libraries 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 both campus. 	2018 - 2022	<p>Informed by <i>Qualitative</i> Survey students and parents to determine how the transition from Yr 6 to 7 has gone.</p> <p><i>Quantitative</i> Monitor student performnace in Yr 6 and 7 .comparing current students to new students.</p> <p>Will see Development of a flow chart that clearly articulates the educational flow from Year 5 to Year 8. Development of Campus structures that compliment each other ie bell times</p> <p>Student academic and pastoral performance</p> <p>HOLAS & LS coordinators to support teachers in modifying programs, materials and tasks to suit individual needs</p> <p>More PD on differentiation required.</p> <p>Build on and extend 2017 reporting system on SEQTA</p>
LEARNING	Keeping Safe Curriculum	<ul style="list-style-type: none"> Review placement of the Keeping Safe Curriculum across the Curriculum with particular reference to the Pastoral Care Program. <p>Aligning KSC with COC and how we deliver Protective Behaviours for SWD.</p> <p>Review initial work done by staff on the Safe Schools Framework.</p>	<ul style="list-style-type: none"> Appointment of a Pastoral Care period Coordinator to to oversee the implementation of the Keeping Safe Curriculum across both campuses. Introduction of Keeping Safe Days across Years 7, 8 and 9 to increase exposure to the Keeping Safe Curriculum 	2019-2020	<p>Evidenced By Qualitative Response from student questionnaires</p> <p>Will see Implementation of the full Keeping Safe Curriculum into the College Curriculum.</p>
ENGAGEMENT	Primary Leadreship	<p>Restucture of Primary Leadership with particular attention to the Early Years (Pre K, K, PP)</p> <p>Appoint Coordinator of Early Years, Assist Head Years 1, 2, 3 Assist Head Years 4, 5, 6 Plus core responsibilities</p>	<ul style="list-style-type: none"> Primary Leadership restructured to: Assistant Head Of Primary P-K, K, PP, 1 and 2 Assistant Head of Primary 3, 4, 5 and 6 <p>Plus core responsibilities such as reliefs, ITC Reporting etc falling under each role.</p>	2019	<p>Evidenced by Qualitative assessment of the coverage of responsibilities as seen by the staff</p> <p>Will see Effective leadership and role clarity. Feedback of staff on the effective management and leadership of the Primary Campus</p>
ENGAGEMENT	Gifted and Talented	<p>Develop and Implement a Gifted and Talented Program for Years 4 to 9</p>	<ul style="list-style-type: none"> A Gifted and Talented Coordinator appointed Programs developed in years 4 – 6 in Primary and 7and 8 in secondary. Students removed from class on a rotational bases. Extensional programs developed. 	2019	<p>Will see Student, Staff and Teacher feedback on levels of engagement and extension. Number of students in the program</p> <p>Appointment of G & T Teachers</p>



Focus Area	Focus	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Outcomes and Achievements	Time Line	Success Criteria
ENGAGEMENT	Learning Support	<p>Streamline K-12 SEN & SWD reporting procedures (CAPS & IEPs)</p> <p>Map the trends in relation number of students needing support and service delivery.</p> <p>Gain clarity in relation to the Colleges application for Learning Support Centre Status.</p> <ul style="list-style-type: none"> Look at additional support to assist the Yr 5 – 8 Learning Support Teacher. Location was the issue in 2018. Build more SMART goals into CAPs/IEP. Build capacity of classroom teachers to write, implement, review and report on education plans. HOLAs to oversee curriculum adaptations <p>Improve report comments for students with SEN & SWD to ensure that comments reflect objectives.</p>	<ul style="list-style-type: none"> Completed a trend report of students needing support and service delivery. Appointment of K – 6 Learning support Teacher Have received written acknowledgement as a Learning Support Centre. Required to improve Learning Support facilities in Secondary. Have reviewed IEP structure: Teachers provided with relief to attend meetings Delivered new protocols for Student Behaviour Management involving Students with Additional Needs. Visiting specialist/external supports on campus, procedures for communications, booking spaces and withdrawing students from class. 	2019	<p>Evidenced by <i>Quantitative</i></p> <p>Granting of Learning Support Centre</p> <p>Comprehensive set of IEPs and CAPs</p> <p>Will see Reports capture impact of CAPS and IEPs</p> <p>Staff and Parent feedback on the implementation of CAPS and IEPs</p> <p>Number of CAPs and IEPs.</p> <p>Appointment of K – 4 and 5 – 8 Teacher Learning Support</p> <p>Degree of support for students with Additional Needs – staffing and resources.</p>
