



Annual School Improvement Plan – 2017

Seek Truth

1. SYSTEM STRATEGIC OUTCOMES	2. SCHOOL STRATEGIC PLAN LINK (School Strategic Plan)	3. SMART GOALS (Specific, Measurable, Achievable, Result Orientated, Timed)	4. STRATEGIES TO ACHIEVE GOAL	5. LINKS	6. RESPONSIBILITY	7. CEWA SERVICE DELIVERY Support & Key Resources	8. SUCCESS INDICATORS Reportable in Annual Report
WHY	WHY	WHAT	HOW we will work together HOW we will do what we do		WHO is responsible to deliver and WHEN		
LEARNING Enhance student achievement and wellbeing Increase student and staff engagement in their own learning and faith formation	Opportunities for student self-assessment Upskilling staff to provide effective support (in student wellbeing)	Develop surveys for student self-assessment and self-reflection Modify and streamline Flourish so that each year group gets maximum benefit from program Introduce Aussie Optimism Program.	<ul style="list-style-type: none"> ACER testing Exit Surveys ACER Social Emotional Well Being Survey. VARC Survey Use PLC to continue teacher upskilling from Staff Day (December 2016) Heads of Year to assist, lead, develop and manage resources and programs Positive Education Course (April Holidays 2017) PD for staff in Term 2 		<ul style="list-style-type: none"> Executive and Middle Leaders DPPC working with HoY HoJS and AHoJS 	<ul style="list-style-type: none"> CEWA – Psychology Team 	<ul style="list-style-type: none"> Teachers using the data to change their practices and programs. Using surveys to determine whether there is a reduction in mental health issues and an improvement in student well-being.
	Increased opportunity for teacher Collaboration, peer review, networking and professional feedback Deployment and use of a range of information and communication technologies in teaching and learning Explore opportunities for cross-curriculum integration in the College	Whole school focus on targeted teaching (SS) and Explicit Direct Instruction (EDI), Prime Maths & Bright Paths (JS) Whole staff access and use of learning and pastoral data in planning, implementing and reviewing student learning Year 7 focus on a collaborative project implemented by CEWA. “Great teaching practices in <u>every</u> classroom”	<ul style="list-style-type: none"> Target teaching approach in learning areas. DPS&F works with DP T&L/HoJS to bed down 2017 approach to goals. Professional Reading, School visits, Professional Learning Communities. Review human resources devoted to SEQTA and IT integration and use of SEQTA. Closely engage with LEADing Lights. PD for some staff members at CEWA in Term 3 	<ul style="list-style-type: none"> DPS&F working with PGP Group. DPS&F working with HoLA’s/HoJS on approach to Targeted Teaching/EDI teacher Reflection Process being used from Term 2 onwards Student Surveys in Term 2 Internal PD on topics to support targeted teaching approach. HoJS & JS Leadership Executive undertake review of ICT Resources and approach to improved Teaching and learning DT&L working with HOLA’s. Collaborative project to be completed in Term 4 	<ul style="list-style-type: none"> ECU- CEWA – Lorraine Hammond (JS) CEWA – working alongside CEWA Primary Schools CEO Consultants – Gabrielle Doyle and Dr Lyn Sharratt 	<ul style="list-style-type: none"> 100% Graduation 100% OLNA 100% VET Completion (Cert II or more) 100% University offers Sustainable number of staff involved in Professional Reading Club (PRC) Completion of the ICT Review Students using the skills and concepts learnt from the collaborative project. Time allocated in PD to improving their teaching pedagogy. 	
ENGAGEMENT Enhance parental engagement in their child’s learning and faith formation	A culture that acknowledges parents as partners in learning	Work with new P&F Executive to identify key workshop ideas for parental education 2017 Consolidate Men of MCC program by extension in JS and development of opportunities in SS	<ul style="list-style-type: none"> DPPC and HoJS identify key areas for student development from their pastoral scope and sequence to present to P&F second meeting of year. Eg, 123 Magic, Maggie Dent, Head Space Invite P&F Executive member and MoMCC to appropriate College events Increasing exposure and highlighting upcoming parental event involvement 		<ul style="list-style-type: none"> DPPC and HoJS 		<ul style="list-style-type: none"> Increased numbers of parents at presentations Survey of parents regarding their use of these resources Increased patronage of MoMCC events

