



School Improvement Plan 2020

CECWA Strategic Directions

Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.



College Strategic Plan: Strategies to be addressed in 2020 are **Bolded**.

Education

QCS REF 303 Learning Culture

L1 Foster a culture of high expectations & academic excellence across the College

L2 Develop a culture where student data drives learning.

L3 Create an environment which fosters passion in teachers to engage all students in their own love of learning

QCS REF 306 Systematic curriculum delivery

L4 Establish and implement a coherent, sequenced plan for Curriculum delivery across Kindergarten – Year 12, responsive to the key points of transition and the needs of learners

L5 Maintain a Charter for Early Childhood Education that complies with the National Quality Standards and gives life to the aspiration to be the provider of choice in the Busselton region

L6 Maintain a consistent team based approach to the teaching of Literacy and Numeracy in the early primary years and lift student performance

L7 Review and refine processes to prioritise earliest possible intervention for students identified by data in Years K-2 Literacy and Numeracy

Community

QCS REF 402 Pastoral care of students

E1 Develop a sequential Pastoral Care Program from Kindergarten – 12 that meets the specific developmental needs of students as they grow from young children to young adults

E2 Review and refine pastoral support structures in the primary years to better accommodate the pastoral needs of students and establish consistency of approach across the College

E3 Review and refine the Behaviour Management Policy (BMP) and its implementation to ensure a consistent approach across Kindergarten – Year 12 which upholds the dignity of every individual

QCS REF 201 Engagement with the school community

E4 Continue to develop and refine avenues of communication with parents, both physical and virtual, to enable families to know about their child's development and progress

- E5 Conduct parent workshops at each stage of transition in order to engage parents in building the resilience of their children and understanding the teaching and learning programs of the College
- E6 Maintain a strong "Regional College" focus by strengthening relationships with feeder schools
- E7 Develop a comprehensive approach to supporting teaching and learning through the Leadership, Professional Learning and Development opportunities provided for staff**
- E8 Develop a systematic Marketing Plan to consistently position the College as the school of choice in the Busselton and surrounding region**
- E9 Develop and articulate a set of key messages that succinctly describe the benefits and capabilities of the new and unified College**

Stewardship

QCS REF 304 Targeted use of resources

- A1 Establish a new College Board, with representation across K -12 appropriately reflecting the make-up of the new College, to undertake the governance of the College for the next five years
- A2 Resource the Marketing Plan to enable the consistent reinforcement of key messages beyond historical associations
- A3 Resource media relations and digital communications focused on developing an understanding of the unified College and thereby increase brand recognition**
- A4 Plan for consistent upgrades of College infrastructure such as classrooms, playgrounds, ICT and staff facilities ensuring spaces are contemporary, attractive and conducive to learning**
- A5 Prioritise resourcing of the strategies in this plan through annual budgets**

Catholic Identity

QCS REF 102 Integrating faith and life

- D1 Review the school Evangelisation Plan and enact the new plan**
- D2 Review and refine the Christian Service Learning program to include progression of commitment from primary through to secondary as a means of teaching students how to integrate faith and life**
- D3 Strengthen community alignment to the new College Mission and Core Values and use these to motivate a broadening of Christian service in the community**
- D4 Develop a program to identify Scholarships/Bursaries opportunities**

| Focus Area | Focus | Specific <i>Performance & development goal to be achieved (stated simply)</i> | Achievable <i>What actions will I take to achieve the goal?</i> | Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i> | Time Line | Resources/Monitoring Process & Progress . | Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i> |
|------------|-----------------|---|--|---|-----------|---|---|
| EDUCATION | Curriculum Plan | Develop the College's Vision for Learning. Underpin the Vision for Learning through five teacher practices: Quality Relationships, Learning Design, Instructional Range, Engagement and Place, Space and Technology Continue to incorporate key digital technology in the teaching and learning platform to embed High Impact Strategies into Classrooms. Learning Intensions Success Criteria Descriptive Feedback Peer and Self Evaluation Individual Goal Setting Learning Walks and Talks: High Impact Strategies of <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 | Proactively institute these strategies into classrooms. | Implementation of learning and teaching strategies K - 12 L2 Develop a culture where student data drives learning. QCS 302 Analysis and Create discussion of Data, 304 Targeted Use of School Resources | 2020-2022 | PD sessions, Provision of Digital Platforms and use of computer hardware by both staff and students Lead by the Leadership Team, all staff will be responsible for the implementation | Informed by Hattie and Sharratt research on effect size impact and quality learning Improved student engagement Will see. Use of OneNote and evidence of High Impact Strategies in Classrooms |

