



St Mary MacKillop College

It is an Australian Government requirement that a report is available to parents relating to numerous data from the 2020 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):

2020 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 highest qualification held by staff is listed below.

Masters of Education	16
Bachelor of Education	94
Graduate Diploma	3

3. WORKFORCE COMPOSITION:

Our workforce consists of the following staff

	Male	Female	Indigenous
Teaching Staff Full Time (including Principal)	35	50	1
Teaching Staff Part Time	2	26	
Non Teachers Full Time	4	20	
Non Teachers Part Time	1	57	1

4. STUDENT ATTENDANCE AT SCHOOL:

	Student Numbers	Student Attendance %
Kindergarten	58	91.10
Pre-Primary	60	91.22
Year One	60	92.48
Year 2	69	92.25
Year 3	71	93.15
Year 4	72	92.86
Year 5	96	91.88
Year 6	96	90.90
Year 7	174	91.17
Year 8	178	90.20
Year 9	156	90.41
Year 10	135	88.43
Year 11	106	91.32
Year 12	100	89.36
Whole School	1431	91.19

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 2020 - Standardised national literacy and numeracy testing:

Due to the Covid-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020.

6. PARENT, STUDENT AND TEACHER SATISFACTION:

The first Parent Survey since the College Amalgamation is being undertaken in Term 2 2021.



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	92.47
• 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 (79 students)	79.00
• Percentage of students attaining a Year 12 certificate or equivalent vocational education and training qualification	100.00

The highest ATAR score for 2020 was 97.55

CERTIFICATE OF EXCELLENCE - 1 (Awarded for ATAR exam result in the top half a percent of all candidates for English)

CERTIFICATE OF DISTINCTION – 4 (Awarded to students who obtain 190-200 points in course units or equivalent and achieve the WACE)

CERTIFICATE OF MERIT – 12 (Awarded to students who obtain 150-189 points in course units or equivalent and achieve the WACE)

Eleven of our students achieved an ATAR of over 90.

Twenty three of our students achieved an ATAR over 80.

Recognised as a Course Leader in Chemistry with the highest percentage of students with combined course and exam scores in the top 15 percent of all Chemistry students in the state.

Seventy nine Vocational Education and Training students achieved at least one Certificate II, III or IV.



9. POST SCHOOL DESTINATIONS:

91.2% of ATAR students received an offer for a place at a Public University.

78% of ATAR students were offered their first preference for positions at Public University.

In addition, 6 of our students also received an early offer from Notre Dame University.

St Mary MacKillop College notable achievements for 2020.

- One student awarded a SCSA Certificate of Excellence in English.
- Four of our students received a SCSA Certificate of Distinction for their coursework over two years.
- Twelve students received SCSA Certificates of Merit.
- Recognised as a Course Leader in Chemistry with the highest performing students in this Year 12 ATAR course across the state.
- The College offers 12 VET programs, of which we attained a 100% achievement rate for 2020.

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

School Improvement Plan 2020 Outcomes

Focus Area	Focus	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Time Line	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>	Outcomes
EDUCATION	Curriculum Plan	<p>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</p> <p>Continue to incorporate key digital technology in the teaching and learning platform to embed High Impact Strategies into Classrooms.</p> <p>Learning Intensions</p> <p>Success Criteria</p> <p>Descriptive Feedback</p> <p>Peer and Self Evaluation</p> <p>Individual Goal Setting</p> <p>Learning Walks and Talks:</p> <p>High 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, co-de-briefing 	2020–2022	<p>Informed by Hattie and Sharratt research on effect size impact and quality learning</p> <p>Improved student engagement</p> <p>Will see. Use of OneNote and evidence of High Impact Strategies in Classrooms</p>	<p>The College staff moved to deliver Remote learning using ONENOTE, TEAMS and SEQTA as delivery structures. Remote Learning demanded a different approach. The structure is outlined in the Infographics detailed below. Staff chose to use either chat, audio or video to deliver lessons. Most chose video which proved extremely successful in connecting with the students.</p> <p>The result of this is reflected in the widespread of ONENOTE throughout classes and the more detailed suite of information on SEQTA.</p> <p>Achieved:</p> <p>Will see. Use of OneNote and evidence of High Impact Strategies in Classrooms</p>

St Mary MacKillop College
Remote Learning
 PARENTS: KINDY & PP

- 1 Endeavour to provide internet access and a technology device to enable supervised use of digital learning platforms (optional).
- 2 Check EMAIL from 8:30am each day for your child's schedule of daily tasks and activities from your child's class teacher.
- 3 Ensure your child completes all activities as directed by their teacher (approx three hours). Extension learning or optional extra activities will be clearly indicated.
- 4 Communicate with teachers via EMAIL between 8:30am and 4:30pm.

