

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 the Goal WHAT we will do to achieve the goal HOW we will work together HOW we will do what we do	5. Links	6. Responsibility WHO is responsible to deliver and WHEN	7. CEWA Service Delivery Support & other Key Resources	8. Success Indicators Reportable in Annual Report
WHY	WHY	WHY					
LEARNING							
Leadership Formation:	Provide staff with regular opportunities for professional collaboration, coaching and development both within and beyond the College.	SIT & Leadership Team coaching sessions	Attending PD to help with formation. Leadership Coaching Pillar meetings	MTCC's 5 Pillars SI Team	Brendan Spillane – 3 dates		Continued success with SIT
Transforming our people to lead outstanding catholic learning communities		Continue to develop our L/Ship model – broad & pillars	Convenor meetings – Focus on developing strong and efficient communication channels. Continue the “Towards Transformation” coaching initiative	Spillane Consulting Pillar Team Convenors	Pillar Team conveners Leadership Team Inquiry Learning Pillar		Broader and further developed college leadership group. Positive responses from staff around communication. Google survey EOY
	Implement Inquiry Learning pedagogy towards developing intrinsic learners and life-long learning in students and staff.	Support staff to identify and pursue areas of professional learning online with the articulated vision, mission and strategic targets of the College	Participate in the CEWA Action Learning initiative Leading Lights PLC Meetings re Learning , Teaching and Assessment PLC Meeting with a focus on the collection, interpretation and use of Student Achievement Data to inform differentiated learning programs.	Pillar Team Convenors QCS 301	Daniel Burro / Alan Morrison Brendan Spillane / Other CEWA Schools in initiative		Learning programs reflect data informed planning of strategies and differentiation to target the needs of students in Literacy and Numeracy.
		Provide ongoing professional learning and collaboration in the WALKER LEARNING APPROACH and Problem Based Learning.	Regional Meetings each term Ensure all staff access the Victorian Study Tour of Walker Learning schools and participate in professional learning with the Early Life 360 Institute. Provide PD in ERP's for Yr 3-6 Encourage communal development and sharing of Inquiry Learning resources among teachers/staff – through pooling of resources in the; Walker Learning shed'. Monthly scheduled Inquiry Learning pillar meetings	CEWA ELF Early Life 360 Institute– Kathy Walker	Pillar Team conveners AP Teaching & Learning /Inquiry Learning Pillar		IT activity of staff and students within the Teachig and Learning curriculum.
			Ongoing PD and refresher sessions to keep staff motivated and up to date on the approach Provide time for other grades to visit during the ERP expos	Teachers	Pillar Team convenors Parish		Greater integration of technology in classroom lessons.
			Sacramental Programme partnership with Parish Faith dev activities in conjunction with Parish			Waste Wise Team	Growing capacity to implement ERP's within curriculum
			Through the Green Team, the children are being given				

			the opportunity to become environmental leaders for the School and to educate others on the importance of being Waste Wise and implementing sustainable practices.				Integrated Sacramental Programme. Staff participation in Parish based Faith Dev opportunities.
<p>ENGAGE- MENT</p> <p>Early Years Learning and Care:</p> <p>Partnering across communities to provide the best opportunities for young families</p>	<p>Support early intervention and students at risk including gifted and talented students</p> <p>Refine Pastoral Care policies and procedures, including Behaviour Management</p> <p>Provide parents with valuable opportunities to engage with their child’s learning</p>	<p>Use achievement student data to inform differentiated classroom teaching across the College</p> <p>Provide staff and resources to cater explicitly for students identified at risk or as gifted and talented.</p> <p>Implement the KIDSMATTER Framework across years</p> <p>Empower parents of all cultural backgrounds and languages to engage with the school</p>	<p>Speech screening of all Kindergarten students Complete Online Literacy & Numeracy – Pre-Primary and Observation Survey assessments Yrs 1-3 Commence Brightpath Monitoring</p> <p>Complete Early Mathematics Interview across Yr 1 Provide EMU sessions to identified students Provide Reading Recovery for identified Yr 2 students and then Yr 1 students below level 9 Provide small group sessions in Levelled Literacy Intervention for identified students in Yrs 1-6</p> <p>Identify G&T students from Yr 3-5 and provide a weekly multi-age session with a specialist teacher Establishment of 3YO Kindy</p> <p>Designated ‘KidsMatter’ sessions across P-6 (two per term) emphasizing personal well-being. Frequent references to KidsMatter-related concepts, practices, happenings at Gathering-Times and Assemblies e.g. College values, Virtue of the Month</p> <p>Leadership Team-member welcomes and farewells families every day Parent volunteer help - classroom activities and reading groups, yard-duties, library assistance, school banking, Book Club, etc. FMS in PP Class Parent representatives for social cohesion and outreach to parents and liaison between teacher and parents Teacher-Parent information sessions</p>	<p>QCS 307 Talk the Talk’ Speech Therapy Services Teachers given relief to do the one-on-one assessments Term One. EMU teacher Reading Recovery Teacher Ed Assistants under teacher supervision Specialist Teacher QCS 307</p> <p>Kids Matter Portal QCS 401</p> <p>P&F</p>	<p>Teachers Leadership Tanya Atherton Consulting Numeracy Coordinator/Leadership</p> <p>Tanya Atherton Consulting</p> <p>Kids Matter Pillar</p> <p>Teachers/ Parent coordinators</p>		<p>Enhanced results of all students in all curriculum areas. – a growth of 1 year for each child.</p> <p>G& T programme</p> <p>Increased level of participation by parents. Increase I staff and student morale and resiliency</p> <p>Increased level of participation by parents</p>