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| Education | Positive Behaviour Management | Implement a Positive Behaviour management strategy throughout the College. Language and response will be critical with restorative practice principles being embedded. Building positive relationships helps to create a positive classroom environment that supports student learning and engagement. Teachers model open and respectful communication and interaction, so that all students feel welcome and safe in the classroom. The teacher-student relationship is critical and balances care for the individual with the teacher's role as a leader in the classroom. Students respect and trust teachers who set clear expectations for behaviour, believe that all students can achieve, and who demonstrate fairness and consistency. Allign the work wih the introduction of the Personal Performance Indicators | Undertake a series of Professional Development opportunities. Set up posters for classrooms and organise Personal performance Indicators to treflect philosophy. | L1 Foster a culture of high expectations & academic excellence across the College L3 Create an environment which fosters passion in teachers to engage all students in their own love of learning | 2019 – 2021 | PD resources plus posters etc Lead by the Leadership Team, all staff will be responsible for the implementation. | Observation of classroom practice |
| EDUCATION | Primary Writing | Writing Focus in PC Continued implementation of the pedagogy of sound maths teaching – with focus on the Gradual Release of Responsibility Model in dedicated time. | Impliment the specific numeracy strategies Appointment of Curriculum Leaders- K-2, 3-6 Accessing specialised teacher knowledge | L6 Maintain a consistent team based approach to the teaching of Literacy in the primary years and lift student performance QCS 301 An Explicit Improvement Agenda | 2020-2021 | Head of Primary, Assistant Heads of Primary Curriculum Leaders | Informed by Quantitative NAPLAN Data, PatM Testing Will see Evidence of improved Literacy outcomes for students based on PatM testing 2020-2021 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 Class walk throughs Sharing of ideas between teachers – common DOTT, peer observations, PLC |
| EDUCATION | 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 stratagies such as: I do, We do, you do through Gradual Release, Gesturing, High Order Questioning White Boards, Random Questioning | Accessing specialised teacher knowledge | QCS 301 An Explicit Improvement Agenda | 2019-2021 | Head of Primary, Assistant Heads of Primary Curriculum Leaders | Informed by NAPLAN and PatM testing results Classroom Observations PLC discussions Well see Impimentation of Explicit Direct Instruction into classrooms for key numeracy and literacy lessons. |
| EDUCATION | 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 Track student results. From Pastoral Tracking look at student award structures based on attitude and effort. | Assessment of staff results using the rubric. Presentation of the rubric and calculation of Personal Performance Indicators to staff,, students and parents Begin tracking and formulating award structure | K - 12 L1 Foster a culture of high expectations & academic excellence across the College QCS 303 A Culture that Promotes Learning | 2018-2021 | Principal, CLT, Teaching Staff | Informed by Qualitative Feedback from students, parents and staff on the impact of students understanding their Personal Performance Indicators Will see Use of a rubric, assessment of report results, creation of percentages. Understanding by students and parents of personal Performance Indicators. Improved performance in positive performance indicators and decrease in negative indicators |

