

**2020 ANNUAL SCHOOL IMPROVEMENT PLAN
SCHOOL/COLLEGE NAME**



AREA A: MISSION AND PURPOSE incorporating the Characteristics of
1. The School Improvement Agenda, 2. Catholic Identity & 3. School-Parent-
Church-Community Partnerships

Focus	Goal	Strategies	Considerations	Core Leadership Dimension
The School Improvement Agenda	To reflect upon the Strategic Directions of the College 2017-2021	Pre-verification meeting- June 22 Verification meeting- 19-20 Oct Validation preparation for 2021		<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic
	Review and update College policies as needed and College Mission statement	Utilise the monthly Board meetings to review each of our current published policies.	Utilise DEC policies to check for updates.	<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic
	Ensure strong links between the Professional Learning Plan process and School Improvement Agenda	PLP template to include 3 goals 1. ATSIL Standards 2. Learning and teaching priority 3. SCCC ASIP Template also to include a section for buddy for collegial observation		<input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic
Catholic Identity	Re-forming the Enhancing Catholic School Identity Team	Review the membership of the School ECSI Team. Review the recommendation from the last ECSI Report. Plan to enact 2 recommendations during 2020. Review recommendations from 2020 report.	2020 survey window- 17 Feb- 3 April. March Board and P&F meeting	<input checked="" type="checkbox"/> Faith <input type="checkbox"/> Education <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic
	Trialling a change to Leadership roles to bring more focused	Ruth- P-12 APRE Mardi- APP Yr 7-12	Approval sort through Ross and Mary-Ellen.	<input checked="" type="checkbox"/> Faith <input type="checkbox"/> Education

	attention to the Catholic Identity and Religious Education space.		Ross to speak to SLT. Approved for 2020	<input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic
	Increasing the amount and meaning of religious iconography within our campus.	Looking for opportunities for utilising recontextualised iconography within our College, especially around the Hall and Library.		<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic
	College spirituality focus “To Love”	3 year spirituality program designed to allow our College motto to be shared with all in our community. 2020- To Love 2021- To Serve 2022- To Shine	Link scripture to each of the themes- Corinthians. Infuse through staff formation, student formation, College events and publicity.	<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic
School – Parents – Church – Community Partnership	Engaging in the Diocesan Pilot “Parish-School Buddies” program	Form a College Team Link with Parish Team Work with Fr Joshy and Helen to engage students in the program.	School team- Ruth, Bree Dennis, Emalie Emanuel, Millie Fuchs, Lauren Dee Parish team- Danielle Fulton, Olivia Adcock, ?	<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic
	Indigenous Education	Forming an Indigenous Parents Advisory Group Completing Reconciliation Action Plan by the end of Semester 1, 2020. Continuing to build the Emerging Leaders Incentive Scheme to promote attendance, engagement and achievement in the secondary college.	Plan to create an IPAG expressed to parents at the last Indigenous Parent BBQ of 2019. EOI provided to parents at the beginning of 2020- 5 returned responses.	<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic
	Increasing the engagement of parents in the primary classroom	Refocus on Class Community Contact (CCC).		<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community

				<input type="checkbox"/> Strategic
	“On the Couch” and “Off the Couch” to continue and be refined.	Ben Penna to continue momentum with Facebook productions	Ben not timetabled on homeroom to allow time for filming and production.	<input type="checkbox"/> Faith <input type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic

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AREA B: CLIMATE CONDUCTIVE TO LEARNING incorporating the Characteristics of
4. A Learning Culture; 5. Strategic Resourcing; & 6. A Data Informed Practice

Focus	Goal	Strategies	Considerations	Core Leadership Dimension
A Learning Culture	To develop strategies to engage boys in junior secondary with the curriculum	Engage in the Research Partner Schools Program with The University of Queensland Science and Learning Centre and Evidence for Learning Group to design and enact a research project regarding boy's engagement in education in junior secondary.		<input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic
	Continuing the Positive Education focus	Focus on the 24 Character Strengths.	Staff PD at beginning of year and through Positive Education staff meetings Student PD through Tuesday morning HR (Sec) and classrooms (Pri).	<input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input checked="" type="checkbox"/> Community <input type="checkbox"/> Strategic
Strategic Resourcing	Building and resourcing the Inclusive Education Department	<p>Additional Inclusive Education Teacher employed to start 2020 (Carleen Bird)</p> <p>Reallocation of current personnel- P-Yr 2 (Anne Mitchell); Yr 3-6 (Sonia Wintour); Yr 7-9 (Carleen Bird); Yr 10-12 (Virginia Snee).</p> <p>Focus on providing PD and support for teachers to learn new skills and develop a repertoire of differentiation and modification strategies that will positively impact learning in the classroom.</p> <p>Additional focus is on data collection and tracking to facilitate a more robust approach to NCCD for 2020.</p> <p>Marian Room to be developed and resourced</p>		<input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic

	<p>Instrumental Music and Year 4 Instrumental Program</p>	<p>Every student in Year 4 will play a stringed instrument and band instrument for a semester each and participate in an ensemble as part of the year 4 Instrumental Music Curriculum.</p> <p>New design of the coordination structure that includes a designated teacher in a school-program liaison Middle Leadership position (Tamara Korn), and additional preparation, planning and correspondence time for tutors to complete administration tasks (5:1).</p>	<p>This program, if successful in 2020 will continue into 2021, where Year 5 students will continue with the study of one chosen instrument for the entire year and will allow the school to have a full orchestra in the future.</p>	<p><input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic</p>
<p>A Data Informed Practice</p>	<p>Engaging teachers in specific and targeted Literacy and Numeracy foci for particular year levels based on NAPLAN performance data.</p>	<p>The continuation of purposeful groupings for Years 2-6 and the additional stream of classes for Year 7-9 Maths and English.</p> <p>P- <u>Initial Lit program</u> and comprehension activities- Teacher's to read students a story. Write one question on the board (Sem 1) and ask kids to think about it during the reading/ story and verbally answer. Sem 2- Two questions- write one answer and verbally respond to the second question.</p> <p>Yr 1- Comprehension activities- A passage of writing/ novel to be read by the teacher. Three questions, to be written on the board or on a worksheet, with 2-3 minutes to answer (written), 3 times per week.</p> <p>Yr 2- Comprehension activities- Student's to read a passage of text. Four questions, to be written on the board or on a handout, with 3-4 minutes to answer (written), 3 times per week.</p> <p>Yr 3- Reading comprehension- Student's to read a passage/s of text. 1 reading and 1 question in 8 mins, three times per week, for two weeks. Then, 2 readings with 1 comprehension question in 16 mins, three times per week, for two weeks. Then 3 readings and 3 comprehension questions in 24 mins, three times per week, for two weeks.</p> <p>Yr 4- Reading comprehension- Student's to read an extended piece of text. 3 comprehension</p>		<p><input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic</p>

		<p>questions with extended responses in 24 mins, three times per week.</p> <p><u>Yr 5-9 focus-</u> Writing</p> <p>Write that Essay focus in English, Religion and Humanities; plus- before morning tea in all KLAs, from the beginning of the year until NAPLAN- reflection on learning intention- 5 minutes of writing. Teachers checking grammar and punctuation while students are writing.</p>		
	Primary school Teaching Sprints			

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AREA C: EMPHASIS ON LEARNING incorporating the Characteristics of
7. Effective Pedagogy; 8. Teaching & Learning; 9. A Coherent Curriculum 10.
Professional Teaching Community

Focus	Goal	Strategies	Considerations	Core Leadership Dimension
Effective Pedagogy and Professional Learning Community	The Reflective Teacher; Evidence Based Pedagogy	Building the capacity and understanding of teachers regarding The Learning and Teaching Cycle and The Gradual Release of Responsibility Model <ul style="list-style-type: none"> ● Utilising appropriate classroom learning data to inform short-term planning and teaching ● Developing repertoire for effectively gathering appropriate learning data ● Developing understanding of specific teaching methods associated with GRR Model <i>Modelled Instruction</i> (Explicit teaching, worked examples, modelling, utilising prior knowledge) <i>Guided Instruction</i> (questioning, scaffolding, differentiated instruction, multiple spaced exposure) <i>Collaborative Learning</i> (peer tutoring, reciprocal teaching) <i>Independent Learning</i> (metacognitive strategies)	GRR Implementation plan	<input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input checked="" type="checkbox"/> Strategic
Learning & Teaching and Professional Learning Community	Collegial Observation and Classroom Profiling	Teachers engaging in collegial observation focused on GRR Model and Learning and Teaching Cycle as part of their 2020 PLP Teachers engaging in Classroom Profiling sweeps	2020 PLP template Term 1 observation sheet	<input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic

A Coherent Curriculum	Continued focus on the transition to the new Senior Schooling System	External exam preparation IA2 and IA3 Confirmer training ATAR predictions Year 12 RE Program		<input type="checkbox"/> Faith <input checked="" type="checkbox"/> Education <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Organisation <input type="checkbox"/> Community <input type="checkbox"/> Strategic
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