School Improvement Plan 2021

St Mary MacKillop College
CHOOSE LIFE WITH COURAGE

Focus Area	Focus	Specific *Performance & development goal to be achieved (stated simply)*	Achievable *What actions will I take to achieve the goal?*	Relevant *How does the goal connect to the school's strategic plan.*	Time Line .	Resources/Monitoring Process & Progress .	Success Criteria *How will you know you have been successful (quantitative and measurable)?*
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 Descriptve Feedback Peer and Self Evaluation Individual Goal Setting Learning Walks and Talks: HIgn Impact Strategies of • 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.	E1 Foster a culture of high expectations & academic excellence across the College E2 Using student data to inform academic achievement and set performance targets.	2021–on .	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 and Community	Positive Education and Wellness	With Dr Helen Street's book Contextual Wellbeing as a key reference, review the practices of the College in the four domains of People, Policy and Practices, Social Norms and Physical Space: **SEC – Social and Emotional Competence** Implimentation involves addressing the wellness of both students and staff as key to trusting and beneficial relationships. 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.	Undertake a series of Professional Development opportunities where staff engage inn working parties in areas of focus. Review policy documents and their implementation.	C1 Develop a College wide move to Positive Education with an emphasis on what should happen rather than what should not. This should replace the Behaviour management Policy.(new) and be cognisant of varying developmental levels of students K – 12. C2 Develop a College wide focus on Wellness of students, staff and parents. E5 Create a professional development learning environment which engages staff in best practice pedagogy, collaborative working processes and growth and development personal appraisal. E6 Diversity - Based on the principle of every student needing a path of growth, continue to develop gifted and talented programs, shifting from average to high, learning support programs.	2021 – 2023	PD resources plus posters etc Lead by the Leadership Team, all staff will be responsible for the implementation.	Observation of classroom practice, langurge in policy formation and implementation. Evident in the Cultural Survey results.
EDUCATION	Primary Learning Profile	Examine the pedagogy associated with the curriculum learning intentions through the primary curriculum.	Work with Nancy Bonfiglio-Pavisich on CEWA initiative - Culture of Professional Growth to develop framework that will be implemented in the primary campus Primary Leadership to work with designated staff teams using the Culture of Professional Growth Ask staff for feedback regarding the process and refine in future where needed	E5 Create a professional development learning environment which engages staff in best practice pedagogy, collaborative working processes and growth and development personal appraisal. E1 Foster a culture of high expectations & academic excellence across the College E2 Using student data to inform academic achievement and set performance targets.	2020-2021	Head of Primary, Assistant Heads of Primary Curriculum Leaders	**Informed by** *Qualitative* data sourced from teacher feedback and the determination of their improved/developed pedagogy and/or selected AITSL growth points *Quantitative* - tracking of NAPLAN and in school standardised testing over a period of four years. We are looking to see an increase to 70% of students in top two NAPLAN bands by 2025.