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| EDUCATION | 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"> Continue to develop the Collaborative Learning Space in the Lower Primary Courtyard Reinstitute the Working Party to assess the changes implemented to date 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 Continue sharing facilities across both primary and Secondary campuses in Visual Arts, Music and Science Align reporting processes in Academic and pastoral areas of both campuses | <p>Examine budget opportunities to begin enclosing this space</p> <p>Undertake the recommendatrions of the working party.</p> <p>Discuss creation of these positions with current HOLAs of Arts and Science</p> <p>Commence shared Visual Arts and Music facilities</p> | <p>K - 12 L4 Establish and implement a coherent, sequenced plan for Curriculum delivery across Kindergarten – Year 12, responsive to the key points of transition and the needs of learners. The intial focus will be on the Years 5 – 8</p> <p>QCS 306 Systematic Curriculum Delivery</p> | 2018 – 2020 | <p>Principal, CLT, HOLA< All Staff</p> <p>Plan use of undercroft for learning spaces and shade the paved area.</p> <p>CLT, Year 5 and 6 Teachers, Heads of Learning Area and Head of Primary, Assistant Heads of Primary</p> <p>Purchase site licence for supporting personal development student packages. Allocate funding to additional HOLA responsibilities in Arts and Science</p> | <p>Informed by Qualitative Survey students and parents to determine how the transition from Yr 6 to 7 has gone. Quantitative 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 2019 reporting system on SEQTA</p> |
| EDUCATION | 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> | <p>Audit and Departmental understanding of required elements to be embedded into the College Curriculum</p> | <p>K – 12 Determine the process to implement a Protective Behaviours Curriculum into Years K – 12 QCS 301 An Explicit Improvement Agenda</p> | 2020 | <p>Principal, Heads of School and HOLAS</p> <p>Head of LS, Primary & Secondary coordinators</p> <p>PD with TA's,</p> | <p>Evidenced By Qualitative Response from student questionnaires</p> <p>Will see Implementation of the full Keeping Safe Curriculum into the College Curriculum.</p> |
| COMMUNITY | Gifted and Talented | <p>Continue to develop and implement a Gifted and Talented Program for Years 4 to 9</p> | <p>Continue to develop opportunities for students to explore wider interest topics in G & T</p> <p>Allow reports to reflect impact of IEPs and CAPs</p> | <p>K - 12 L1 Foster a culture of high expectations & academic excellence across the College</p> <p>QCS 201 Engagement with the community 304 Targeted use of School Resources 307 Differentiated Teaching and Learning</p> | 2019- 2021 | <p>CLT, Heads of School, Heads of Learning Areas</p> | <p>Will see Student, Staff and Teacher feedback on levels of engagement and extension.</p> <p>Number of students in the program</p> <p>Appointment of G & T Teachers</p> |

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| COMMUNITY | 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. Focus on the portfolio structures for the Student Representative Council. | Coordinator position, Student Leadership, budget and subcontracting For the Team Leadership services | <p>K - 12 L1 Foster a culture of high expectations & academic excellence across the College</p> <p>QCS 303 A Culture that Promotes Learning</p> <p>306 Systematic Curriculum Delivery</p> | 2019 - 2020 | Principal, Coordinator of Student Leadership | <p>Evidenced by Qualitative 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> |
| COMMUNITY | 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>Complete the primary and secondary Learning Support Centres. Appoint a secondary Learning Support Centre Teacher. Establish the capacities of the secondary centre and build appropriate facilities such as the disable toilet and hoist etc</p> <ul style="list-style-type: none"> Build capacity of classroom teachers to write, implement, review and report on education plans. HOLAs to oversee curriculum adaptations Improve report comments for students with SEN & SWD to ensure that comments reflect objectives. | <p>Allow reports to reflect impact of IEPs and CAPs</p> <p>Appointment of K – 6, 7 – 9, 10 – 12 Learning Support Teachers.</p> <p>Appoint a Learning Support teacher to manage the Secondary Learning Support Centre.</p> | <p>K – 12 Explore the possibility of establishing a Learning Support Centre within the College</p> <p>QCS 201 Engagement with the community 304 Targeted use of School Resources 307 Differentiated Teaching and Learning</p> | 2019 - 2020 | <p>CLT, Heads of School, Heads of Learning Areas, Head of Learning Support and Learning Support staff.</p> <p>CLT, Head of Learning Support K – 12, HOLAs</p> | <p>Evidenced by Quantitative Granting of Learning Support Centre Comprehensive set of IEPs and CAPs 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 – 6 and 7 – 9, 10 - 12 Teacher Learning Support and Secondary LS Manager</p> |
| COMMUNITY | House and Awards System | <p>Develop a House Structure that focuses on all aspects of student development:</p> <ul style="list-style-type: none"> Academic Service Sport Arts Examine the role of House Coordinators with a notion of extending involvement across the K – 12 College <p>Change the Secondary Locker allocation to a House format.</p> <p>Move from the House Assemblies to House days.</p> <p>Look at effective ways to promote House Point progress</p> | <ul style="list-style-type: none"> Through Marketing develop a House Values, and themes that promote the hero of the House. Develop strategies to promote House amongst students ie Badges, assemblies House Points System | <p>E2 Review and refine pastoral support structures to better accommodate the pastoral needs of students and establish consistency of approach across the College</p> <p>QCS 201 Engagement with the community</p> | 2019 - 2020 | Principal, Coordinator of Student Leadership, House Coordinators | <p>Evidenced by Qualitative 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. Effective Locker structures.</p> |