	<p>Educate parents about the power of technology as a learning tool at school and at home</p> <p>Recognise and celebrate the cultural diversity of our College community</p>	<p>Assist parents to understand the benefits and challenges their children growing up in the digital age</p> <p>Organise college happenings which allow inter-cultural sharing</p>	<p>Periodical Parent-Teacher Interviews or by appointment as required Learning Journey evening 123 Magic and Emotion Coaching for parents and Sundowners.</p> <p>Portfolios in Pre Primary Digital Portfolios Walker Learning Expos Kindy Report</p> <p>Offer parent ICT sessions in Year-level groups including practical knowledge about their children’s use of iPads in classrooms and at home.</p> <p>Studyladder Seesaw, Digital Portfolios Cyber aware workshops for parents</p> <p>Mother Teresa Feast Day – multi-cultural liturgy and activities, games, cuisine in which children and parents participate.</p> <p>Opportunities for parents from different cultural backgrounds to address the staff to enhance understanding School Bell to change to different types of cultural music to represent the cultures at MTCC</p> <p>Investigation Areas to reflect different cultures at times where possible Recognise Multicultura/Harmony I week Recognise Refugee Week Recognise NADIOC Week</p>		<p>Alan Morrison</p> <p>Whole School</p>		<p>Parent sessions offered.</p>
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Annual School Improvement Plan - 2016

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WHY	WHY	WHY					
ACCOUNT-ABILITY Health and Well-being of Students and Staff: Providing learning environments where everyone can feel safe and can flourish	Educate the community about our shared and collective responsibility to embody our college mission and vision	Openly resist and counter any sense of elitism developing in the College community if, as and when it arises Buddy program for staff	Utilize meetings of P&F, Board, Staff, AGCM and Parish Pastoral Council along with parent information evenings to articulate our collective responsibility to embody our college mission and vision ACCESS for staff Access to school counselor Formalised Buddy program – Induction program Aussie Optimism Cyber Safety Protective Behaviours/Keeping Safe Curriculum Puberty Talks Rainbows Parent Education (Keeping Safe/Rainbows)	MTCC’s 5 Pillars QCS 401			Programmes operating in all classes.
	Highlight the importance of inclusivity in our college and our collective responsibility for achieving this ongoing goal	Advocate for the identification of and provision for disabled students and students with special learning needs	Support of Defence Force Families	QCS 401 CEWA Keeping Safe Trainer	Induction Process CEWA Consultant, Psych, SWD	CEWA Consultant, Psych, SWD	Increased Parent confidence and participation in programmes. Increased involvement in the program, Defence students well-being improved.
	Refine Pastoral Care policies and procedures, including Behaviour Management	Implement the KIDSMATTER Framework across years	SIT engages staff in a number of strategies related to health and wellbeing and mutual respect of staff. e.g. Balloons and weights, surveys, red and blue triangle thinking, Iceberg theory	DSTA/ Defence Forces	DSTA Counsellor School Nurse KidsMatter Pillar Coordinators		
	Increase knowledge and understanding throughout the college community of what is happening to our common home	Teach sustainable practices and model care and protection of our earth	Engaging whole staff in Action Learning teams-Using key questions about behaviors and the how of what we do. SIT continues to take the ‘cultural pulse’ of the college community through processes, strategies and the result of the coaching that they complete.		Sustainability Coordinator Helen McClenaghan	Waste Wise Initiative	
			Utilise the services of relevant CEWA Consultants both as required and on an ongoing basis				
			Network with and utilize outside agencies in the Rockingham / Baldivis area e.g. Defence services, Relationships Australia, Anglicare				
			Designated ‘KidsMatter’ sessions across P-6(two per term) emphasizing personal well-being.				
	Apply quality resources (staff	Work cooperatively with the					

