



2020 School Improvement Plan

St Paul's College, Kempsey

CSO Mission

Enabling students to achieve the fullness of life

School Vision

St Paul's College founded upon the Gospel teachings of respect, equality, justice and peace, and incorporates a pastoral care system, which exists within a Catholic environment and ethos. We acknowledge that parents are the prime educators of their children, and recognise that we work in partnership with families to promote the development, learning and self-esteem of our students.

We actively promote the development of the whole person, recognising the worth of each student and allowing them to aim for personal excellence in a safe and supportive environment. Students are encouraged to develop a responsible attitude and desire to learn. We emphasise leadership, responsibility, service and the dignity of the individual.

St Paul's College fosters the Catholic tradition of active involvement in the wider community. We promote celebrations, which develop our sense of identity, sense of belonging and culture.

We believe that students graduating from St Paul's will possess a strong sense of hope, resilience, sound values, generosity of spirit and an awareness of the importance of responsibility within their community and in relationships with others.

Values and Belief Statements

- The Catholic Christian environment in which the teachings of Christ and Gospel values are embedded.
- Liturgy and prayer as essential elements of our College life.
- The importance of the Religious Education program to our community.
- The dignity of the human person.
- The development of the whole person.
- Partnerships between Diocesan, Parish and school communities in all aspects of student welfare.
- The involvement of parents in the College community, recognising their role as prime educators.
- The pursuit of educational and personal excellence in all aspects of life.
- The importance of independent learning, and goal setting to encourage responsibility and personal achievement.
- High quality teaching and high quality learning.
- The professionalism, talents and commitment of staff who provide positive role models.
- Collegiality of staff relationships together with collaborative leadership and decision making.

- Opportunities for personal and professional development of teachers.
- A sense of school spirit and identity as a community.
- Students wearing the school uniform with pride and a sense of belonging.
- A positive attitude to life and the development of self-esteem and self-respect.
- Structures that provide the greatest flexibility to cater for the needs of individual students.
- The safety, peace and beauty of our physical environment
- A positive environment which emphasises Pastoral Care.
- Self-discipline and an understanding of student rights and their associated responsibilities.

School Improvement Theme

Completed

9/02/2020 by Kevin Lewis

Approved

10/02/2020 by Jenny Triglone

Goal 1

Mission

Leadership

Provide a rich and engaging Christ-centred education that ignites and builds disciples of students and staff within our school and parish communities that enact their head, heart and hands.

Intended Outcome

Evangelisation - Celebrating the person of Jesus Christ through recognising the gifts of each student and promoting for them a purposeful life of Christian love and service to others

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none">Staff model positive behaviours and values Making faith relevant and relatable in today's society through: Social Justice Stewardship Restorative Justice	<ul style="list-style-type: none">Adam Voigt - Restorative Justice Leader of Evangelisation Leader of Catechesis All Staff	<ul style="list-style-type: none">Less recorded discipline incidents and increase in student attendance Student participation in more external activities. Masses/ liturgies will be enhanced by increased participation in singing and actions The increased number of commendations Willingness of students to be involved in evangelisation opportunities
<ul style="list-style-type: none">Promote and offer more diverse opportunities for the entire student body (e.g. through Community Service programme)	<ul style="list-style-type: none">Adam Voigt - Restorative Justice Leader of Evangelisation Leader of Catechesis All Staff	<ul style="list-style-type: none">Less recorded discipline incidents and increase in student attendance Student participation in more external activities. Masses/ liturgies will be enhanced by increased participation in singing and actions The increased number of commendations Willingness of students to be involved in evangelisation opportunities
<ul style="list-style-type: none">Whole school/Year Meeting singing (and actions) practise for Masses & Liturgies	<ul style="list-style-type: none">Adam Voigt - Restorative Justice Leader of Evangelisation Leader of Catechesis All Staff	<ul style="list-style-type: none">Less recorded discipline incidents and increase in student attendance Student participation in more external activities. Masses/ liturgies will be enhanced by increased participation in singing and actions The increased number of commendations

Intended Outcome

Evangelisation - Jesus Christ is prominent in prayer and at the heart of all school community gatherings.

