



St Mary MacKillop College, TUGGERANONG

Annual Improvement Plan 2017

School Context:

St Mary MacKillop College is a high school in Canberra with approximately 1800 students and a staff (teaching and support) of 150. The College is comprehensive in its enrolments and successfully caters for a whole range of intellectual, academic, physical and social needs. The College's Annual Improvement Plan is developed from a range of data provided by parents, staff and students and is designed to bring energy, purpose and skill to key areas linked to increased student achievement.

School Review Process

The School Improvement Framework seeks to integrate the statutory requirements for the Registration of Archdiocesan schools with a cyclical model for school development. The program operates within a cycle and has a focus on schools being engaged in a model of self-review, using the *National School Improvement Tool*.

Internal School Review (ISR) is an evaluative process for regular reflection and review of the school. The ISR process is coordinated by the School Leadership Team, with input from staff and members of the school community. It is underpinned by evidence and making judgments about the school's capacity in 10 inter-related domains.

The 10 domains are 1. An explicit improvement agenda 2. Analysis and discussion of data 3. A culture that promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Systematic curriculum delivery 7. Differentiated teaching and learning 8. Effective pedagogical practices 9. School-community partnerships 10. Catholic identity and faith formation

Verification of the self-review will be provided by personnel from the Catholic Education Office.

The Aboriginal and Torres Strait Islander Education Action Plan

The Aboriginal and Torres Strait Islander Education Action Plan is a national plan that commits all schools to a unified approach to close the gap in education outcomes between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students. The plan contains six principles and from, these principles the following outcomes are most significant for our school. The outcomes are achieved by implementing a school improvement plan that is based around *the National School Improvement Tool*.

- All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
- Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.
- Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.
- Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.
- High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and active and informed citizens.
- Aboriginal and Torres Strait Islander students benefit from school leaders who have a strong understanding of their students' cultural and linguistic backgrounds.

National Safe Schools Framework

The *National Safe Schools Framework* provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

Australian schools:

- commit to developing a safe school community through a whole-school and evidence-based approach
- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe

These guiding principles are achieved by implementing a school improvement plan that is based around the *National School Improvement Tool*.

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Improvement Area 1		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		6. Positive educational environments empower learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input checked="" type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Continue to develop a strong collegial culture that has an overt and shared commitment to the improvement of teaching.			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
<p>Formalise the structures of professional learning communities with a commitment to the improvement of teaching and openness to critique by colleagues.</p> <p>A commitment to supporting teachers to apply for certification for Highly Accomplished and Lead.</p> <p>Mentoring for staff new to role, new to College and new to teaching.</p> <p>Continue to explore ways to include parents and families in student learning.</p>	<p>Bi-annual lesson observations.</p> <p>Action research projects.</p> <p>Improved templates to conduct professional conversations and smart.</p> <p>Successful applicants.</p> <p>Highly Accomplished and Lead teachers mentoring colleagues, running professional learning and master classes.</p> <p>Targeted mentoring. Confident and competent teachers and coordinators.</p> <p>Evaluation of the Attitudes to Learning using data in providing progress feedback to students and parents at PT nights about tasks and self-regulation.</p> <p>Positive parent-teacher relationships.</p>	<p>Professional learning about how to conduct an effective lesson observation and how to use the Classroom Practice Continuum Tool to improve practice.</p> <p>A minimum of two lesson observations a year.</p> <p>Identification of potential applicants for Highly Accomplished and Lead.</p> <p>Establishment of application protocols- AITSL Self-Assessment Tool, financial support, time release and mentoring.</p> <p>Mentoring Program</p> <p>Progress interviews informed by the Attitudes to Learning- Progress Reports. Develop attitude statements appropriate for seniors.</p> <p>Increased opportunities for parents to be involved at the College such as the Learning Journals in I-hum.</p>
Review <i>What processes will be used to review the results?</i>	NSIT Evaluation of the mentoring program. Reporting evaluation.	

Focus Area: COSA ☐ School Improvement Project ☐ Wellbeing Project ☐ NSW State Literacy and Numeracy ☐

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
<p>Increase the pedagogical knowledge of staff to improve student outcomes with particular focus on giving effective feedback.</p> <p>Improve assessment practices</p> <p>Improve the use of the SMMC Lesson Observation Tool to provide effective feedback to teachers about practice.</p>	<p>Increased understanding and use of formative assessment strategies and principles.</p> <p>More effective feedback to students about their learning both formative and summative.</p> <p>Revised agreed assessment practices policy.</p> <p>Improved quality of feedback on the Lesson Observation Tool.</p>	<p>Use faculty and general staff meetings to introduce staff to current research about best practice.</p> <p>Update the St Mary MacKillop Curriculum Model to reflect evidence best practice.</p> <p>Whole College Assessment Review</p> <p>Professional learning about how to conduct an effective lesson observation and how to use the Classroom Practice Continuum Tool to improve practice.</p>
<p>Review</p> <p><i>What processes will be used to review the results?</i></p>		

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Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
2. Analysis and discussion of data		7. Learning is inspired and celebrated in community	<input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Improve literacy skills in RE- students using specific reading strategies and text form knowledge to analyse text in RE. Look for authentic opportunities to embed numeracy strategies in Science.			
Success Measures/Targets	Evidence		Strategies	
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>		<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>	
Improve literacy skills in RE- students using specific reading strategies and text form knowledge to analyse text in RE. Look for authentic opportunities to embed numeracy strategies in Science. Improved NAPLAN results	Improved literacy growth in NAPLAN Yr9 2018 Improved numeracy growth in NAPLAN Yr9 2018 Action Research Project Protocols <ul style="list-style-type: none"> • Staff and student perception data via survey and interview • Development of research question • Pre-testing • Explicit teaching of literacy and numeracy skills • Peer coaching and master classes • Lesson observations • Post-testing • Analysis and publishing of results 		Literacy Coach to run an Action Research Project with the RE AP and RE Faculty. Use the new Queensland RE curriculum literacy strand to in-service staff on the literacy demands of RE. Numeracy coach to run Action Research Project with the Science Faculty. Report to stakeholders at whole College meetings COSA Showcase	
Review <i>What processes will be used to review the results?</i>	Analyse the results of the Action Research Projects. Adjust inquiry focus and strategies as appropriate. Analyse NAPLAN and AST Results			

Focus Area: COSA 7. Learning is inspired and celebrated in community School Improvement Project ☐ Wellbeing Project ☐ NSW State Literacy and Numeracy ☐