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<p>ENGAGEMENT Enhance parental engagement in their child's learning and faith formation</p> <p>Develop our people to be leaders in Catholic Education's mission</p>	<p>Continue to provide opportunities and training to build student leadership Years 6-12</p>	<p>A Secondary and Junior Convener to form the MoMCC Committee</p> <p>Consolidate online parental tutorials 2016 developed by Director of Learning Technologies</p> <p>Consolidate the three part approach to MCC PGP (Early Career teachers, teachers new to MCC, experienced teachers and leaders further)</p> <p>Developing Reflective Practices for Staff. Improving the Appraisal Process for Middle Leaders and teachers</p> <p>Develop Middle Leadership personnel within the JS</p> <p>Consistency of structures and roles from Years 6-12</p> <p>Developing the Years 6 & 12 Leadership Groups</p>	<ul style="list-style-type: none"> • Use of MoMCC in possible carnivals eg BBQ lunch providers • New Families (Friday Week 3) Brief P&F/MoMCC introduced • Continue to house tutorials and web site for parental access. Continue Cyber Cafes from 2016 • Programs for new staff, early career and experienced teachers begun in 2016 refined and implemented • Middle Leaders undergone/under going reviews to link their SMART Goals to this approach, supported with specific PD • Introducing new documentation in Term 2 • Introducing a new process for appraisals • Professional Friend program • Aspiring leaders • Re-introduce Key Teachers, Early Years Team Leader, formalise existing responsibilities • Restructuring of portfolios and role descriptions • Taking over the running of events such as assemblies, briefings, liturgies meetings etc 		<ul style="list-style-type: none"> • Director of Learning Technologies working with Executive • DPS&F working with Executive and Middle Leaders K-12 • Executive and Middle leaders • HoJS • DPPC and HoJS 	<ul style="list-style-type: none"> • CEWA - professional development opportunities 	<ul style="list-style-type: none"> • Provide access to all parents who are not able to attend contact meetings • Feedback at designated times from staff on their induction process to see if they have been supported and valued • Middle leaders to develop tough conversation techniques • Staff are successfully completing middle management/leadership tasks • Continuity and familiarity of leadership structures K-12
<p>ACCOUNTABILITY Increase understanding of our individual and collective responsibility for Catholic Education's mission</p>	<p>Deployment and use of physical and human resources fairly and equitably for continual resource management improvement</p> <p>Master Plan understood by community</p>	<p>Continue structural changes to human resources to be most effective in stewardship</p> <p>Development of a new Master Plan and Capital Development Plan</p> <p>Development of a new Strategic Plan</p>	<ul style="list-style-type: none"> • Establishment of a Risk Management Committee • Solar Power project consolidated and enacted • Working with architect, Board on a Master Plan and Capital Development Plan • External facilitator to start the process in Term 3 for Strategic Plan 		<ul style="list-style-type: none"> • Restructuring of Board and Sub-Committees to further enhance these recommendation • Business Manager/Board/Executive • Executive and Business Manager • External Facilitator/Board/Staff/P&F 	<ul style="list-style-type: none"> • CEWA – Introduction of Risk Management Frameowrk • CEWA Resources Team • Bunbury Diocese 	<ul style="list-style-type: none"> • Efficient and effective work flow and productivity of administration/maintenance through feedback from staff • Completed Master Plan and development of Capital Development Plan. • Start process for Strategic Plan in Semester 2 for a 2018 completion

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<p>DISCIPLESHIP Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</p>	<p>Participation in Catholic rituals and traditions</p> <p>A commitment by all to living the values and virtues of the Holy Family</p> <p>Strong involvement of the College community in social justice and service learning activities</p>	<p>Staff undertake PD in Term 4 provided by Fr Joe Parkinson.</p> <p>College creates new Evangelisation Plan as required for new Principalship</p> <p>Further develop AFaFE program begun in 2017</p> <p>By end of 2017 Years 8-12 Community Service Learning Program will be ready for full implementation</p> <p>Strengthen relationship with Our Lady's Assumption Parish</p>	<ul style="list-style-type: none"> • Whole staff meeting in Term 4 • Aboriginal Liaison Officer (AFaFE funded) develops stronger and regular contacts with home visits • Create service focus and scope for Years 8-12. • Create further internal student service groups for opportunity (alongside Vinnies) • Develop new service focus for St Patrick's House in line with Catholic principles • Developing the Service Learning – Co-curricular – eg Australian Youth Conference and Service based afterschool activity • DPPC is on Parish Council Representative for 2017 • Parish Priest, Father Xavier invited to relevant College events and has a regular formal/informal presence on campus • MCC entry in weekly Parish Bulletin 		<ul style="list-style-type: none"> • DPS&F/DoM • Executive • Executive with Aboriginal Liaison Officer • Executive/Director of Ministry • DPPC • Director of Ministry 	<ul style="list-style-type: none"> • Fr Jo Parkinson leading the PD on Contemporary Moral issues • Attend 3 days of Professional Growth in developing the Evangelization plan with the Bishop - Held in August • Liaising with Lyn Beckingham • Parish Priest 	<ul style="list-style-type: none"> • Access for Renewal accreditation • Complete Evangelisation Plan • Increase the enrolment of aboriginal families • More involvement in the marginal and vulnerable Mandurah Community • Broader range of the array of service learning opportunities • Regular attendance at the College • Input into Parish Council Meeting • Communicating MCC items weekly in the Parish Bulletin

QCS COMPONENT REVIEWS during this year:

101 Systematic Evangelisation Planning
201 Engagement with the school community
302 Analysis and Discussion of Data
303 Learning Culture
304 Targeted Use of Resources
305 An Expert Teaching Team
306 Systematic curriculum delivery
308 Effective Pedagogical Practices
402 Pastoral Care of Students

ONGOING MONITORING

HOLA's, HOY, Marketing Department, Board, Business Manager, Collaborative Learning Group will continue to monitor the progress of the Goals for the year – through meetings, reporting back at staff meetings

EVALUATION

At the end of term 3 the review of the ASIP 2017 will be reported at the Middle leaders meeting. HOLA's, HOYs and HOP will review the progress in a written report. During Term 4 the development of the ASIP 2018 will begin. And be completed by the end of 2018.

KEY :

DPPC	-	Deputy Principal Pastoral Care	DPS&F	-	Deputy Principal Staff & Formation
DPT&L	-	Deputy Principal Teaching & Learning	AHoJS	-	Assistant Head of Junior School
HoJS	-	Head of Junior School	MoMCC	-	Men of Mandurah Catholic College
AFaFE	-	Aboriginal Families as First Educators			