

MOTHER TERESA CATHOLIC COLLEGE

STRATEGIC PLAN 2018-2019



MESSAGE FROM THE PRINCIPAL

Developing a new Strategic Plan is an important and exciting event in the life of any organisation. In the case of Mother Teresa Catholic College it has allowed the Leadership Team an opportunity to reflect on our journey to date and to discuss where we would like to be in 2 years' time. Importantly it has allowed reflection on what is required for us to be a College that, like our patron, is *Strong in Faith and Love*.

The priorities outlined in this plan capture our aspirations and are intended to clearly articulate to all in our community, the outcomes we seek and the direction being pursued.

Mother Teresa Catholic College opened to children in kindergarten to year 2 classes in 2014. Situated in rapidly developing Baldivis, the College welcomes our first secondary students in 2018 and will eventually provide education for boys and girls from pre-Kindergarten to year 12. The school already caters for over 570 students and has established a reputation for being a place where every student can feel safe, experience a sense of belonging and be known by name and need.

Our vision for the College is inspired by Mother Teresa's spirit of outreach and love for all human beings – to CHALLENGE our students and all in our community to CONNECT with learning about ourselves, one another and the wider world, and CONTRIBUTE with confidence, courage and creativity towards making the world a better place.

This document is organised around four key elements established by the Catholic Education Commission of Western Australia (CECWA) – Learning, Engagement, Accountability and Discipleship (LEAD). It outlines the school's strategic priorities and the outcomes against which future performance will be measured. The priorities in this Strategic Plan are focused on strengthening our fundamentals and ensuring that the College is well prepared for the growth anticipated over the next two years. Collaborative practices, digital media, creative learning spaces and outstanding teaching remain a priority to ensure that our students embrace their world today and are ready to contribute to tomorrow.

I look forward to continuing to work in partnership with parents as we embark on this plan and continue to build our reputation as a College that is providing an outstanding Catholic education to the children in the broader Baldivis community.

Ms Geri O'Keefe
Principal



OUR MISSION AND GOALS

In living the Gospel values and inspired by Mother Teresa's spirit of outreach and love for all human beings, we aim to

CHALLENGE our students and all in our community to

CONNECT with learning about ourselves, one another and the wider world, and

CONTRIBUTE with confidence, courage and creativity towards making the world a better place.

In undertaking this mission, it is our belief that a 'challenged and connected child' will have the capacity to think critically and creatively, become confident in their own ability, and will actively seek out those in need, using their talents for the benefit of our world.

As Mother Teresa implores:



OUR GLOBAL COMPETENCIES FOR DEEP LEARNING:

CREATIVITY, CRITICAL THINKING, COMMUNICATION, COLLABORATION

with CITIZENSHIP AND CHARACTER (added by MICHAEL FULLAN)



BIG PICTURE IN WESTERN AUSTRALIA

Western Australian society has changed and developed since the College opened its doors in 2012. It is important to understand the context in which the College operates as it provides an indication of the challenges and opportunities in the education sector.

Some key facts impacting education and families at present:

- Even the most conservative projections by the Australian Bureau of Statistics (ABS) show high levels of growth in the population of primary school aged children in the next 5 – 10 years. Secondary schools should start to experience this flow through from 2018.¹
- 351 additional classes of primary school students will be required in Western Australia each year over the next 10 years (84,240 students).¹
- Secondary Physics, Computing, Information Technology, Mathematics and Chemistry teachers (nationally) are likely to remain under supplied for the foreseeable future.¹
- In Baldivis (State Suburbs), 59.3% of people were born in Australia. The most common countries of birth outside of Australia were England 11.7%, New Zealand 6.4%, South Africa 2.8%, Scotland 1.5% and India 1.1%.²
- Weak growth in wages, slower population growth and a softer outlook for the economy mean consumer spending is expected to remain subdued during 2017/18.³
- Results of the community survey of over 2000 Western Australian residents conducted by the Committee of Perth indicate – 72% of respondents have no expectation that their wages will increase; 59% of all households would struggle financially if costs increased by 5%; Redundancies in Mining/Construction effected 15-20% of households.⁴
- Perth has the lowest number of childcare places per capita compared to other Australian capital cities, with a particular deficit in the CBD.⁵
- In a survey of over 6,300 families with children aged 4 to 17 years, the number of students reporting mental health issues by gender were: male -16.5% for 4-11 year-olds and 15.9% for 12-17 year-olds and females 10.6% for 4-11 year-olds and 12.8% for 12-17 year-olds.⁶
- A cross sectional survey of 9000 Australian school children between 7 and 15 years of age, found a significant association between academic achievement and physical activity – a combination of lunchtime physical activity and structured activity.⁷

¹ Australian Council for Education Research (2015), *The Teacher Workforce in Australia: Supply, Demand & Data Issues*, Canberra, Australia.