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> Promoting to staff, parents and students the importance of participation in the Parish and the sacraments 	<ul style="list-style-type: none"> Pastoral Care teacher Leader of Evangelisation Leader of Catechesis Parent Assembly Parents and Friends 	<ul style="list-style-type: none"> PC teachers will share a prayer with their class each day. Higher attendance rates at Masses, Liturgies and Retreats and reflection days Positive feedback from students regarding faith activities.
<ul style="list-style-type: none"> Greater use of the Chapel during lunchtime for liturgy, prayer & reflection 	<ul style="list-style-type: none"> Pastoral Care teacher Leader of Evangelisation Leader of Catechesis Parent Assembly Parents and Friends 	<ul style="list-style-type: none"> PC teachers will share a prayer with their class each day. Higher attendance rates at Masses, Liturgies and Retreats and reflection days Positive feedback from students regarding faith activities.
<ul style="list-style-type: none"> Encourage attendance at Parish & School Masses, Retreats, etc. 	<ul style="list-style-type: none"> Pastoral Care teacher Leader of Evangelisation Leader of Catechesis Parent Assembly Parents and Friends 	<ul style="list-style-type: none"> PC teachers will share a prayer with their class each day. Higher attendance rates at Masses, Liturgies and Retreats and reflection days Positive feedback from students regarding faith activities.
<ul style="list-style-type: none"> Higher expectations on parents to ensure students attend school on school Mass days 	<ul style="list-style-type: none"> Pastoral Care teacher Leader of Evangelisation Leader of Catechesis Parent Assembly Parents and Friends 	<ul style="list-style-type: none"> PC teachers will share a prayer with their class each day. Higher attendance rates at Masses, Liturgies and Retreats and reflection days Positive feedback from students regarding faith activities.
<ul style="list-style-type: none"> Renewed focus on prayer in PC 	<ul style="list-style-type: none"> Pastoral Care teacher Leader of Evangelisation 	<ul style="list-style-type: none"> PC teachers will share a prayer with their class each day.

	Leader of Catechesis Parent Assembly Parents and Friends	Higher attendance rates at Masses, Liturgies and Retreats and reflection days Positive feedback from students regarding faith activities.
• Continue with House group Parish Masses	• Pastoral Care teacher Leader of Evangelisation Leader of Catechesis Parent Assembly Parents and Friends	• PC teachers will share a prayer with their class each day. Higher attendance rates at Masses, Liturgies and Retreats and reflection days Positive feedback from students regarding faith activities.
• Provide opportunities for greater understanding of the Mass/Sacraments etc., for new students to St. Paul's	• Pastoral Care teacher Leader of Evangelisation Leader of Catechesis Parent Assembly Parents and Friends	• PC teachers will share a prayer with their class each day. Higher attendance rates at Masses, Liturgies and Retreats and reflection days Positive feedback from students regarding faith activities.

Intended Outcome

Evangelisation - Deepen the Catholic Identity of the school through formation in and celebration of the Catholic Faith

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

• Provide more opportunities for staff formation/prayer	• Use EREA for leadership opportunities and professional learning Leader of Evengelisation Leader of Catechesis All Staff Parent Assembly Parents and Friends	• Greater supervision A well-attended event where some parents request to know more about the Catholic faith Increased numbers at future masses Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs. Attendance at retreats/ church Higher demand for YMO and Ministry Leader positions
• More encouragement for staff to attend Porta Fidei and other retreat opportunities	• Use EREA for leadership opportunities and professional learning Leader of Evengelisation	• Greater supervision A well-attended event where some parents request to know more about the Catholic faith

Leader of Catechesis
All Staff
Parent Assembly
Parents and Friends

Increased numbers at future masses
Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs.
Attendance at retreats/ church
Higher demand for YMO and Ministry Leader positions

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- Continue to celebrate the Charisms of the College.

- Use EREA for leadership opportunities and professional learning
Leader of Evengelisation
Leader of Catechesis
All Staff
Parent Assembly
Parents and Friends

- Greater supervision
A well-attended event where some parents request to know more about the Catholic faith
Increased numbers at future masses
Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs.
Attendance at retreats/ church
Higher demand for YMO and Ministry Leader positions

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- Continuation of Christian Meditation.

- Use EREA for leadership opportunities and professional learning
Leader of Evengelisation
Leader of Catechesis
All Staff
Parent Assembly
Parents and Friends

- Greater supervision
A well-attended event where some parents request to know more about the Catholic faith
Increased numbers at future masses
Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs.
Attendance at retreats/ church
Higher demand for YMO and Ministry Leader positions

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- Promote participation in the Parent Assembly & Family Retreats

- Use EREA for leadership opportunities and professional learning
Leader of Evengelisation
Leader of Catechesis
All Staff
Parent Assembly
Parents and Friends

- Greater supervision
A well-attended event where some parents request to know more about the Catholic faith
Increased numbers at future masses
Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs.