St Mary MacKillop College
Remote Learning
 STUDENTS: YEARS 1-4

- 1 Follow the schedule and daily tasks that is EMAILED to your parents by 8:30am each morning. Expect about three hours of set work each day, including one English and one Maths lesson.
- 2 Your teacher will be available on EMAIL or TEAMS between 9am and 3pm each weekday.
- 3 Complete all daily tasks posted that morning (on TEAMS or EMAIL). Extension learning or optional extra activities will be clearly indicated.
- 4 If you are having any problems during video lessons or with any of your set work, please let your class teacher know as soon as possible. Your teacher is there to help you, and may redirect your question if necessary.

St Mary MacKillop College
Remote Learning
 STUDENTS: YEARS 5-6

- 1 Follow the schedule and daily tasks as EMAILED to your parents by 8:30am each morning.
- 2 Log in to TEAMS at 9am each day as attendance will be taken, and be on time for any other scheduled TEAMS class meetings.
- 3 Your teacher will be available on TEAMS between 9am and 3pm each weekday.
- 4 Complete all tasks asked of you during video lessons & TEAMS class meetings, as well as all daily tasks EMAILED that morning. Extension learning and optional work will be clearly indicated.
- 5 Act responsibly during live lessons and TEAMS class meetings, so that your teacher can instruct or help other students as well as yourself.
- 6 If you are having any problems during video lessons, TEAMS class meetings or with your schoolwork, please let your class teacher know as soon as possible. Your teacher is there to help you, and may redirect your question if necessary.

St Mary MacKillop College
Remote Learning
 STUDENTS: YEARS 7-12

- 1 Follow your regular class schedule according to the Remote Learning Daily Timetable.
- 2 Log in to your class TEAMS on time, as attendance will be taken.
- 3 Your teacher will be on your class Teams using chat, audio or video - whichever is their preference.
- 4 Complete all tasks asked of you during the lesson.
- 5 You must act responsibly throughout all lessons, allowing your teacher to effectively deliver information to other students and yourself.
- 6 Check all lessons on SEQTA as normal. Teachers will post material for your classes by 8:30am.
- 7 Notify the teacher of any technical problems immediately, then contact our IT Help Desk via the Gateway icon or email helpdesk@mackillop.wa.edu.au

St Mary MacKillop College
Remote Learning
 DAILY TIMETABLE: YEARS 7-12

Period 1	9:00 - 9:30am
Period 2	9:50 - 10:20am
RECESS	
Period 3	11:05 - 11:35am
Period 4	12:00 - 12:30pm
LUNCH BREAK	
Period 5	1:40 - 2:10pm
Period 6	2:30 - 3:00pm

Education	Positive Behaviour Management	<p>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. Align the work with the introduction of the Personal Performance Indicators</p>	2019 - 2021	Observation of classroom practice	<p>Use of Personal Performance Indicators continues to place a focus on Attitude and Effort.</p> <p>Staff are considering the work of Dr Helen Street: Contextual Wellbeing and its application in our College.</p>
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Focus	Focus	Specific Performance & development goal to be achieved (stated simply)	Time Line	Success Criteria How will you know you have been successful (quantitative and measurable)?	Outcomes
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 strategies such as: I do, We do, you do through Gradual Release, Gesturing, High Order Questioning White Boards, Random Questioning 	2019-2021	<p>Informed by NAPLAN and PatM testing results Classroom Observations PLC discussions</p> <p>Well see Implementation of Explicit Direct Instruction into classrooms for key numeracy and literacy lessons.</p>	<p>EDI - have focused more on the concept of Cognitive Load Theory and how this relates to the importance of daily reviews. Staff are continuing to revise daily reviews as each year the children moving through are more academically equipped than in previous years. Raising the bar.</p>
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. 	2018-2021	<p>Informed by Qualitative 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>	<p>Primary – Work has been done to drive a results and grades transfer of Academic data through a spreadsheet structure. The emphasis is on Academic Tracking.</p> <p>Secondary – Focus can continued on Pastoral Tracking with the use of Pastoral performance Indicators.</p> <p>Initial development of Academic Tracking with the formation of a spreadsheet commenced. Next development is on streaming of subjects and the facility to indicate this.</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>	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>	<p>A Keeping Safe tab in the College's Website has been developed.</p> <p>Student concern tab available for students on the website.</p> <p>Keeping Safe updates have been run on both campuses reviewing the Protective behaviours curriculum and its application.</p>
COMMUNITY	Gifted and Talented	Continue to develop and implement a Gifted and Talented Program for Years 4 to 9	2019- 2021	<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>	The program continues to look at alternate modes of delivery. In class work looks to be the preferred option in Primary. A rotating withdrawal structure working best in secondary.

Focus Area	Focus	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Time Line	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>	Outcomes
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. 	2019 - 2020	<p>Evidenced by <i>Qualitative</i> 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>	The program continues to look at alternate modes of delivery. In class work looks to be the preferred option in Primary. A rotating timetable for Year 7, 8 and 9 students.
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. 	2019 - 2020	<p>Evidenced by <i>Quantitative</i> Granting of Learning Support Centre 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 – 6 and 7 – 9, 10 - 12 Teacher Learning Support and Secondary LS Manager</p>	<p>The development of IEP's have been adapted to fall in line with the current system expectation.</p> <p>Reporting of SWD students in embedded into the general reporting structure.</p> <p>The Secondary Learning Support Centre has been built and is now in use.</p> <p>The Learning Support Teacher Connect program has been developed to support students requiring a focused education for life program.</p>
COMMUNITY	House and	<p>Develop a House Structure that focuses on all aspects of student development:</p> <ul style="list-style-type: none"> Academic Service Sport 	2019 - 2020	<p>Evidenced by <i>Qualitative</i> Anecdotal evidence on student involvement.</p>	The House Points structure has been developed to reflect all aspects of College life.