² Australian Bureau of Statistics (2016), *2016 Quick Statistics*, accessed from http://www.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/SSC50054

³ St George Bank – State Economic Outlook (28 June 2016)

⁴ Committee for Perth (2017), *Bigger and Better Beyond the Boom – Perth's Economic Future as a Region of 3.5 Million People*, Perth, Australia.

⁵ Committee of Perth (2017), *Filling the Pool*, Perth, Australia.

⁶ Australian Department of Health (2015), *Australian Child and Adolescent Survey of Mental Health and Wellbeing*, Canberra, Australia.

⁷ State Government of Western Australia (2016), *SD6 – Strategic Directions for the Western Australian Sport and Recreation Industry*, Perth, Australia cited in Tredeau and Shephard, 2008. Accessed from www.dsr.wa.gov.au



OUTCOMES

LEARNING

The outcomes we seek are:

- High levels of student achievement
- Increasing student engagement and confidence in their own learning and faith formation

OUR STRATEGIES TO ACHIEVE THIS INCLUDE...

EXPLICIT IMPROVEMENT AGENDA (QCS REF 301)

1. Continue to implement a consistent school-wide approach to the teaching of Literacy and Numeracy.
2. Undertake screening and early assessment activities in Kindergarten and Pre-primary to establish differentiated intervention programs as soon as possible.
3. Provide structured opportunities for students to monitor their own learning, show confidence in their own learning and to set goals for future learning.
4. Develop practices to support students at all ability levels in-class and build on the success of the existing Inquiry Learning approach and intervention programs in literacy and numeracy.
5. Develop and strengthen team-based approaches to collecting, analysing and interpreting student achievement data to inform the learning program.
6. Participate in the Catholic Education WA action learning *Leading Lights* initiative and implement innovative approaches to the use of digital technologies in the classroom.
7. Establish a shared repository of Inquiry Learning resources for all staff to access with the physical resources stored in a single location and the online resources available through the CEWA ClanEd portal.
8. Continue practices whereby teaching staff routinely evaluate the effectiveness of their teaching and use these evaluations to make adjustments to practice.
9. Establish the use of problem solving strategies and creative and critical thinking techniques in the Year 7 to 8 inquiry learning program of Challenge-Based-Learning



OUTCOMES

ENGAGEMENT

The outcomes we seek are:

- Increased staff engagement in their own learning and faith formation
- Increased parental engagement in their child's learning

OUR STRATEGIES TO ACHIEVE THIS INCLUDE...

AN EXPLICIT IMPROVEMENT AGENDA (QCS REF 301)

1. Enable and support increased opportunities for the professional growth of teaching staff focussed on differentiating the curriculum.
2. Provide ongoing staff professional learning opportunities in Inquiry Learning.
3. Provide time and structured opportunities for teaching staff to evaluate the effectiveness of their teaching, receive constructive feedback and use this feedback to make adjustments to practice.

INTEGRATING CATHOLIC FAITH, LIFE AND CULTURE (QCS REF 102)

4. Increase parental engagement in their child's learning and understanding of their academic progress through effective communication strategies.
5. Establish in conjunction with the Parents & Friends Association an annual parent forum on a topic linking to their needs.
6. Promote opportunities for parent volunteers to help with classroom activities and outreach programs.
7. Maintain partnerships with organisations focussed on assisting children and families, including Defence services, Relationships Australia and Anglicare Counselling Services.
8. Ongoing professional learning for staff on the *Making Jesus Real* initiative.
9. Make frequent and explicit connections through the College routines and communication channels between learning, prayer, reflection and service.
10. Explore demand for the provision of long day care as a complement to the College educational offerings.



OUTCOMES

ACCOUNTABILITY

The outcomes we seek are:

- Strong levels of staff and student health and well-being
- Provision of a learning environment where all feel safe and supported
- Quality facilities that support a contemporary approach to learning

OUR STRATEGIES TO ACHIEVE THIS INCLUDE...