<ul style="list-style-type: none"> • Mother's/Father's/Grandparent's Day liturgy breakfast/morning tea/BBQ 	<ul style="list-style-type: none"> • Use EREA for leadership opportunities and professional learning Leader of Evengelisation Leader of Catechesis All Staff Parent Assembly Parents and Friends 	<p>Attendance at retreats/ church Higher demand for YMO and Ministry Leader positions</p> <ul style="list-style-type: none"> • Greater supervision A well-attended event where some parents request to know more about the Catholic faith Increased numbers at future masses Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs. Attendance at retreats/ church Higher demand for YMO and Ministry Leader positions
<ul style="list-style-type: none"> • Greater YMO involvement in Catholic Studies class with Youth Ministry activities in preparation for elective Youth Ministry class 	<ul style="list-style-type: none"> • Use EREA for leadership opportunities and professional learning Leader of Evengelisation Leader of Catechesis All Staff Parent Assembly Parents and Friends 	<ul style="list-style-type: none"> • Greater supervision A well-attended event where some parents request to know more about the Catholic faith Increased numbers at future masses Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs. Attendance at retreats/ church Higher demand for YMO and Ministry Leader positions
<ul style="list-style-type: none"> • Strengthening of Ministry Leadership 	<ul style="list-style-type: none"> • Use EREA for leadership opportunities and professional learning Leader of Evengelisation Leader of Catechesis All Staff Parent Assembly Parents and Friends 	<ul style="list-style-type: none"> • Greater supervision A well-attended event where some parents request to know more about the Catholic faith Increased numbers at future masses Bringing parents together and reflecting on their childrens' wellbeing and support of the school's teachings and beliefs. Attendance at retreats/ church Higher demand for YMO and Ministry Leader positions

Intended Outcome

Catechesis - Enhance student inquiry and engagement in religious education

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none">Continued implementation of Catholic World View into all KLA's	<ul style="list-style-type: none">All teaching staff and Teacher Assistants Staff	<ul style="list-style-type: none">Completion of topics that have been permeated and implemented. Engagement of students and understanding. Positive student survey data regarding classroom engagement. improved academic results in Religious Education classes
<ul style="list-style-type: none">Introduction of Studies in Catholic Thought to replace the Catholic Studies Course in Year 11 in 2020	<ul style="list-style-type: none">SEACS Team, LoC, LoP, RE Teachers	<ul style="list-style-type: none">Completion of topics that have been permeated and implemented. Engagement of students and understanding. Positive student survey data regarding classroom engagement. improved academic results in Religious Education classes
<ul style="list-style-type: none">Implementation of RENEW 2020-2021 Religious Education through inquiry based learning in Stage 4	<ul style="list-style-type: none">SEACS Team , LoC, LoP Stage Teachers	<ul style="list-style-type: none">Completion of topics that have been permeated and implemented. Engagement of students and understanding. Positive student survey data regarding classroom engagement. improved academic results in Religious Education classes
<ul style="list-style-type: none">Continued emphasis of Scriptural Focus for teachers of Catholic Studies	<ul style="list-style-type: none">SEACS Team, LoC, Catholic Studies Teachers	<ul style="list-style-type: none">Completion of topics that have been permeated and implemented. Engagement of students and understanding. Positive student survey data regarding classroom engagement. improved academic results in Religious Education classes

Goal 2

Learning and Teaching

Culture of continuous improvement through a school-wide, student centred and evidence-based approach to learning and teaching leading to improved student outcomes (learning) and engagement.

Intended Outcome

Literacy - The College has improved our overall literacy results and has a whole school cross-curricular literacy focus on improving writing skills and sophistication

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none">Continue and expand LLI	<ul style="list-style-type: none">LOP and Literacy Co-ordinator	<ul style="list-style-type: none">Improvement in Naplan growthGreater use of a range of conjunctions in sentencesCommon language for both students and staffImprovement in readiness for senior coursesGreat sophistication in writing
<ul style="list-style-type: none">Continue and expand writing groups	<ul style="list-style-type: none">LOP and Literacy Co-ordinator	<ul style="list-style-type: none">Improvement in Naplan growthGreater use of a range of conjunctions in sentencesCommon language for both students and staffImprovement in readiness for senior coursesGreat sophistication in writing
<ul style="list-style-type: none">PEEL paragraphs across classes and subjects	<ul style="list-style-type: none">LOP and Literacy Co-ordinator	<ul style="list-style-type: none">Improvement in Naplan growthGreater use of a range of conjunctions in sentencesCommon language for both students and staffImprovement in readiness for senior coursesGreat sophistication in writing
<ul style="list-style-type: none">Embed CRUSHLIT	<ul style="list-style-type: none">LOP and Literacy Co-ordinator	<ul style="list-style-type: none">Improvement in Naplan growthGreater use of a range of conjunctions in sentencesCommon language for both students and staffImprovement in readiness for senior courses