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| COMMUNITY | 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 | Through HOY determine the SMMC Commitments tht are to be reported on, how they will be measured and a process to place them on Reports. | E2 Review and refine pastoral support structures to better accommodate the pastoral needs of students and establish consistency of approach across the College QCS 201 Engagement with the community | 2020 | Cost to Adjust the College Report Principal, Head of Senior School. Heads of Year, Assist Head of Primary | <p>Evidenced by Quantitative 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> |
| COMMUNITY | 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. | Meet with Marketing to determine a list of strategies to promote enrolments and retainment. | E8 Develop a systematic Marketing Plan to consistently position the College as the school of choice in the Busselton and surrounding region | 2020 | Possible formation of a Marketing Budget Principal, Marketing Team | <p>Evidenced by Quantitative Feedback from the student enrolment process from parents.</p> <p>Will see changes in student enrolment and retention rates.</p> |
| COMMUNITY | Marketing | <ul style="list-style-type: none"> Undertake the CEWA Climate Survey 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. | Undertake the survey. Meet with Marketing to review the website structure. | E4 Continue to develop and refine avenues of communication with parents, both physical and virtual, to enable families to know about their child's development and progress QCS 201 Community with the community | 2020 | Principal, Marketing Team Key Information Sources | <p>Evidenced by Qualitative 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> |
| STEWARDSHIP | Capital Development Plan | <p>Submit an application for Stage 15 inlight of growing enrolments and 2015 costings.</p> <p>Timeline – 2020 Submit Stage 15 2021 Panel Visit and Approval 2022 Build</p> <p>Refurbish Room 3 to establish a Secondary Learning Support Room</p> | Work with the finance Manager, Architech and CEWA to develop the CDP. | A4 Plan for consistent upgrades of College infrastructure such as classrooms, playgrounds, ICT and staff facilities ensuring spaces are contemporary, attractive and conducive to learning | 2020 - 2022 | Principal, Finance Manager, Board, CEWA, Architech | <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 and Secondary Learning Support Room</p> <p>Resubmission of Stage 15</p> |