TARGETED USE OF SCHOOL RESOURCES (QCS REF 304)

1. The School Improvement Team continues to take the 'cultural pulse' of the College.
2. Maintain strong enrolment growth in the Junior School years and retention of students into the Middle School years through active marketing and appropriate transition programs for students as they progress through the College. Introduce a "bubble" Kindergarten class in 2019 and undertake the application process for a possible permanent 3-stream Kindergarten over the next 18 months.
3. Expand the number of scholarships and bursaries provided as the College grows – including two Aboriginal Scholarships for Year 7 2019.
4. Continue to review programs to ensure that the College is responsive to demographic changes in the community.
5. Implement the *Kidsmatter* Framework across the College across the Junior school and explore opportunities for similar frameworks in the Secondary school.
6. Develop and implement a sequential student leadership program, which includes formal recognition on completion of each element of the program, from the early years of Junior School through to Year 12.
7. Review the Information Technology Plan to continue to ensure resourcing supports contemporary learning approaches.
8. Plan for continued development of new classrooms, playgrounds and staff facilities ensuring spaces are contemporary, attractive and conducive to learning.
9. Continue to prioritise through annual budgets, programs that assist students with specific learning needs and individual learning plans.
10. Ongoing professional learning for staff on Protective behaviours as required under the School Audit.



OUTCOMES

DISCIPLESHIP

The outcomes we seek are:

- Strong community understanding of the school story, mission and core values
- Strong community engagement with the most vulnerable in our community

OUR STRATEGIES TO ACHIEVE THIS INCLUDE...

INTEGRATING FAITH, LIFE AND CULTURE (QCS REF 102)

1. Promote a strong understanding of the College mission particularly with new and prospective staff and families to the College.
2. Continue to develop age-appropriate opportunities, in partnership with the Parish, for students, staff and parents to serve those in need in the community.
3. Review and update the school Evangelisation Plan.
4. Support the Parish with Sacramental programs.
5. Develop a community culture of genuine compassion through exposure to activities such as: Project compassion, Pancake day, St Vincent de Paul pyjama day, Minnie Vinnies group, Archbishop's Lifelink and Christmas appeals and outreach to families requiring practical assistance.
6. Invite the Mission Sisters of Charity into the College on an annual basis to share Mother Teresa's charism with the College community.
7. Integrate Gospel values across the life and curriculum of the school so that students are actively educated to develop a spirit of solidarity with, and service to others.
Actively promote what is involved in both committing oneself to serve God by serving others, and seeking to establish and maintain a fair and just society that cares for all and protects its most vulnerable members.



OUTCOMES

OUTCOMES & TARGETS

The measures of achievement for our strategic goals and their targets are summarised below. As we implement our plan in a constantly changing world, the targets indicate our aspirations but are by no means certain. Progress will be reviewed annually.

KEY NUMBERS	2019 target
PARENT/STAFF SURVEY The % whom agree or higher, indicates that MTCC is a place where: <ul style="list-style-type: none"> Students feel safe & cared for All are striving for high academic standards Technology is an important part of the teaching Facilities are attractive, contemporary & support the learning program High expectations of behaviour are maintained Staff are up to date in their understanding of educational trends Families are encouraged to be involved in their child's learning I am well informed of my child's progress Students have the opportunity to grow spiritually and morally Caring for and the service of others is actively encouraged 	100% 85% 85% 85% 85% 85% 85% 85% 85%
NAPLAN <ul style="list-style-type: none"> Year 5 performance exceeds the national average in all (5) measures Year 9 performance exceeds the national average in all (5) measures Student gains from Year 3 to 5 and year 5 to Year 7 are better than those Nationally and in WA 	YES YES YES
ENROLMENTS <ul style="list-style-type: none"> Junior School – 3 x Kindergarten groups of 30 students in each Junior School – 2 x Year PP - 3 classes with 30 students in each Junior School – 2 x Year 4-5 classes with 32 students in each Middle School – Years 7 and 8 Year-groups with greater than 90 students 	YES YES YES YES
OPERATIONS <ul style="list-style-type: none"> Operating surpluses in excess of 5% are maintained New facilities are delivered in time to accommodate growth An Annual School Improvement Plan is developed that identifies the priorities in each year The various tasks identified as actions to advance this strategic plan are implemented 	5% YES YES YES



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