<ul style="list-style-type: none"> To introduce greater range of conjunctions in sentences through use of language cards in the junior school 	<ul style="list-style-type: none"> LOP and Literacy Co-ordinator 	<p>Great sophistication in writing</p> <ul style="list-style-type: none"> Improvement in Naplan growth Greater use of a range of conjunctions in sentences Common language for both students and staff Improvement in readiness for senior courses Great sophistication in writing
<ul style="list-style-type: none"> Yr 7 Grammar cross-curricular program 	<ul style="list-style-type: none"> LOP and Literacy Co-ordinator 	<ul style="list-style-type: none"> Improvement in Naplan growth Greater use of a range of conjunctions in sentences Common language for both students and staff Improvement in readiness for senior courses Great sophistication in writing
<ul style="list-style-type: none"> Literacy Planet 	<ul style="list-style-type: none"> LOP and Literacy Co-ordinator 	<ul style="list-style-type: none"> Improvement in Naplan growth Greater use of a range of conjunctions in sentences Common language for both students and staff Improvement in readiness for senior courses Great sophistication in writing
<ul style="list-style-type: none"> Subject specific vocab lists 	<ul style="list-style-type: none"> LOP and Literacy Co-ordinator 	<ul style="list-style-type: none"> Improvement in Naplan growth Greater use of a range of conjunctions in sentences Common language for both students and staff Improvement in readiness for senior courses Great sophistication in writing
<ul style="list-style-type: none"> Increase opportunities for students to write using pen and technology 	<ul style="list-style-type: none"> LOP and Literacy Co-ordinator 	<ul style="list-style-type: none"> Improvement in Naplan growth Greater use of a range of conjunctions in sentences Common language for both students and staff Improvement in readiness for senior courses Great sophistication in writing
<ul style="list-style-type: none"> Continue to use PAT-R testing and data more 	<ul style="list-style-type: none"> LOP and Literacy Co-ordinator 	<ul style="list-style-type: none"> Improvement in Naplan growth

effectively and authentically

Greater use of a range of conjunctions in sentences
Common language for both students and staff
Improvement in readiness for senior courses
Great sophistication in writing

Intended Outcome

Numeracy - The College has improved overall numeracy particularly for students requiring intervention.

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

<ul style="list-style-type: none">• Five EMU sessions per week - years 7&8	<ul style="list-style-type: none">• LOP and Numeracy Co-ordinator	<ul style="list-style-type: none">• Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4
<ul style="list-style-type: none">• Implement and use of numeracy across all subject areas	<ul style="list-style-type: none">• LOP and Numeracy Co-ordinator	<ul style="list-style-type: none">• Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4
<ul style="list-style-type: none">• Key person responsible for identifying students needing EMU	<ul style="list-style-type: none">• LOP and Numeracy Co-ordinator	<ul style="list-style-type: none">• Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4
<ul style="list-style-type: none">• Numeracy Co-ordinator responsible for PAT-M analysis	<ul style="list-style-type: none">• LOP and Numeracy Co-ordinator	<ul style="list-style-type: none">• Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4
<ul style="list-style-type: none">• Use data to target and track students in their transition to high school	<ul style="list-style-type: none">• LOP and Numeracy Co-ordinator	<ul style="list-style-type: none">• Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results

<ul style="list-style-type: none"> • Use data to inform meaningful intervention 	<ul style="list-style-type: none"> • LOP and Numeracy Co-ordinator 	<p>Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4</p> <ul style="list-style-type: none"> • Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4
<ul style="list-style-type: none"> • PAT-M testing at the beginning and end of year, Year 7 and 8 in Term 1 and Term 4. 	<ul style="list-style-type: none"> • LOP and Numeracy Co-ordinator 	<ul style="list-style-type: none"> • Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4
<ul style="list-style-type: none"> • Continue Quicksmart for 7&8 	<ul style="list-style-type: none"> • LOP and Numeracy Co-ordinator 	<ul style="list-style-type: none"> • Measure growth NAPLAN Year 9 Class assessments involving numeracy component Increased PAT-M results Progressively reduced numbers requiring EMU Data from PAT-M, Term 1 and 4

Intended Outcome

The college has an engaging student-centred pedagogy that improves student learning.

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

<ul style="list-style-type: none"> • REAL school strategies implemented and discussed 		<ul style="list-style-type: none"> • Increase in completion and submission of tasks Increase in student engagement - use a survey and qualitative data Cross curricular assessment and topics Behaviour issues subside meaningful assessment data results PBL on display Students more engaged in completion of a task and wanting to have a go at it.
<ul style="list-style-type: none"> • Inquiry -based learning such as PBL introduced and embedded 		<ul style="list-style-type: none"> • Increase in completion and submission of tasks Increase in student engagement - use a survey

and qualitative data
Cross curricular assessment and topics
Behaviour issues subside
meaningful assessment data results
PBL on display
Students more engaged in completion of a task
and wanting to have a go at it.

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- Evidence based learning utilised

- Increase in completion and submission of tasks
Increase in student engagement - use a survey
and qualitative data
Cross curricular assessment and topics
Behaviour issues subside
meaningful assessment data results
PBL on display
Students more engaged in completion of a task
and wanting to have a go at it.

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- Formative assessment embedded into teaching
practice

- Increase in completion and submission of tasks
Increase in student engagement - use a survey
and qualitative data
Cross curricular assessment and topics
Behaviour issues subside
meaningful assessment data results
PBL on display
Students more engaged in completion of a task
and wanting to have a go at it.

