# Lumen Christi College

## CATHOLIC SCHOOL IMPROVEMENT PLAN │ 2022

### CEWA'S VISION

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

### SCHOOL'S VISION

To form resilient young men and women with a passion to learn and to be a light for others

LIGHT OF FAITH - To have an optimistic faith and to appreciate and be good stewards of the blessings of life.

LIGHT OF EXCELLENCE - We are challenged to shine, to develop our gifts, to achieve our personal best and to share our talents for the benefit of others.

LIGHT OF WELCOME - We are challenged to welcome, to develop an inclusive Community and to be a safe place where all are known and belong.

LIGHT OF EXAMPLE - We are challenged to lead, to demonstrate respect, understanding and compassion for others and to make a difference.

LIGHT OF CREATIVITY - We are challenged to value ideas, to explore possibilities, to have an optimistic faith and to appreciate diversity.

In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the Accreditation for CEWA SharePoint may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

# Staff Formation Planning 2022 - 2024

| Focus Area | Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring and Progress |
|---|---|---|---|---|---|---|
| **WITNESS**<br>• Examples of expressing the divine within<br>• Raising awareness of the presence of Jesus | Displaying Catholic icons and symbols around the College | Review the various areas/blocks of the College and ensure Catholic icons and symbols are visible in each one | Semester 1 2022 | Complete an audit of icons/symbols and identify areas in need of improvement | Greater visibility of icons and symbols around the College<br>Not achieved | Caroline Watson (DP Mission). Stations of the Cross to be developed and placed in the Chapel in 2023 |
| | | Update the images that support the five guiding lights and make them more widely visible throughout the College | Semester 1 2022 | Lana Agar (Marketing) | Guiding light visuals updated<br>Achieved | Completed |
| | | Ensure all classrooms have a meaningful prayer table | Commencement of school year 2022 | Caroline Watson (DP Mission), HOCO's & Homeroom Teachers | Staff & students have a better understanding of the purpose & importance of the prayer table<br>Not achieved | Caroline Watson (DP Mission), HOCO's & Homeroom Teachers. PI around the importance of prayer and praying |
| | Staff model gospel values as outlined in the staff code of conduct | Review an update the examples in the staff code of conduct | Term 1 2022 | Staff code of conduct, Vice Principal | Respectful relationships and interactions<br>Achieved | Feedback received from staff. COC to be updated by end of 2022 |
| **CALL TO FAITH**<br>• Themes<br>• Beliefs | Nurture the spiritual growth of the community through faith formation experiences (i.e.Staff Retreat, PL Days, Service) | Staff Retreat (1 day) | Semester 2 2022 | Caroline Watson (DP Mission) | Uptake of opportunity to go on staff retreat<br>Not achieved | Caroline Watson (DP Mission). Not achieved |
| | | