

## School Improvement Plan for Mandurah Catholic College Commencement Year: 2019

<b>CECWA Strategic Directions</b>	<b>CATHOLIC IDENTITY (Discipleship)</b> <small>Give witness to our faith by building positive relationships within our community and serving those in need.</small>	<b>EDUCATION (Learning)</b> <small>Generate high levels of student confidence in their learning and high academic achievement.</small>	<b>COMMUNITY (Engagement)</b> <small>The long-term development and well-being of our students and our staff.</small>	<b>STEWARDSHIP (Accountability)</b> <small>Have clearly planned and resources allocated promoting long term sustainability of our College environment and the well-being of its people.</small>
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Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Criteria
	<i>Qualitative and quantitative.</i>	<i>Performance and development goal to be achieved (stated simply).</i>	<i>Evidence that will be used to demonstrate progression and goal.</i>	<i>What actions will I take to achieve the goal?</i>	<i>How does the goal connect to the College's Strategic Plan (and/ or other plans)?</i>	<i>What are the timeframe milestones?  Timeframe in which the goal will be achieved</i>	<i>Support/ resources that will be required to achieve the goal.  <u>Key Personnel:</u> Who is responsible/ensuring we are on track.</i>	<i>How will you know you have been successful (quantitative and measurable)</i>
Evangelisation Plan Focus	Percentage of participation rates in Retreats, Community Mass, Social Justice Team, Australian Catholic Youth Festival	<b>Enhance staff and student engagement in the religious life of the College</b>	Survey and evaluations  Increase religious Iconography  Expand Social Justice co-curricular	Voluntary Staff Retreat Program  External facilitators for Retreats for Y5, 11 and 12  Create Environmental Justice team	<b>Contribute:</b> Give witness to our faith. Strong service learning culture.  <b>Grow:</b> Shared beliefs and understandings, job embedded professional learning that supports the growth, development and aspirations of all staff.	Term 3 2019	Principal, Vice-Principal, Co-ordinator of Christian Service Learning, Coordinator of Retreats.	Response to Staff Retreat Survey. Staff/student Retreat attendance, level of engagement and evaluation. Increased staff/student awareness of social justice issues.

					<b>Sustain:</b> Ensuring all students find their place in the world. Seek Truth on our stewardship of resources			
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Build relationships which empower MCC Aboriginal community (parents/guardians/carers) to engage with their child's learning	Attendance at school events such as Parent Information evenings and Parent / Teacher interviews.	Advertising, welcoming letter, SMS to key stakeholders	Contribute Seek truth in our relationship Parental and Community involvement	Term 2 and Term 4	Aboriginal Teacher Assistant, DTL Head of Primary School	An increase in the number of parents / guardians that attend Parent Information evenings and Parent teacher Interviews.
<b>Curriculum Plan Focus</b>	Formative, summative and anecdotal data is used routinely to drive appropriate instructional practices.	Data is used routinely to drive appropriate instructional practices  To be able to use instructional practices to improve the development of the student	Student academic reports, Student standardised test SEQTA reports	Audit of formative assessment practices within each department/area of the College.  Increase PLC time and revised format of PLC dedicated to understanding instructional practices.  Agenda items on DTL/HoP, Middle Leaders/Department meetings.  Staff to trial various methods of formative assessment in their classroom during Term 1.	<b>Achieve</b> Collaboration, inquiry, research and decisions based on student data	2019 Term 4	Senior Leadership Team Middle Leaders	We will see an increase in academic performance from 2018 using a variety of standardised tests and academic reports

				<p>Increase in knowledge, practice and understanding of formative strategies (feedback to stakeholders).</p> <p>Investigate opportunities for greater parental involvement in providing feedback on formative, summative and anecdotal feedback.</p>				
<p>Early Years Focus <i>(if applicable)</i></p>	<p>NQS Audit:</p>	<p>Increase opportunities and planning Play-based learning inside and outside the classroom.</p> <p>Child Agency is evident in planning learning activities.</p>	<p>ELY Programs and plans.</p>	<p>Collaborative meetings and planning opportunities for staff.</p> <p>Collect data based on Social Skills and inquiry skills.</p>	<p>Generate high levels of student confidence in their learning and high academic achievement.</p>	<p>Team Meetings Every 2 weeks ELY Program meetings - T2 and T4.</p>	<p>HoPS AHoPS</p>	<p>Increase in student's building social skills &amp; positive relationships.</p> <p>Increased collaboration/co-operating through play, to see an increase in children learning how to negotiate and problem solve personal dilemmas.</p>
<p>Additional Focus <i>(optional)</i></p>								

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**Informed by evidence from:**

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

**ONGOING EVALUATION**



wellbeing etc.

Survey (TUPS)

Spiral of Inquiry (Timperley, Halbert & Kaser 2014)