ENGAGEMENT	Student Leadership	<ul style="list-style-type: none"> Continued develop of the Year 5 - 12 Leadership program based around an educational and developmental program for Student leadership Involvement in JAMM (Josephite Student Leadership Program) by the Head Boy, Girl and Student Leadership Coordinator 	<ul style="list-style-type: none"> Appointed a Coordinator position, Engaged 4 the Team to deliver Leadership courses Head Girl and Boy attended JAMM 	2019	<p>Evidenced by <i>Qualitative</i></p> <p>Feedback on the current popularity voting system and input of the current Student Council.</p> <p>Will see Degree to which students begin to apply for Leadership positions. Work completed by each leadership portfolio</p>
ENGAGEMENT	House and Awards System	<ul style="list-style-type: none"> Develop a House Structure that focuses on all aspects of student development: Academic Service Sport Arts Examine the role of House Coordinators with a notion of extending involvement across the K – 12 College 	<ul style="list-style-type: none"> Secondary House Points System involves all aspects of College life Primary House Points focus on College Values House Banners installed in Gym Continued development of House involvement in the College. 	2019	<p>Evidenced by <i>Qualitative</i></p> <p>Anecdotal evidence on student involvement.</p> <p>Will see Anecdotal evidence on participation rates of students into House activities.</p> <p>Formation of a House points system.</p>
ENGAGEMENT	Reporting	<ul style="list-style-type: none"> Place St Mary MacKillop Community commitments on Student Reports ie MacKillop Day, Service, Leadership, Arts and Sporting Involvements, Sports carnival Participation 	<ul style="list-style-type: none"> Delayed because of AOS. Now to proceed in 2020 	2019 Dependent on Administration for Schools	<p>Evidenced by <i>Quantitative</i></p> <p>Data on the increased attendance at whole College events</p> <p>Will see presence on reports of SMMC Community involvements by students.</p> <p>Student attendance rates at SMMC Community events.</p>
ENGAGEMENT	Marketing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Marketing continues to bring increased enrolments. Production of a promotional video. 	2019	<p>Evidenced by <i>Quantitative</i></p> <p>Feedback from the student enrolment process from parents.</p> <p>Will see changes in student enrolment and retention rates.</p>
Focus Area	Focus	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Outcomes and Achievements	Time Line	Success Criteria
ENGAGEMENT	Marketing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Instillation of Career and Vocational Education Section on Website Introduction of Wellness section on Website. Installed promotional video on the website. 	2019	<p>Evidenced by <i>Qualitative</i></p> <p>Staff, student and parent assessment of the usability and information availability on the College website.</p> <p>Will see Assessment of the website to contain the focus elements outlined in the goals.</p>
ACCOUNTABILITY	Budget	<p>Examine all avenues to create at the least a balanced budget for 2019 if not a surplus.</p> <p>Reduce the College Overdraft to \$400 000</p>	<ul style="list-style-type: none"> Achieved a balanced budget in 2019 with overdraft reduced to \$450000 	2019	<p>Evidenced by <i>Quantitative</i></p> <p>College financial position at the end of the 2019 Calendar Year.</p> <p>Will see Reduction in the College debt of approximately \$300 000 for the 2019 Calendar year</p>



Focus Area	Focus	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Outcomes and Achievements	Time Line	Success Criteria
ACCOUNTABILITY	Capital Development Plan	<p>Continue the development of the College facilities to accommodate 3 streams in the Primary Campus and 6 streams in the Secondary Campus.</p> <ul style="list-style-type: none"> Undertake the Stage 14b build for completion by December 2019 and use for the start of the 2020 College Year. <p>Re-evaluate Stage 15 and 16 in light of growing enrolments and 2015 costings.</p> <p>Resubmit Stage 15 timeline.</p>	<ul style="list-style-type: none"> Stage 14b to be completed by March 2020 Stage 15 reworked to include 6 GLAs, and Technology room and office 	2019	<p>Evidenced by Quantitative The progress achieved in realising the Stage 14b build in 2019. Reassessment of the costs of Stage 15 and 16.</p> <p>Will see Completion of the Stage 14B build by the Commission and funding parties.</p> <p>Resubmission of Stage 15 and 16</p>
ACCOUNTABILITY	Leading Lights	<p>Implement Leading Lights structures into the College including:</p> <ul style="list-style-type: none"> Adopt the Administration for Schools package Run attendance and reporting facilities 	<ul style="list-style-type: none"> Installation of AOS delayed by CEWA 	2019	<p>Evidenced by Quantitative Implementation of Administration for Schools.</p> <p><i>Qualitative</i> Survey of student, parents and staff on the quality of the applications available.</p> <p>Will see The implementation of the Schools Administration package. Adoption of the Leading Light applications by staff and students.</p>
ACCOUNT ABILITY	Fire Plan	Complete a comprehensive School Bushfire Plan 2019	<ul style="list-style-type: none"> School Bushfire Plan completed. 	2019	Will see Implementation of the School Bushfire Plan.
