



## St Mary's College 2015 Annual School Improvement Plan

<b>LEARNING</b>	<b>Strategic Plan Link (School)</b>	<b>SMART Goals Strategic Plan Link (Specific, Measurable, Achievable, Result Orientated, Timed)</b>	<b>Actions/Strategies (How will we do it?)</b>	<b>Responsibility &amp; Timeline (Who will lead/drive this? When will the action be done?)</b>	<b>Resources &amp; CEO Involvement</b>	<b>QCS Component link</b>	<b>Success indicators (How we will know we have been successful)</b>
<p>Enhance student achievement and wellbeing</p> <p>Increase student and staff engagement in their own learning and faith formation</p>	3.1.5 Maintain and extend comprehensive data sets to inform teaching and learning. 3.5.1 – Use school based and national data sets to inform teacher practice.	Data is used to determine student levels and identify students learning targets/ needs.	Collaborative Learning Project <ul style="list-style-type: none"> <li>CLP Team will attend professional learning days in Perth.</li> <li>CLP Team will deliver PL to whole school</li> <li>Teachers will implement strategies identified with support of CLP Team.</li> </ul>	Principal and Collaborative Learning Project Team	Professional learning facilitated by Lyn Sharratt and CEOWA	302- Analysis and discussion of data	Teachers will be using data walls to inform and track student data to inform teaching.
		Students identified as ESL are catered for by a program to deliver additional tuition in English.	Funding opportunities for ESL students sourced by Principal and Business Manager. Additional ESL Tuition time arranged by HOP/HOS meeting budget constraints.	Provided funding is available, HOP and HOS to arrange learning support for ESL students within 1 month of funding becoming available.	Tuition funds for additional ESL tutor/teacher time.	304 – Targeted use of school resources.	ESL students will show improved learning data.
	3.2.2 Establishment of a Gifted Academic Program from Year 4-8.	Students identified as requiring academic extension are catered for by an academic extension program in Years 7-8. Enrichment on primary program for years 4-6 to be	Appoint of a Gifted Academic Program Coordinator for Yr 7/8  Test Year 7/8 students for suitability for the program  Commence GAP program in	Year 7/8 project to be delivered by GAP Coordinator supported by Principal and HOS.  Year 4-6 project to be delivered by Special Needs Coordinator	Budget for GAP program provided by SMC.  Support from CEOWA consultant for	307 – Differentiated Teaching and Learning	Needs survey of parents/students attending the program will have favorable results.  High levels of

		continued.	Years 4-6 and Year 7/8 with a different project focus each term.  Teachers supported with advice by coordinator on how to differentiate their mainstream programs to accommodate GAP student needs.	supported by HOP and Curriculum Coordinator.  Coordinators will meet with teachers Year 4 – 8 to facilitate and upskill teachers in differentiation to accommodate students identified as GAP students.	teacher coordinating the project.		engagement and success by students in completion of project work associated with their GAP projects.
	4.5.1 Review and develop the ICT Plan for teaching, learning and PD in the College.	Integration of ICT in the teaching learning cycle in classrooms from K-12.	Staff are upskilled in the use of ICT and continue to upskill through professional learning opportunities. Secondary ICT Team established. (Primary is already in place)	ICT upskilling driven for K-6 teachers by HOP and Curriculum Coordinator. ICT upskilling for 7-12 teachers driven by HOS supported by LAC's.	ICT support from ICT technicians at SMC. Professional Learning events – CEOWA and external providers.	308 – Effective Pedagogical Practices.	Increased use of ICT in lesson delivery by all teachers.  Enhanced student engagement and learning through the use of ICT .
		Review and implement processes/improvements to MSB Year 7-12. Maintain and review Positive Behaviour Program K-6.	Establish a MSB review team to work on review of current practices and documentation on the SMC secondary campus.  Engage Jo Fox as outside expert facilitator to work with MSB Team.	MSB review will be driven by HOS.  Goal to have review and MSB matrix completed by end of Semester 1 2015	Jo Fox – Lead DOE School Psychologist	Student engagement.  Staff Wellbeing	Behaviour matrix established and communicated to staff, students and parents.  Primary Positive Behaviour implemented.
	<b>Strategic Plan</b>	<b>SMART Goals</b>	<b>Actions/Strategies</b>	<b>Responsibility &amp;</b>	<b>Resources &amp;</b>	<b>QCS</b>	<b>Success</b>