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- Increase student voice and choice in assessment
and learning strategies

- Increase in completion and submission of tasks
Increase in student engagement - use a survey
and qualitative data
Cross curricular assessment and topics
Behaviour issues subside
meaningful assessment data results
PBL on display
Students more engaged in completion of a task
and wanting to have a go at it.

<ul style="list-style-type: none"> • Varied, differentiated and innovative pedagogy across all areas 	<ul style="list-style-type: none"> • Increase in completion and submission of tasks Increase in student engagement - use a survey and qualitative data Cross curricular assessment and topics Behaviour issues subside meaningful assessment data results PBL on display Students more engaged in completion of a task and wanting to have a go at it.
<ul style="list-style-type: none"> • Mapping cross-curricular activities and assessment where relevant 	<ul style="list-style-type: none"> • Increase in completion and submission of tasks Increase in student engagement - use a survey and qualitative data Cross curricular assessment and topics Behaviour issues subside meaningful assessment data results PBL on display Students more engaged in completion of a task and wanting to have a go at it.
<ul style="list-style-type: none"> • Adaptive assessment that allows ALL students to experience growth (includes modified tasks) 	<ul style="list-style-type: none"> • Increase in completion and submission of tasks Increase in student engagement - use a survey and qualitative data Cross curricular assessment and topics Behaviour issues subside meaningful assessment data results PBL on display Students more engaged in completion of a task and wanting to have a go at it.
<ul style="list-style-type: none"> • Positive Behaviour strategies 	<ul style="list-style-type: none"> • Increase in completion and submission of tasks Increase in student engagement - use a survey and qualitative data Cross curricular assessment and topics Behaviour issues subside meaningful assessment data results PBL on display

Students more engaged in completion of a task and wanting to have a go at it.

Intended Outcome

The college is a place where reflection, and reflection-based action are essential to the learning environment.

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none">• Develop whole-school approach to learning reflection		<ul style="list-style-type: none">• Students can identify their strengths and weaknesses, ensuring more confidence in their abilities. Students take more responsibility for own learning
<ul style="list-style-type: none">• Include parents in feedback process where suitable for their input/reflection		<ul style="list-style-type: none">• Students can identify their strengths and weaknesses, ensuring more confidence in their abilities. Students take more responsibility for own learning
<ul style="list-style-type: none">• Reflect on written feedback before marks are distributed		<ul style="list-style-type: none">• Students can identify their strengths and weaknesses, ensuring more confidence in their abilities. Students take more responsibility for own learning
<ul style="list-style-type: none">• Tasks without marks only feedback		<ul style="list-style-type: none">• Students can identify their strengths and weaknesses, ensuring more confidence in their abilities. Students take more responsibility for own learning
<ul style="list-style-type: none">• Providing solutions for students reflections individually where appropriate.		<ul style="list-style-type: none">• Students can identify their strengths and weaknesses, ensuring more confidence in their abilities. Students take more responsibility for own learning
<ul style="list-style-type: none">• Staff to scaffold reflection questions based on task, learnings and future actions		<ul style="list-style-type: none">• Students can identify their strengths and weaknesses, ensuring more confidence in their abilities. Students take more responsibility for own learning
<ul style="list-style-type: none">• Meaningful engagement with the COI process		<ul style="list-style-type: none">• Students can identify their strengths and

weaknesses, ensuring more confidence in their abilities.
Students take more responsibility for own learning

- SPOT and P2P as a reflection process self and peer assessment

- Students can identify their strengths and weaknesses, ensuring more confidence in their abilities.
Students take more responsibility for own learning

Intended Outcome

The college has a framework developed to map student learning abilities to educational pathways.

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> • More VET opportunities sourced 		<ul style="list-style-type: none"> • Students remaining at school to complete VET courses Students making the right choice in subjects and succeeding Higher retention rates Remove stigma of non-ATAR pathway by parents and students Focused HSC students
<ul style="list-style-type: none"> • Educate parents about the courses and pathways on offer 		<ul style="list-style-type: none"> • Students remaining at school to complete VET courses Students making the right choice in subjects and succeeding Higher retention rates Remove stigma of non-ATAR pathway by parents and students Focused HSC students
<ul style="list-style-type: none"> • Work Readiness Program- discussion to be continued in order to embed (whole non-ATAR class) 		<ul style="list-style-type: none"> • Students remaining at school to complete VET courses Students making the right choice in subjects and succeeding Higher retention rates Remove stigma of non-ATAR pathway by parents

and students
Focused HSC students

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- ATAR/ non-ATAR pathways to be more defined with increased student and parent awareness of future courses and requirements.

- Students remaining at school to complete VET courses
Students making the right choice in subjects and succeeding
Higher retention rates
Remove stigma of non-ATAR pathway by parents and students
Focused HSC students

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- Content endorsed courses -outdoor recreation, animals

- Students remaining at school to complete VET courses
Students making the right choice in subjects and succeeding
Higher retention rates
Remove stigma of non-ATAR pathway by parents and students
Focused HSC students

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- Decision tree to assist with students course selections

- Students remaining at school to complete VET courses
Students making the right choice in subjects and succeeding
Higher retention rates
Remove stigma of non-ATAR pathway by parents and students
Focused HSC students

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- YES program

- Students remaining at school to complete VET courses
Students making the right choice in subjects and succeeding
Higher retention rates
Remove stigma of non-ATAR pathway by parents and students

Goal 3

Pastoral Care

To build a shared understanding of Pastoral Care across the College.

Intended Outcome

An explicit understanding of what positive College behaviour looks like.

An explicit understanding of discipline policies by all stakeholders.

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- Establish a clear pathway in regards to who deals with incidents and decides on the outcomes of negative student discipline across the College, through the development of a visual flowchart which differentiates academic and pastoral directions.

- decreased discipline issues - less students out of classrooms
lowered staff stress levels
greater student engagement
Schoolworx - discipline issues noted.
Teaching staff all being responsible and consistent with expectations and discipline. Students then uphold what is expected of them.
Consistency of all staff to action discipline and expectations.

- AP-Mission & LoW&PC to finalise discipline outcomes in order to create consistent consequences.

- decreased discipline issues - less students out of classrooms
lowered staff stress levels
greater student engagement
Schoolworx - discipline issues noted.
Teaching staff all being responsible and consistent with expectations and discipline. Students then uphold what is expected of them.
Consistency of all staff to action discipline and expectations.

- Continue to evaluate the “SPARC” program across Years 7-10.

- decreased discipline issues - less students out of classrooms
lowered staff stress levels

greater student engagement
 Schoolworx - discipline issues noted.
 Teaching staff all being responsible and consistent with expectations and discipline. Students then uphold what is expected of them.
 Consistency of all staff to action discipline and expectations.

- Students are prompted and supported to behave appropriately and follow College expectations around policies (rules).

- decreased discipline issues - less students out of classrooms
 lowered staff stress levels
 greater student engagement
 Schoolworx - discipline issues noted.
 Teaching staff all being responsible and consistent with expectations and discipline. Students then uphold what is expected of them.
 Consistency of all staff to action discipline and expectations.

- Expecting, capable and supported classroom management strategies across the College.

- decreased discipline issues - less students out of classrooms
 lowered staff stress levels
 greater student engagement
 Schoolworx - discipline issues noted.
 Teaching staff all being responsible and consistent with expectations and discipline. Students then uphold what is expected of them.
 Consistency of all staff to action discipline and expectations.

Intended Outcome

An understanding that learning cannot happen in the absence of positive wellbeing.
 Improving student wellbeing in order to decrease student distress at school.
 Developing positive student/student & student/teacher relationships to enhance wellbeing.

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

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|---|---|---|
| <ul style="list-style-type: none"> • Pastoral care teachers to play an important role in being the first contact point for students each day, communicating concerns to the Pastoral Coordinators. | <ul style="list-style-type: none"> • Role of PC teachers need to be supported/ expanded to better manage/ accommodate/ define their students' overall wellbeing. | <ul style="list-style-type: none"> • Embedded checked in circles expectation - schedule in PC time for example. improved relationships between students and teachers
Decrease in student acute cases.
increase student engagement/.
Can trust and approach the pastoral care staff with problems.
survey students
DOLSIS data indicates an increase in student wellbeing |
| <ul style="list-style-type: none"> • Pastoral Care staff to provide more opportunities for students to engage in PC time. | <ul style="list-style-type: none"> • Role of PC teachers need to be supported/ expanded to better manage/ accommodate/ define their students' overall wellbeing. | <ul style="list-style-type: none"> • Embedded checked in circles expectation - schedule in PC time for example. improved relationships between students and teachers
Decrease in student acute cases.
increase student engagement/.
Can trust and approach the pastoral care staff with problems.
survey students
DOLSIS data indicates an increase in student wellbeing |
| <ul style="list-style-type: none"> • All staff are expected to check in with students across the week. 'Check in' time built into PC time. | <ul style="list-style-type: none"> • Role of PC teachers need to be supported/ expanded to better manage/ accommodate/ define their students' overall wellbeing. | <ul style="list-style-type: none"> • Embedded checked in circles expectation - schedule in PC time for example. improved relationships between students and teachers
Decrease in student acute cases.
increase student engagement/.
Can trust and approach the pastoral care staff with problems.
survey students
DOLSIS data indicates an increase in student wellbeing |
| <ul style="list-style-type: none"> • New students to the school to have any | <ul style="list-style-type: none"> • Role of PC teachers need to be supported/ | <ul style="list-style-type: none"> • Embedded checked in circles expectation - |

concerning factors (such as welfare, medical, additional needs) appropriately outlined to all staff.

expanded to better manage/ accommodate/ define their students' overall wellbeing.

schedule in PC time for example.
improved relationships between students and teachers
Decrease in student acute cases.
increase student engagement/
Can trust and approach the pastoral care staff with problems.
survey students
DOLSIS data indicates an increase in student wellbeing

- Positive relationship building to occur within PC time and through events such as; retreats; reflection days; feast day activities; end of Prelim BBQ; ATAR BBQ; sports.