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EDUCATION	Explicit Direct Instruction	• Embed 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	E9 Continue to implement Explicit Direct Instruction in the primary years with an emphasis on Numeracy and Literacy.	2019-2022	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	• Implement **Academic (Learning Prifiles – Primary) 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. Explore the capacities of AOS to deliver Academic tracking.	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	E3 Develop Academic Tracking processes to monitor student growth across their College journey. C3 Further develop the Pastoral Tracking structures in the College and its link to student reflection.	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**	Now in its sixth year of amalgamation as a K – 12 College, we continue to look for processes that strengthen the connection between the Primary and Secondary Campuses. K – 12 Whole school initiatives include: • Evangelisation Plan to focus on "Choosing Life with Courage – for others" • Focus on House System and use of College's first values • Curriculum Meetings with Years 6 and 7. • Explore shared facilities in Science • Allign Reporting Formats • Positive Education	Undertake the recommendatrions of the working party. Commence shared Visual Arts and Music facilities	CI2 Review the school's Evangelisation Plan and enact a new plan that strengthens the call for each student to respond to needs through the Christian Service Learning Program across K-12. E7 Continue to develop cross campus links to ensure a sequenced plan for Curriculum delivery across Kindergarten to Year 12. E8 Continue to develop the Years 5 to 8 Project, exploring transitions opportunities available in a K to 12 College. C1 Develop a College wide move to Positive Education with an emphasis on what should happen rather than what should not. This should replace the Behaviour management Policy.(new) and be cognisant of varying developmental levels of students K – 12.	2021 – 2022	Culture of Professional Growth templates and resources - CEWA Feedback from staff after initial meetings - goal setting Feedback from staff at the end of year regarding how the process benefitted them individually and as a collective staff group	**Informed by** *Qualitative* Survey students and parents to determine how the transition from Yr 6 to 7 has gone. *Quantitiative* Monitor student perfomrnace in Yr 6 and 7 .comparing current students to new students. **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 Student academic and pastoral performance HOLAS & LS coordinators to support teachers in modifying programs, materials and tasks to suit individual needs More PD on differentiation required. Build on and extend 2019 reporting system on SEQTA
EDUCATION	**Keeping Safe Curriculum**	• Review placement of the Keeping Safe Curriculum across the Curriculum with particular reference to the Pastoral Care Program. Aligning KSC with COC and how we deliver Protective Behaviours for SWD. Review initial work done by staff on the Safe Schools Framework. Particular focus on the Voice of the Child	Audit and Departmental understanding of required elements to be embedded into the College Curriculum	E10 Review the College's response to the Child Safe Framework with particular emphasis on the Voice of the Child.	2021	Principal, Heads of School and HOLAS Head of LS, Primary & Secondary coordinators PD with TA's,	**Evidenced By** Qualitative Response from student questionnaires **Will see** Implementation of the full Keeping Safe Curriculum into the College Curriculum.
COMMUNITY	**Gifted and Talented**	Continue to develop and implement a Gifted and Talented Program for Years 4 to 9	Explore the introduction of a whole class Philosophy program in Years 4 , 5, and 6. Rotational delivery Years 7 and 8 Allow reports to reflect impact of IEPs and CAPs	L1 Foster a culture of high expectations & academic excellence across the College	2019- 2021	CLT, Heads of School, Heads of Learning Areas	**Will see** Student, Staff and Teacher feedback on levels of engagement and extension. Number of students in the program Appointment of G & T Teachers

