



ANNUAL SCHOOL IMPROVEMENT PLAN 2019 – ST MARY’S COLLEGE, BROOME

CEWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>		ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i>			
STRAT. PLAN OUTCOMES The outcomes we seek are:	<ul style="list-style-type: none"> Higher levels of student achievement Improving student confidence in their own learning A complete K-12 learning journey with a strong sense of one school 		<ul style="list-style-type: none"> Healthy, resilient students who are eager to learn Improving student attendance rates High levels of staff well-being 	<ul style="list-style-type: none"> Enrolment growth and retention Contemporary infrastructure that supports learning Organisational efficiency and financial sustainability 	<ul style="list-style-type: none"> Student demographic make-up that reflects the diversity within the Broome community Increased opportunities for Christian Service Learning Strong understanding of the College Vision, Mission and Core values 			
Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence Qualitative and quantitative	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progress	Achievable What actions will I take to achieve the goal? (Actions listed in the Strat Plan + others)	Relevant How does the goal connect to the school's strategic plan (other plans)?	Time Bound Timeframe within which the goal will be achieved	Resources Support required to achieve the goal. Key personnel	Success Criteria How will you know you have been successful (quantitative and measurable)?
FOCUS 1 STUDENT & STAFF WELL-BEING LEAD	Community feedback during Strategic Plan development High referral rates to Psychologists, Social Worker etc.	SP outcomes as at top of page under L & E categories	Survey of students & staff – pre & post Attendance rates as per MySchool website	L7. The Leadership Team to identify a focus or opportunity for each year of this plan, to enhance the K – 12 learning journey across the campuses of the College. <ul style="list-style-type: none"> Mind matters (7-12 + staff) Implement Mental Health First Aid (Yr 8 & 10 – via 3 sessions per year) Rock & Water (Primary) E8. Continue to promote and act to ensure the safety and physical and mental well-being of our staff. E6. Continue to prioritise staff professional learning activities on trauma informed and restorative practice and strengthen team based approaches to enabling positive student behaviour. <ul style="list-style-type: none"> Trauma informed practice Calming spaces Positive behavior support 	As above	2018	Tuesday staff meetings – One per term will be set aside to focus PL on the actions listed Student Services Team Leadership Team	Qualitative feedback from staff (well-being) Referral rates decline by 5% Attendance rates increase by 5% Qualitative – student punctuality improves Decline in the number of 'Pastoral notes' recorded on SEQTA

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FOCUS 2 CHILD SAFETY CURRICULUM (VIA HEALTH/PE) LEAD	<p>High demand for student allied health services, currently a number of students awaiting services.</p> <p>SMC curriculum needs a revised focus to align with the Keeping Safe Child Protection Curriculum and College issues & foci</p>	<p>SP outcomes as at top of page under E category</p> <p>Increased student knowledge of safety of self & others plus healthy lifestyle choices</p> <p>Child Safe Framework PD & self reflection is used to identify focus areas for the College</p>	<p>Staged implementation of review has commenced</p> <p>Compliance with Government requirements</p> <p>Common language is developed across the College for dealing with & discussing safety & health issues</p>	<p>E5. Establish partnerships with external providers to develop a child Health and Well-being Clinic on the campus of St Mary's College with an initial focus on intervention in the early years of schooling.</p> <ul style="list-style-type: none"> • Commencement of student OT rotations through UNDA KRHA (primary) • Explore expansion of student placements eg. Physio, Dietetics & Health prevention <p>E1. Research and trial a program that improves the safety and physical and mental well-being of our students.</p> <ul style="list-style-type: none"> • Child Safe Framework PL • Audit H & PE and all 'LA' curriculum to establish content alignment/gaps. • Establish a Working Party to audit K-12 College programs to ensure they align well with recommendations for a revised curriculum aligned with and covering Keeping SafeChild Protection Curriculum. 	<p>As above</p>	<p>2018</p>	<p>School Leadership Teams LTT, SLT,PLT and CLT</p> <p>Year 7-12 teachers especially H&PE and other identified Learning Area's/Home Room Teachers/YCOs as per identification of curriculum audit. K-6 Classroom Teachers</p>	<p>Staff & student safety awareness checklist</p> <p>Observe – H & PE and other complementary 'Learning Area' Curriculum identified in audit have updated programs enabling delivery of Keeping SafeChild Protection Curriculum.</p>

<p>FOCUS 3</p> <p>STUDENT LEARNING SUPPORT & OPPORTUNITIES</p> <p>LEAD</p>	<p>Demand for places in the primary school has been increasing – K enrolments @ Nov</p>	<p>SP outcomes as at top of page under L & A categories</p>	<p>Attendance rates as per MySchool website</p> <p>Survey of parents & staff QCS 2019</p>	<p>L3. Ensure that a suite of extension and intervention programs that complement the core work occurring in classrooms, are available for all students regardless of funding source.</p> <ul style="list-style-type: none"> • Clontarf • Deadly Sisters (Wirripanda) • Follow the Dream • After school HWK Club accessing UNDA students • Student Services • Psychologists <p>A1. Increase primary enrolments to 3 streams x 25 students starting with Kindergarten in 2019.</p> <p>A2. Identify and implement the additional resourcing required to meet the needs of students in an expanded primary enrolment.</p> <p>A4. Update and implement the College Capital Development Plan to provide the facilities necessary for current and future generations of students to have facilities that are contemporary, attractive and conducive to learning.</p>	<p>As above</p>	<p>Ongoing for the life of the Strategic Plan but particularly significant in 2018 and 2019</p>	<p>Student Services Team</p> <p>Teaching staff</p> <p>College Architect</p> <p>Principal & School Board</p>	<p>Attendance rates increase by 5%</p> <p>No of students accessing student services</p> <p>K enrolments grow</p> <p>New facilities are delivered on the Primary campus</p> <p>Survey responses indicate at least 85% of responses believe that St Mary' is a place where:</p> <ul style="list-style-type: none"> • Facilities are attractive, contemporary & support learning
<p>FOCUS 4</p> <p>CHRISTIAN SERVICE</p> <p>LEAD</p>	<p>Age appropriate practices are just being established and need to develop further</p>	<p>Establish a minimum expectation of Christian Service contribution for students in each sub-school group:</p> <p>K-3, 4-6, 7-9,10-12</p>	<p>Student Christian Service records held on school database</p>	<p>D1. Develop a structured Christian Service Learning program that provides opportunities for active service in the local community.</p> <p>D2. Continue to support existing partnerships and establish new ones, with organisations that assist children and families who continue to experience difficulties due to: socio-economic disadvantage, trauma and language backgrounds other than English.</p>	<p>As above</p> <p>Evangelisation Plan</p>	<p>By end of 2019</p>	<p>Christian Service Co-ordinator</p> <p>Class Teachers</p>	<p>Expectations established</p> <p>100% of students meet minimum expectation at each transition point by end of 2019</p>

Informed by evidence from:

ONGOING EVALUATION

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)