

St Mary's College

2022 ANNUAL IMPROVEMENT PLAN



Vision

Empowering young women to be compassionate, resilient individuals who live with integrity and faith.

Mission

With Jesus and Mary as our models, St Mary's College provides a quality holistic education in a caring Catholic community. All students are challenged to become confident and creative individuals, and successful lifelong learners who strive for excellence, through contemporary and innovative learning opportunities.

Values

Faith

Compassion

Integrity

Resilience

Excellence

| Strategic priority | Goal (Improvement area) | Success measures | Strategies for improvement | Timeline | Responsibility |
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| Catholic identity | Strengthen the faith life of the College through: | Student feedback and learning walks and talks reveal that Unit Plans and classroom activities are engaging, rigorous and relevant | Engage in the Leuven surveys and RE Validation Review | Term 1 | Assistant Principal: Religious Education and Campus Minister |
| | <ul style="list-style-type: none"> Recontextualisation of the RE curriculum; | | Respond to feedback provided through Leuven surveys and RE review to ensure continuation of an embedded recontextualised approach | Terms 2 - 4 | |
| | <ul style="list-style-type: none"> Liturgical and outreach activities, and | Enhanced engagement in rituals, fundraising and outreach activities through shared responsibility and wisdom models | Establish a roster for RE classes to lead a Chapel Mass Establish a roster for staff to lead prayer at various meetings/gatherings | Terms 1 - 4 | |
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| | <ul style="list-style-type: none"> Deeper connection to charism and the Parish | <p>The archival space reflects the Mercy Heritage of the College</p> <p>College staff will have a deeper understanding of the Mercy charism</p> | <p>Establishment of an archival committee to prepare space for 160th in 2023</p> <p>Sr Mary Lawson will lead staff PD to enrich staff understanding of the Mercy Charism</p> <p>New campus minister meets with Parish staff to establish and implement priorities</p> | <p>Term 1</p> <p>Term 1</p> | |
| Learning and teaching | <p>Deep understanding of the Australian and RE Curriculum and the associated responsibility for literacy and numeracy</p> | <p>Whole School Plans for Curriculum Delivery and Year Level and Term Level Plans which include articulated strategies for addressing literacy and numeracy</p> <p>Common templates for planning are used by teachers and saved the appropriate folder on the College Staff Portal</p> <p>Individual and whole-staff PD plan linked to Australian Curriculum, Moderation, and Feedback for Learning</p> | <p>Curriculum Leaders work with teaching teams in relation to effective implementation of the Australian Curriculum</p> <p>Revisit BCE Model of Pedagogy to ensure that this underpins learning and teaching</p> <p>Provide targeted PD to staff to ensure consistency of teacher judgement and quality feedback</p> <p>Collaboration opportunities to be used to further planning pedagogical approaches and moderation activities.</p> | <p>Term 1&2 Faculty meeting agendas</p> <p>Term 1-4 Planning focus</p> <p>Term 1 Goal setting</p> <p>Term 2 CTJ PD</p> <p>Term 2&3 Collaborative days</p> | <p>Deputy Principal with Curriculum Leaders</p> |

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| <p>Wellbeing</p> | <p>Increased attendance and engagement through improved processes, practices and the embedding of PB4L principles.</p> | <p>The Student Behaviour Support Plan reflects PB4L principles that are understood and accepted by College staff and community</p> <p>Student attendance is improved to reflect 75% of students present 90% of the time.</p> <p>There is a 50% reduction in unexplained absence.</p> <p>Increased compliance regarding roll marking with goal of 100% marked per day.</p> | <p>Student Behaviour Support Plan Consultative Committee established to review practices and make recommendations for school-wide effective and consistent practices.</p> <p>Embedding PB4L practices into teaching and learning, and behavioural management strategies.</p> <p>Parent communication and information evenings enhance partnerships and engagement</p> <p>Pastoral Care Teachers work with Pastoral Leaders and support staff to follow up on attendance matters</p> <p>College staff undertake the eMinerva Roll Marking course</p> | <p>Term 1 PB4L Behaviour Matrix</p> <p>Term 4 SBSS completed</p> <p>Term 1 – 4 Staff agreement on Consistent Classroom Practices</p> <p>Term 1 - 4</p> <p>Term 2</p> | <p>Assistant Principal with Pastoral Leaders</p> |
| <p>Our people</p> | <p>Alignment of staff PD, AITSL Standards and College Annual Plan through investment in targeted PD opportunities for individuals and groups.</p> | <p>PD sessions will be planned, published and linked to College Annual Plan and AITSL Standards.</p> | <p>Staff committee provides input into opportunities for PD and there will be (where possible) a differentiated approach reflective of the levels in the AITSL standards.</p> <p>Develop and implement a PD plan to reinforce objectives in Wellbeing and Learning and Teaching.</p> | <p>Term 1 – committee established and then meeting to provide suggestions and input to school provided PD</p> <p>Term 2 or 3 – review staff feedback on PD sessions and review remainder of PD opportunities for year</p> <p>Term 4 – plan for 2023 PD opportunities</p> | <p>Principal with PD Committee – reviewed by CLT</p> |