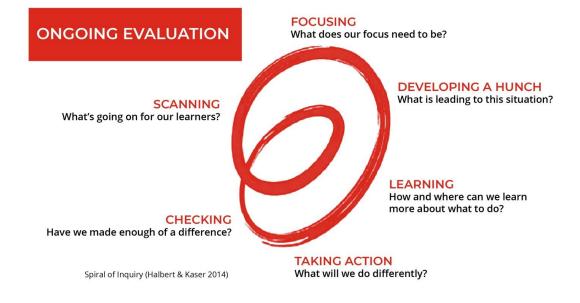| Focus Area	Focus	Specific *Performance & development goal to be achieved (stated simply)* •	Achievable *What actions will I take to achieve the goal?*	Relevant *How does the goal connect to the school's strategic plan.*	Time Line .	Resources/Monitoring Process & Progress .	Success Criteria *How will you know you have been successful (quantitative and measurable)?*
COMMUNITY	Student Leadership	• 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	CI4 Continue to develop the Student Leadership Program with increased provision for Student Voice in College life.	2019 - 2021	Principal, Coordinator of Student Leadership	**Evidenced by** *Qualitative* Feedback on the current popularity voting system and input of the current Student Council. **Will see** Degree to which students begin to apply for Leadership positions. Work completed by each leadership portfolio
COMMUNITY	College Culture+-	With the rapidly increasing size of the College, ensure that the College Culture that has a strong focus in relationships, wellness and pastoral care is maintained.	Constant discussion and forums to gauge the community sense of the College Culture.	C7 Undertake a comprehensive student, teacher and parent survey to gauge opinion on the first five years of the College's life as St Mary MacKillop College and it's asprirations for the future. Add the results to the further development of this strategic plan.	2021 - on	Principal and all staff.	**Evidenced by** *Qualitative* Staff, student and parent to undertake a climate survey to assess College Culture **Will see** results that indicate a culture of relationships, wellness and pastoral care is maintained.
COMMUNITY	Learning Support	Streamline K-12 SEN & SWD Individual Education Plans (IEPs) reporting procedures Map the trends in relation number of students needing support and service delivery. 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 • Develop Connect and Reconnect readiness programs • Build capacity of classroom teachers to write, implement, review and report on education plans. • HOLAs to oversee curriculum adaptions • Improve report comments for students with SEN & SWD to ensure that comments reflect objectives.	Allow reports to reflect impact of IEPs Appoint a Learning Support teacher to manage the Secondary Learning Support Centre to develop Connect and Reconnect programs	E6 Diversity - Based on the principle of every student needing a path of growth, continue to develop gifted and talented programs, shifting from average to high, learning support programs.	2021 - 2023	CLT, Heads of School, Heads of Learning Areas, Head of Learning Support and Learning Support staff. CLT, Head of Learning Support K – 12, HOLAs	**Evidenced by** *Quantitative* Creation of Connect and Reconnect programs Comprehensive set of IEPs **Will see** Reports capture impact of IEPs Staff and Parent feedback on the implementation of IEPs Number of IEPs. Appointment of K – 1, 2 - 5, 6, 7 – 10 and 11 - 12 Teacher Learning Support
COMMUNITY	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 Coordinators with a notion of extending involvement across the K – 12 College Move from the House Assemblies to House days oriented around MacKIllop Days. Develop student leadership House Protfolios Look at effective ways to promote House Point progress	• 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	CI3 Promote the College House system with particular attention to the College Values and how they can be found in one's everyday life.	2019 - 2020	Principal, Coordinator of Student Leadership, House Coordinators	**Evidenced by** *Qualitiative* Anacdotale evidence on student involvement. **Will see** Anecdotal evidence on participation rates of students into House activities. Formation of a House points system.

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COMMUNITY	Reporting	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.	C10 Review the College Student Reporting structures to allow greater reflection in College Participation.	2021-2022	Cost to Adjust the College Report Principal, Head of Senior School. Heads of Year, Assist Head of Primary	**Evidenced by** *Quantitative* Data on the increased attendance at whole College events **Will see** presence on reports of SMMC Community involvements by students. Student attendance rates at SMMC Community events.
COMMUNITY	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. Increase College exposure through Community newspapers.	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	2021 - 2022	Possible formation of a Marketing Budget Principal, Marketing Team	**Evidenced by** *QuantitativeI* Feedback from the student enrolment process from parents. **Will see changes in** student enrolment and retention rates.
COMMUNITY	Marketing	Undertake the CEWA Climate Survey Review the presentation of the College Website landing Page and Navigation tools.	Undertake the survey. Meet with Marketing to review the website structure.	C7 Undertake a comprehensive student, teacher and parent survey to gauge opinion on the first five years of the College's life as St Mary MacKillop College and it's asprirations for the future. Add the results to the further development of this strategic plan.	2021	Principal, Marketing TeamKey Information Sources	**Evidenced by** *Qualitative* Completion of the Climate Survey containing both both Qualitative and Quantitiative Data Staff, student and parent assessment of the usability and information availablility on the College website. **Will see** Assessment of the website to contain the focus elements outlined in the goals.
STEWARDSHIP	Capital Development Plan	Re-submit an application for Stage 15 and application for Permanent 6 stream Secondary inlight of growing enrolments. Timeline – 2020 Submit Stage 15 and Permanent 6 Stream 2021 Resubmit Stage 15 and Permanent 6 Stream 2021 Panel Visit and Approval 2022 Build Creat two additional Primary Classrooms in the College Hall to accommodate 3 streams in Kindergarton and Year 1.		S1 Achieve permanent 6 stream Secondary status and working towards 3 stream Primary status to ensure access to a quality Catholic education for students. S2 Undertake a building program to support the growth of the College including provision of increased infrastructure in the Early Learning Centre, build a dedicated learning Support Centre on the Primary campus, increased Primary campus classroom space, additional classrooms in the Secondary campus and increased technology facilities.	2020 - 2023	Principal, Finance Manager, Board, CEWA, Architech	**Evidenced by** *Quantitative* The progress achieved in realising the Stage 15 build in 2023. **Will see** Completion of the Stage 15 Resubmission of Stage 15