	<ul style="list-style-type: none">• 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>		<p>Will see Anecdotal evidence on participation rates of students into House activities.</p> <p>Formation of a House points system.</p> <p>Effective Locker structures.</p>	<p>House system structures have begun to have an extended involvement across the College through the work of the House Coordinators.</p> <p>The Locker system is now aligned in Houses for Years 8 to 12. The implementation now has general support from students.</p> <p>House days have been developed.</p> <p>House point progress continues to be explored in regards communication.</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 	2020 - 2021	<p>Evidenced by <i>Quantitative</i> 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>	Initial discussion commenced to determine the items to be placed on the Report Cover re Community
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. 	2020	<p>Evidenced by <i>Quantitative</i> Feedback from the student enrolment process from parents.</p> <p>Will see changes in student enrolment and retention rates.</p>	No progress made in this area.
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. 	2020	<p>Evidenced by <i>Qualitative</i> 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>	Due to COVID the survey has been moved to 2021.

Focus Area	Focus	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Time Line	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>	Outcomes
STEWARDSHIP	Capital Development Plan	<p>Submit an application for Stage 15 in light 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>	2020 - 2022	<p>Evidenced by <i>Quantitative</i> 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>	<p>Stage 15 and request for Permanent 6 stream secondary submitted with architectural plans etc.</p> <p>The submission was not approved at the Commissions December 2020 meeting.</p> <p>Request for reconsideration being prepared for the Commissions February 2021 meeting.</p> <p>Room 3 converted to a Learning Support Room.</p>
STEWARDSHIP	Budget	<p>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.</p>	2020 - 2022	<p>Evidenced by <i>Quantitative</i> College financial position at the end of the 2020 Calendar Year.</p> <p>Will see Maintain the College debt of approximately \$400 000 for the 2020 Calendar year</p>	<p>Work continued on reducing the College overall cash position finishing with a closing position of -\$121 174</p>

STEWARDSHIP	Leading Lights	Implement Leading Lights structures into the College including: <ul style="list-style-type: none"> • Adopt the Administration for Schools package 	2020	Evidenced by <i>Quantitative</i> Implementation of Administration for Schools. <i>Qualitative</i> Survey of student, patents and staff on the quality of the applications available. Will see The implementation of the Schools Administration package.	The immigration of data to the AOS platform commenced in December. The system is due to become live on 21 March 2021.
STEWARDSHIP	Risk Assessment	Complete and audit of the Risk Elements for the running of the College and address any concerns.	2020	Evidenced by <i>Quantitative</i> The complete audit of the College Risk Assessment. Will see Implimentation of the College's Risk Management Plan and response to any concerns.	The Risk Audit was completed in line with the registration Audit in 2020.
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. 	2020	Evidenced by <i>Quantitative</i> 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	The Wellness program was commenced for staff. 0.2 FTE of Counciller time was directed to staff. Abbey Piggott was sub contracted to present a six week program to staff. The Staff Retreat was dedicated to Staff Wellness.
CATHOLIC IDENTITY	Evangelisation Plan	<ul style="list-style-type: none"> • Implement 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 life with Courage" 	2020-2021	Will see Implementation of the College's Evangelisation Plan	The Evangelisation Plan was continued with a focus on the College Motto Choose Life with Courage.



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 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 	2020	<p>Evidenced by <i>Quantitative</i> 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>	<p>The opportunities for greater linkages with the Parish were curtailed with the significant restrictions introduced in churches.</p>
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 in-service ALL staff early in Sem 1 	2020	<p>Evidenced by <i>Quantitative</i> Initial audit of the College Service Learning Program</p> <p>Will see Completion of the audit on Student Service learning.</p>	<p>The review of the service plan has been delayed until 2021.</p>

Focus Area	Focus	Specific Performance & development goal to be achieved (stated simply)	Time Line	Success Criteria How will you know you have been successful (quantitative and measurable)?	Outcomes
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. 	2020	<p>Evidenced by <i>Qualitative</i> 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>	<p>Work on the Aboriginal Plan was initiated with a full staff development day conducted in December with Perth and Bunbury CEWA staff. Staff then undertook an internal audit to inform further planning.</p> <p>Work has been done in translating the College motto into the native language. Now displayed in to locations.</p> <p>Initial planning and quotes have been organised to develop an Aboriginal Cultural garden.</p> <p>A plan and initial organisation has been completed to conduct a Kimberley Immersion going to Warmun, Halls Creek and Ringer Soak in 2021.</p>