	time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students	College Board to execute the design of Capital Development: Stages 3 and 3a.	Frequent references to KidsMatter-related concepts, practices, happenings at Gathering-Times and Assemblies e.g. College values, Virtue of the Month Protective Behaviours				
		Review College Literacy and Numeracy Resources	Actively promote the development of sustainability practices in the college community e.g. rubbish-free school; class garden-beds; worm-farms.				
		Develop uniform end of year handover procedures	<p>Statements of intent to include a sustainability focus at some point</p> <p>Continue to implement the Waste Wise program and actively promote the development of sustainability practices in the college community.</p> <p>Plan and cater for a future provision to have solar panels installed on the school (with the battery storage)</p> <p>Re-organise Administration staff workloads to cater for developing college community Allocate additional responsibilities to the Assistant Principals of the day-to-day running of the primary section including allocation and purchase of resources and overseeing recurrent budget for learning-teaching.</p> <p>Identify priority areas for future purchasing of Literacy and Numeracy resources to support classroom and intervention programs (with a particular focus on upper primary).</p> <p>Identify and document essential, required information for teachers to communicate to student’s subsequent classroom teacher.</p> <p>Create a centralised, longitudinal tracking system for standardised Student Achievement data</p>		Leadership Team & Waste Wise / Sustainability Pillar led by Louise Murray		<p>A complete inventory of Literacy and Numeracy resources, which is accessible to all teachers.</p> <p>A list of priority literacy and numeracy purchases to support intervention and classroom programs, particularly in upper Primary.</p> <p>A documented ‘handover’ protocol informing all teachers of the required handover documents and procedures.</p> <p>An online Student Achievement Data document, accessible to all teaching staff to enter and review key standardised data for current or previous years.</p> <p>Increased awareness of staff about our responsibilities for educating students about caring for creation</p>

<p>DISCIPLE-SHIP</p> <p>Educating at the margins:</p>	Support students and staff to make explicit links between faith, life and culture across learning areas	<p>Implement MAKING JESUS REAL in Years 3-6 and extend the initiative through peer influence to other year-levels</p> <p>Make frequent and explicit connections for students and staff between Christian service learning, prayer, reflection, sacramental and liturgical celebrations and their own faith development.</p>	<p>Ongoing professional learning on the “Making Jesus Real” initiative for whole staff and key teachers. Frequent references to MJR cultural practices at assemblies and community gatherings, in newsletters etc</p> <p>The SIT Input on ASIP (sections we agree that we may impact):</p> <ul style="list-style-type: none"> Support staff and student and staff to make explicit links between faith, life and culture across learning areas. Provide staff with regular opportunities for professional collaboration, coaching, and development both developments both within and beyond the College. 	Involvement in MJR - community	MTCC’s 5 Pillars (MJR)		Programme working effectively across the school, common language and vision
	<p>Offer a variety of experiences for faith development to all members of the community</p> <p>Raise awareness of welfare and social justice issues in the immediate community and the wider world</p> <p>Provide Catholic education for families in genuine financial hardship Ensure staff regularly access quality teaching and learning resources for faith development and Religious Education</p>	<p>Offer “Faith, Story Witness” for new staff and invite the Missionary Sisters of Charity to share Mother Teresa’s charism with all staff each year.</p> <p>Staff use the CEWA Religious Education online portal</p> <p><i>Engaging students in developing the understanding and skills to care for the environment that God created for us to share through sustainability</i></p> <p>Develop a community culture Of genuine compassion and assistance to disadvantaged and needy peoples</p>	<ul style="list-style-type: none"> Educate the community about our shared and collective responsibility to embody our college mission and vision. Highlight the importance of inclusivity in our college and collective responsibility for achieving this ongoing goal. <p>Leadership team-members and teachers take every opportunity to articulate the connections for students and all in the college community e.g. newsletters, class and school liturgies, parent meetings, Sacramental preparation meetings, whole school charity/service initiatives, website etc.</p> <p><i>Draw on Jesus’ life and teaching to inspire our College families to love and care for our planet.</i></p> <p>Support Parish with Sacramental programmes</p> <p>MJR</p> <p>Project Compassion – resources and almsgiving in Lent; Pancake Day - Piggytas St Vincent de Paul – Pyjama Day Minnie Vinnie’s Group</p> <p>Christmas appeal for toys and non-perishable foods Lifelink Appeal Outreach to college families needing practical assistance Reduced fees for families in genuine financial hardship</p>	<p>All staff Missionary Sisters Of Charity</p> <p>Parish/ AP Teaching & Learning, Teachers</p> <p>Caritas/ Catholic Mission St V DeP</p> <p>Caritas</p> <p>VDeP</p> <p>Parish Paul Papalia’s Office</p>	<p>Leadership Team/ All staff</p> <p>AP Teaching & Learning, Teachers</p> <p>Principal/School Board</p>		<p>Active student involvement in works of charity.</p> <p>No families suffering undue hardship due to fee burden</p>

QCS COMPONENT REVIEWS during this year:

301

307 – Differentiated Learning

401 – staff well being

ONGOING MONITORING

Through the Leadership Team ; School Improvement Team and Student Learning Data Team;
Through MTCC’s 5 Pillar committees: Making Jesus Real; Inquiry Learning / Walker Learning Approach; KidsMatter / Wellbeing; Waste-Wise/Sustainability; Information Technology
Through regular meetings of Team Convenors with the Principal

EVALUATION

End of Semester Reviews at whole staff meetings i.e. twice per year