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STEWARDSHIP	Budget	Examine all avenues to continue to achive a surplus budget in order to reduce the College Overdraft. In the last four years the overdraft has reduced from $1.5million to $200 000. 2020 has significant additional cost due to the build completion. By 2022 achieve a positive cash position for the College.	Discuss and finalise a 2021 College Budget to achieve a balanced position with the Finance Manager.	S3 Achieve surplus budgets and a positive balance sheet position for the College by the end of the 2023 Calendar year.	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 $200 000 for the 2020 Calendar year and a positive cash position by the end of 2021
STEWARDSHIP	Administration of Schools	Implement Administration of Schools structures into the College with the intent of going live from 21 March.	Through the direction of the CEWA Administration of Schools Team and the College ICT, CLT, Finance and Administrative Team complete the stages of data migration and implementation..	S4 Impliment the Administration of Schools package.	2021	Principal, CEWA Adinistration of Schools Team, College CLT, Finance and Administration ICT Team	**Evidenced by** *Quantitative* Implimentation of Administration for Schools. *Qualitiative* Survey of student, patents and staff on the quality of the applications available. **Will see** The implementation of the Schools Adminstration package.
STEWARDSHIP	Risk Assessment	Review 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.		2021	CLT, Ground Staff, HOLA H&PE re excursions, Science Tech	**Evidenced by** *Quantitative* The complete audit of the College Risk Assessment. **Will see** Implimentation of the College's Risk Management Plan and response to any concerns.
CATHOLIC IDENTITY	College First Values	Promote the College First Values of Faith, Inclusivity, Respect, Service and Trust from Kindergarton to Year 12 through the House System and College Events.	Allocate House Points through identification of students displaying First Values. Take every opportunity to promote first values in classrooms and assemblies etc	CI3 Promote the College House system with particular attention to the College Values and how they can be found in one's everyday life.	2021	Principal and all staff	**Evidenced by** *Qualitiative* Anacdotale evidence on student involvement. **Will see** Anecdotal evidence on participation rates of students into House activities.
CATHOLIC IDENTITY	Evangelisation Plan	Impliment the Evangelisation Plan that embeds within it aspects of a Josephite Heart Strength links with the Josephite Order 2021 priority is further embedding the College Motto "Choose Life with Courage – for Others"	With the guidance of the Head of Catholic Identity and Mission, CLT to impliment a 4 year Evangelisation plan.	CI1 Review the College's approach to its Catholic Mission to integrate student life with their faith through Christian Service, Liturgy and Reflective opportunities, as well as the Religious Education Program. CI2 Review the school's Evangelisation Plan and enact a new plan that strengthens the call for each student to respond to needs through the Christian Service Learning Program across K-12.	2020-2021	Head of Ministry, CLT	**Will see** Implimentation of the College's Evangelisation Plan

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CATHOLIC IDENTITY	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	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	2021 – 2023	Head of Catholic Identity and Mission, Principal, CLT, 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	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	2021	Head of Catholic Identity and Mission, Principal, CLT	**Evidenced by** *Quantitative* Initial audit of the College Service Learning Program **Will see** Completion of the audit on Student Service learning.
CATHOLIC IDENTITY	Aboriginal Education Plan	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	C9 Create an Aboriginal Education Plan, strengthen the way in which the College reflects its link to this land and the Aboriginal culture. Increase opportunities to promote the Aboriginal culture in its curriculum, support Aboriginal students and connect with the local community to promote greater connection to the College.	2021-2022	Aboriginal Liasion Officer Head of Catholic Identity and Mission, Principal, CLT	**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 Review the College's position in relation to Aboriginal education. Complete the assessment through the CEWA Aboriginal Education Improvement Map **Will see** Number of enrolments of Aboriginal Students

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

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

SCANNING
What's going on for our learners?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)