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| STEWARDSHIP | Budget | Examine all avenues to continue to achieve a surplus budget in order to reduce the College Overdraft. In the last three years the overdraft has reduced from \$1.5million to \$400 000. 2020 has significant additional cost due to the build completion. 2020 needs to hold the overdraft at \$400 000 and then in the following 2 years completely pay out the overdraft a balanced budget for 2019 if not a surplus. | Discuss and finalise a 2020 College Budget to achieve a balanced position with the Finance Manager. | A5 Prioritise resourcing of the strategies in this plan through annual budgets | 2020 - 2022 | Principal, Finance Manager, Board | Evidenced by Quantitative College financial position at the end of the 2020 Calendar Year. Will see Maintain the College debt of approximately \$400 000 for the 2020 Calendar year |
| STEWARDSHIP | Leading Lights | Implement Leading Lights structures into the College including: <ul style="list-style-type: none"> Adopt the Administration for Schools package | Through the direction of the CEWA Leading Lights Team and the College ICT Team and Heads of School, formulate an implementation plan. | A4 Plan for consistent upgrades of College infrastructure such as classrooms, playgrounds, ICT and staff facilities ensuring spaces are contemporary, attractive and conducive to learning | 2020 | Principal, CEWA Leading Lights Team, College ICT Team, CLT, Heads of School, | Evidenced by Quantitative Implementation of Administration for Schools. <i>Qualitative</i> Survey of student, parents and staff on the quality of the applications available. Will see The implementation of the Schools Administration package. |
| STEWARDSHIP | Risk Assessment | Complete and audit of the Risk Elements for the running of the College and address any concerns. | With the CLT and Grounds, assess the Colleges position in relation to risk in its operations. Address any areas of high risk. | A4 Plan for consistent upgrades of College infrastructure such as classrooms, playgrounds, ICT and staff facilities ensuring spaces are contemporary, attractive and conducive to learning | 2020 | CLT, Ground Staff, HOLA H&PE re excursions, Science Tech | Evidenced by Quantitative The complete audit of the College Risk Assessment. Will see Implementation of the College's Risk Management Plan and response to any concerns. |
| CATHOLIC IDENTITY | Staff Welfare | <ul style="list-style-type: none"> Finance a Staff Wellness Program that consists of counselling support and the provision of a proactive Staff Wellness Program. | Commitment of staff time and funding | D3 Strengthen community alignment to the new College Mission and Core Values and use these to motivate a broadening of Christian service in the community QCS 102 Integrating Catholic Faith, Life and Culture | 2020 | Allocation of funding Appointment of a Staff Welfare Officer Principal | Evidenced by Quantitative Staff assessment of the value of the Welfare Program Will see Allocation of staff resourcing to a Wellness Position Creation of a Proactive Wellness Program |

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| CATHOLIC IDENTITY | Evangelisation Plan | <ul style="list-style-type: none"> Impliment the Evangelisation Plan that embeds within it aspects of a Josephite Heart Strength links with the Josephite Order 2020 priority is further embedding the College Motto "Choose ife with Courage" | With the guidance of the HOM, CLT to impliment a 4 year Evangelisation plan. | D1 Review the school Evangelisation Plan and enact the new plan QCS 101 Systemmatic Evangelisation Plan 102 Integrating Catholic Faith, Life and Culture 102 Integrating Catholic Faith, Life and Culture | 2020-2021 | Head of Ministry, CLT | Will see Implimentation of the College's Evangelisation Plan |
| CATHOLIC IDENTITY | 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 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 | Principal to wok with the Parish Priests to plan masses. Music and HOM to contribute. Principal to work with Marketing and House Teachers to promote Masses. | QCS 102 Integrating Catholic Faith, Life and Culture | 2020 | Principal, Head of Ministry, Music staff | Evidenced by Quantitative Measure of the number of College Masses that have occurred and the level of student attendance. Will see Number of Masses conducted by the College and the degree of student attendance. |
| CATHOLIC IDENTITY | Service Learning | <ul style="list-style-type: none"> HOM and S/L Coordinator will develop K-12 Plan in conjunction with Primary Leaders and inservice ALL staff early in Sem 1 | HOM to conduct an audit of current Service Learning opportunities for students. | D2 Review and refine the Christian Service Learning program to include progression of commitment from primary through to secondary as a means of teaching students how to integrate faith and life QCS 102 Integrating Catholic Faith, Life and Culture | 2020 | Head of Ministry | Evidenced by Quantitative Initial audit of the College Service Learning Program Will see Completion of the audit on Student Service learning. |

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| CATHOLIC IDENTITY | Aboriginal Education Plan | <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. | Aboriginal Liason Officer to move within the community and be a key contact for interested families. Paper advertisements | <p>D6 : Strengthen support for students with additional needs</p> <p>K – 12 Audit the Colleges position in relations to Aboriginal Education</p> <p>QCS 201 Engagement with the community 304 Targeted use of School Resources 307 Differentiated Teaching and Learning</p> | 2020 | Aboriginal Liason Officer Head of Ministry K - 12 | <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> |

Informed by evidence from:

- CECWA Strategic Directions (2019-2021)
- School Strategic Plan
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis, e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Component Reviews
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

ONGOING EVALUATION