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| | | <p>Early Career Teachers guided and mentored</p> <p>Staff goals linked to College Annual Plan and recorded in their individual Professional Development Plan</p> | <p>Each ECT has a companion teacher, regular meetings with the Deputy Principal and ECT Mentor/Coach</p> <p>Commitment to professional learning amongst colleagues through identification of a peer who observes and provides feedback on an agreed pedagogical focus area</p> | <p>Access to regular mentoring and feedback on classroom practices</p> <p>Term 1 Each staff member develops a Professional Development Plan that is discussed with a designated line manager</p> <p>Term 2 – staff member meets with line manager re PD undertaken and staff members progress towards personal goals and growth</p> <p>Term 4 – final discussion for year and considerations discussed for 2023 goals</p> | <p>Deputy Principal, Companion Teachers, ECT Mentor/Coach</p> <p>CLT and identified line managers</p> |
| <p>Diversity and inclusion</p> | <p>Aboriginal and Torres Strait Islander cultures, languages and identities are acknowledged within the community.</p> | <p>Staff will be able to identify and implement elements of the Reconciliation Action Plan.</p> <p>Flags will be flown whenever appropriate.</p> <p>Acknowledgement of Country will be identifiable at all whole-school gatherings.</p> | <p>Develop and implement a PD plan to enhance capacity and confidence among all staff when engaging with Aboriginal and Torres Strait Islander topics.</p> <p>Establish a roster and training protocol to ensure flags are always flown appropriately.</p> | <p>Term 1</p> <p>Sharing of RAP and associated goals with staff</p> <p>Flag roster developed and training completed</p> <p>Establishment of Multicultural committee and initial meeting/data gathering</p> | <p>CLT</p> <p>Aboriginal and Torres Strait Islander Mentor</p> <p>Multicultural committee</p> <p>Mercy Captain</p> |

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| | <p>Cultures represented in the College are celebrated at whole of school events and within classroom environments.</p> <p>Inclusion of new and returning students and staff is supported through strategic onboarding procedures</p> | <p>Feedback from Students of Colour will be sought to determine success or identify further actions/recommendations</p> <p>Follow-up with new members of the community will demonstrate evidence of smooth transition to SMC</p> | <p>Establishment of a Multicultural Committee consisting of students and staff who share awareness and appreciation of the diversity of backgrounds present in the College community.</p> <p>Whole school celebration of specific occasions such as Harmony Week, ANZAC Day, Reconciliation Week and NAIDOC Week.</p> <p>Multicultural groups perform/present at significant assemblies.</p> <p>The Mercy Captain (MC) portfolio is structured to include support of new students.</p> <p>The Pastoral Team, MC and PC buddies will participate in welcoming of new students and ensuring they are supported through their first week(s) of school.</p> <p>Induction processes engage a variety of community members in welcoming and sharing SMC culture</p> | <p>Celebration of Harmony Week</p> <p>Induction processes reviewed and Booklet created for new staff and Staff Handbook is reviewed</p> <p>Term 2</p> <p>Celebration of ANZAC Day</p> <p>Multicultural committee will present options for further cultural/diversity engagement to CLT. Implementation of approved actions to begin</p> <p>Celebration of Reconciliation Week</p> <p>Term 3</p> <p>Celebration of NAIDOC Week</p> <p>Multicultural committee will continue to enact approved actions</p> <p>Term 4</p> | |
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| | | | | <p>Aboriginal and Torres Strait Islander cultural immersion trip</p> <p>Multicultural committee will seek feedback from Students of Colour and propose directions for 2023</p> | |
| Organisational effectiveness | Deployment and management of resourcing reflects student needs and interests and provides for the future sustainability and growth of the College. | <p>Review of staffing allocations and areas of stress in adequate staffing levels.</p> <p>Planning for sustainable growth of the College is reflected in Master Planning Maintenance scheduling, and Business Continuity</p> | <p>Review allocation of staffing resources across teaching and non-teaching roles.</p> <p>Develop strategic partnerships with universities and professional associations to target future staff requirements</p> <p>Develop a Maintenance Plan that schedules and provides for future needs of the College.</p> | <p>Term 2</p> <p>Conduct review of staffing resources in preparedness for 2023 budget: special consideration will be given to the structure of Middle Leadership for the new triennium in consultation with the EB committee structure</p> <p>Term 1</p> <p>Principal meets with key staff of targeted universities and professional associations. These may be revisited throughout year.</p> <p>Term 1</p> <p>Develop the College Maintenance plan and schedule, which</p> | <p>Business Manager and Principal</p> <p>Consultative Committee</p> <p>College Architects</p> <p>College Board</p> |

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| | | | <p>Review Master Plan and specifically building plans.</p> <p>Develop a Business Continuity Plan</p> | <p>includes minor projects and maintenance.</p> <p>Establish the College Business Continuity Plan.</p> <p>Term 3</p> <p>Review the previous building plan (last stage of current master plan) and determine its effectiveness and efficiency in serving the College future needs.</p> <p>Begin planning for the M Block & Doro building project, including developing new plans and a fiscal strategy that sees the project come to fruition.</p> <p>Term 4</p> <p>Complete the SMC Master Plan that will lead the College into 2023 and beyond, prioritising the building project</p> |
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