<b>ENGAGEMENT</b>	<b>Link</b>	<b>Strategic Plan Link</b>		<b>Timeline</b>	<b>CEO Involvement</b>	<b>Component link</b>	<b>indicators (How we will know we have been successful)</b>
<b>Enhance parental engagement in their child's learning and faith formation.</b>	School Community Partnership Agreement 2.1.3	Partnerships are fostered and nurtured between parents / partnerships and service providers.	To reinforce and continue the positive relationships between the school community and the school. Ensure new families receive a copy of the Partnership Agreement.  ATA upskilling	Principal and Head of Primary to distribute at enrolment interviews.	CEO Consultants.  HOP	Student Engagement	Increased Indigenous enrolments. ATA's with additional qualifications completed.
		Enhancement of staff and qualifications to increase understanding of student wellbeing and engagement.	Trauma informed practice. Provide Professional Learning	HOP and HOS  Student Wellbeing Action Team meetings.	DOE School Psych Team.		Staff have additional qualifications from attending PD's.
		Review our secondary reporting cycles and processes to better engage and inform parents.	Consultation with secondary Learning and Teaching Team for feedback re how to better engage and inform parents of student achievement.	Head of Secondary – review completed by end of Semester 1.  Letter explaining Australian Curriculum reporting distributed to all parents by Principal. Flyer to be included with all reports.	SCSA website outlining reporting requirements for WA students.		Parent survey Staff feedback
<b>Develop our people to be leaders in Catholic Education's mission</b>							



ACCOUNTABILITY	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed)	Actions/Strategies (How will we do it?)	Responsibility & Timeline (Who will lead/drive this? When will the action be done?)	Resources (How will we utilize our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)
<p><b>Increase understanding of our individual and collective responsibility for Catholic Education's mission</b></p> <p><b>Ensure inclusivity, good governance and the resource allocation required to meet our mission</b></p>	<p>4.2.3 Develop a staff appraisal process including peer review.</p> <p>4.4.1 Develop a performance management plan that supports the accountability and involves every member of staff.</p>	<p>All teaching staff receive feedback from CLT in formative process linked to the AITSL standards by the end of Term 4.</p> <p>Formative review for LAC's and Primary Leadership with 2+ Yrs. in position.</p>	<p>Principal to complete overview document of appraisal process at SMC.</p> <p>Formative review for LAC's and Primary Leadership with 2+ Yrs. in position facilitated by principal.</p> <p>Teaching staff AITSL reviews facilitated by HOP and HOS with assistance from Principal.</p>	<p>Principal assisted by HOS and HOP.</p> <p>Reviews completed by end of Term 4 2015.</p>	<p>External consultant for reviews of LAC's and Coordinators in position for 2+ years.</p>	<p>Staff wellbeing</p> <p>Professional standards</p>	<p>Staff will receive feedback enabling them to set goals for personal and professional growth.</p>
	<p>4.1.1 Review and develop the College Professional Learning program in line with the</p>	<p>Develop a whole school professional learning plan that is based on needs identified through</p>	<p>Education plan to highlight PL needs.</p>	<p>HOP and HOS on receipt of NAPLAN data.</p>	<p>CEWA School Support Consultant</p>		<p>Principal and Leadership is using data to make informed and data driven</p>

	strategic direction of the College.	student data analysis.					decisions.
	3.11.8 Develop an overall attendance/lateness strategy for the College.	Target set for improved attendance on both campuses and reported each semester to staff/parents/students.	Primary attendance – HOP using SEQTA data  Secondary attendance – HOS using SEQTA data	Data reported at end of Semester 1 and end of Semester 2.	CEWA attendance officer. Deadly Sista Girlz Mentors.		Increased attendance %
<b>DISCIPLESHIP</b>	<b>Strategic Plan Link (School)</b>	<b>SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed)</b>	<b>Actions/Strategies (How will we do it?)</b>	<b>Responsibility &amp; Timeline (Who will lead/drive this? When will the action be done?)</b>	<b>Resources (How will we utilize our human &amp; financial resources)</b>	<b>QCS Component link</b>	<b>Success indicators (How we will know we have been successful)</b>
<b>Enhance opportunities for personal faith development</b>		Staff will have an increased understanding of Catholic faith and culture.	Principal will organize Professional Development to enhance staff understanding of Catholic faith and culture.	End of Term 3	Fr Richard Leonard Professional Learning event	101 – Systematic Evangelisation and Planning	Positive staff feedback.
	1.3.1	Increase staff/student participation in Parish Social Outreach.	Principal and Leadership Team to promote opportunities within the College	Beginning of 2015 in time for parish rosters.	Parish census Parish outreach opportunities.	101 – Systematic Evangelisation and Planning	Increased participation by staff and students in Parish outreach

<b>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</b>		Increased enrolment % of Aboriginal students	Leadership team building positive relationships with Aboriginal people in the community.	ATA's working to support Leadership team in building strong community links.	College Leadership team and ATA's.		Increased enrolment % of Aboriginal students
	1.3.2	Increased enrolment of Catholic students from Broome and Kimberley	Leadership team building positive relationships with Catholic community.	College Leadership Team and REC and College Chaplain.	College Chaplain. Catholic scholarships.		Increased enrolments of Catholic students.