- Role of PC teachers need to be supported/ expanded to better manage/ accommodate/ define their students' overall wellbeing.

- Embedded checked in circles expectation - schedule in PC time for example.
improved relationships between students and teachers
Decrease in student acute cases.
increase student engagement/
Can trust and approach the pastoral care staff with problems.
survey students
DOLSIS data indicates an increase in student wellbeing

Intended Outcome

Build a shared understanding and culture of respect across the College through explicit teaching of what positive relationships look like.

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- Professional Learning days promote restorative practices
- Implementing restorative practices into our conversations and daily interactions with students.
- Structured and additional Pastoral Care time to include activities on acceptance.

- Student development of an awareness of acceptance towards all people within our community, through engagement in community events.
-

Goal 4

Leadership

Family School Partnership

To provide authentic Catholic leadership which is inclusive of all staff, students and families, and which provides all members of the College community opportunities to SHINE

Intended Outcome

Increased family engagement in school, while considering culturally appropriate systems and opportunities

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- Early contact to families by staff in the year (i.e. phone calls/emails)

- Parents feel some ownership over their child's school and education, and their suggestions being heard.
Family numbers
Who turns up
Riverside park gathering and BBQ for community engagement.

- Staff to continue contact with families throughout the year

- Parents feel some ownership over their child's school and education, and their suggestions being heard.
Family numbers
Who turns up
Riverside park gathering and BBQ for community engagement.

- Invite parents into classrooms (selective)

- Parents feel some ownership over their child's school and education, and their suggestions being heard.
Family numbers
Who turns up
Riverside park gathering and BBQ for community engagement.

- Encourage/seek parental involvement in extra-curricular activities

- Parents feel some ownership over their child's school and education, and their suggestions being

- Gather family feedback through surveys at Parent - Teacher Interviews and online forums

heard.
 Family numbers
 Who turns up
 Riverside park gathering and BBQ for community engagement.

- Provide online webinars for parent information & learning sessions.
 Have a pop up stands at Riverside Markets e.g.

- Parents feel some ownership over their child's school and education, and their suggestions being heard.
 Family numbers
 Who turns up
 Riverside park gathering and BBQ for community engagement.

- Enhance the community engagement meetings, by providing catered meeting appointments in suitable locations off school site (with child minding)

- Parents feel some ownership over their child's school and education, and their suggestions being heard.
 Family numbers
 Who turns up
 Riverside park gathering and BBQ for community engagement.

- Parents feel some ownership over their child's school and education, and their suggestions being heard.
 Family numbers
 Who turns up
 Riverside park gathering and BBQ for community engagement.

Intended Outcome

Families to have reason, evidence, skills and opportunities to be 'champions' of our College and all of its endeavours

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- Invite families to events such as sports days, excursions, classes, working bees

- School achievements are well-promoted through media outlets.
 Diaries in class are a number one priority.

	<p>Increase in social media engagement tracked over time.</p> <p>Involvement of alumni in the College</p>
<ul style="list-style-type: none"> Organised regularly classroom walkthroughs for families. 	<ul style="list-style-type: none"> School achievements are well-promoted through media outlets. Diaries in class are a number one priority. Increase in social media engagement tracked over time. Involvement of alumni in the College
<ul style="list-style-type: none"> Marketing strategies need to be developed and aimed at required audience. 	<ul style="list-style-type: none"> School achievements are well-promoted through media outlets. Diaries in class are a number one priority. Increase in social media engagement tracked over time. Involvement of alumni in the College
<ul style="list-style-type: none"> Develop reasons for families to look at diaries more regularly 	<ul style="list-style-type: none"> School achievements are well-promoted through media outlets. Diaries in class are a number one priority. Increase in social media engagement tracked over time. Involvement of alumni in the College
<ul style="list-style-type: none"> More online (social media) media information and data directed at positive promotion of the College 	<ul style="list-style-type: none"> School achievements are well-promoted through media outlets. Diaries in class are a number one priority. Increase in social media engagement tracked over time. Involvement of alumni in the College
<ul style="list-style-type: none"> More local publicity Publicity officer to maintain and improve positive profile 	<ul style="list-style-type: none"> School achievements are well-promoted through media outlets. Diaries in class are a number one priority. Increase in social media engagement tracked over time. Involvement of alumni in the College

- Develop and encourage alumni

- School achievements are well-promoted through media outlets.
Diaries in class are a number one priority.
Increase in social media engagement tracked over time.
Involvement of alumni in the College

Intended Outcome

Ensuring student voice is heard, recognised and acted upon

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- Tracking of issues with the SRC - noticeboard (physical or digital) with outcomes (initiated, completed, not possible)

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
Increased communication between students and students (including the student leadership bodies) and students and staff.