ACCOUNTABILITY	Risk Assessment	Complete and audit of the Risk Elements for the running of the College and address any concerns.	<ul style="list-style-type: none"> Risk Plan being reworked by CEWA on the Prime Website 	2019	<p>Evidenced by Quantitative The complete audit of the College Risk Assessment.</p> <p>Will see Implementation of the College's Risk Management Plan and response to any concerns.</p>
DISCIPLESHIP	Staff Welfare	<ul style="list-style-type: none"> Finance a Staff Welfare Program that consists of counselling support and the provision of a proactive Staff Welfare Program. 	<ul style="list-style-type: none"> Staff Wellness allocation of 0.2 to a College Councillor Planning for a Focus day at Retreat in 2020 	2019	<p>Evidenced by Quantitative Staff assessment of the value of the Welfare Program</p> <p>Will see Allocation of staff resourcing to a Wellness Position Creation of a Proactive Wellness Program</p>
DISCIPLESHIP	Evangelisation	<ul style="list-style-type: none"> Implement the Evangelisation Plan that embeds within it aspects of a Josephite Heart Strengthen links with the Josephite Order Extend Year One initiative 	<ul style="list-style-type: none"> Development of the Evangelisation plan to incorporate a focus on Service for the following three years: 2020 to focus on Choose Courage of Self to build strong foundations 2021 Choose Courage for others in developing the College Christian Service Plan. 2022 Push Service across the whole Campus. 	2019-2021	Will see Implementation of the College's Evangelisation Plan
DISCIPLESHIP	Parish Links	<ul style="list-style-type: none"> Institute a set of College masses where all aspects of the service are undertaken by students and staff in conjunction 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 	<ul style="list-style-type: none"> College Masses planned and Term 1 Mass conducted Head of Ministry and Principal on the Parish Pastoral Committee 	2019	<p>Evidenced by Quantitative Measure of the number of College Masses that have occurred and the level of student attendance.</p> <p>Will see Number of Masses conducted by the College and the degree of student attendance.</p>
DISCIPLESHIP	Educating at the Margins	<ul style="list-style-type: none"> Undertake an audit via the Aboriginal education Plan endorsed by CEWA Continue to work through the Aboriginal Teacher Assistant to defining areas of responsibility and explore possibilities to link with College and other aboriginal families.. Undertake appropriate development in the enrolment capacity of the college to support additional places for aboriginal students Continue to offer financial support for Aboriginal Students Promote inclusivity, use of positive language dignity and respect for SWD & SEN Building broader understanding of disability and differentiation according to student need. 	<ul style="list-style-type: none"> 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. 	2019	<p>Evidenced by Qualitative Enrolment of Aboriginal students as compared with the demographics of the community. Measure opportunities where education of the Aboriginal culture is embedded into the curriculum</p> <p>Review the College's position in relation to Aboriginal education. Complete the assessment through the CEWA Aboriginal Education Improvement Map</p> <p>Will see Number of enrolments of Aboriginal Students</p>