- Use PC time and year group meetings to ensure students are regularly given opportunities to voice their ideas or concerns

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
Increased communication between students and students (including the student leadership bodies) and students and staff.

- Regular surveys of students including feedback for teachers

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive

meetings, assemblies and surveys.
Increased communication between students and students (including the student leadership bodies) and students and staff.

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- Student leaders (Captains and Ministry Leaders) to continue to meet regularly with the College executive

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
Increased communication between students and students (including the student leadership bodies) and students and staff.

-
- Student choice in assessment

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
Increased communication between students and students (including the student leadership bodies) and students and staff.

-
- Regular classroom visits by College executive

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
Increased communication between students and students (including the student leadership bodies) and students and staff.

-
- Leadership training for SRC

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the

school
 Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
 Increased communication between students and students (including the student leadership bodies) and students and staff.

- Student feedback to whole school body.

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
 Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
 Increased communication between students and students (including the student leadership bodies) and students and staff.

- Continue with student run assemblies.

- Students are confident to voice their ideas and concerns and feel a sense of ownership over the school
 Recognised and regular forums for student voice and feedback: PC, year group meetings, Executive meetings, assemblies and surveys.
 Increased communication between students and students (including the student leadership bodies) and students and staff.

Intended Outcome

Opportunities for growth and development must continue for leadership planning and succession

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- Regular meetings and training

- Implementation of strategies/ outcomes of meetings and training and resources.
 More applications for positions - ability for people to temporarily fill vacancy

Extra planning day for Leader of Learning and pastoral Care.
Continue to have super sub at curriculum meetings

-
- Professional learning opportunities for staff around leadership

- Implementation of strategies/ outcomes of meetings and training and resources.
More applications for positions - ability for people to temporarily fill vacancy
Extra planning day for Leader of Learning and pastoral Care.
Continue to have super sub at curriculum meetings

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- Staff attendance at network meetings

- Implementation of strategies/ outcomes of meetings and training and resources.
More applications for positions - ability for people to temporarily fill vacancy
Extra planning day for Leader of Learning and pastoral Care.
Continue to have super sub at curriculum meetings

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- Staff to have opportunities to express interest in potential leadership opportunities.

- Implementation of strategies/ outcomes of meetings and training and resources.
More applications for positions - ability for people to temporarily fill vacancy
Extra planning day for Leader of Learning and pastoral Care.
Continue to have super sub at curriculum meetings

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- Being able to implement new strategies with higher needs students which may require off school excursions i.e. learning to go shopping, banking common life skills difficult to learn at school.

- Implementation of strategies/ outcomes of meetings and training and resources.
More applications for positions - ability for people to temporarily fill vacancy
Extra planning day for Leader of Learning and

pastoral Care.
Continue to have super sub at curriculum meetings

- Allow for handover time

- Implementation of strategies/ outcomes of meetings and training and resources.
More applications for positions - ability for people to temporarily fill vacancy
Extra planning day for Leader of Learning and pastoral Care.
Continue to have super sub at curriculum meetings

- Continue to increase leadership opportunities through actions such as SPOT

- Implementation of strategies/ outcomes of meetings and training and resources.
More applications for positions - ability for people to temporarily fill vacancy
Extra planning day for Leader of Learning and pastoral Care.
Continue to have super sub at curriculum meetings

Intended Outcome

Encouragement and support is providing for middle leaders to enable them to be inspiring leaders rather than excellent managers

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- Provide Professional Development for any staff members wishing to enhance/develop leadership skills.

- Professional Development for middle leaders (7 Habits course)

- More people will feel empowered to apply for leadership positions.
Consistency in roles for middle leaders.

- Encourage formation about Christian leadership

- More people will feel empowered to apply for leadership positions.
Consistency in roles for middle leaders.

- Mentor system for new leaders to provide training around explicit understanding of leadership vs management

- More people will feel empowered to apply for leadership positions.
Consistency in roles for middle leaders.

Intended Outcome

Ensuring a strong coherence of 3 aspects of College Vision - Mission, Learning and Wellbeing

Action / Responsibilities**Professional Learning / CSO Service Support****Agreed Measures for Success**

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- Ensuring a strong coherence of 3 aspects of College Vision - Mission, Learning and Wellbeing

- Meeting minutes are accessible to all staff.
College community has a strong understanding of link between 3 aspects of leadership
-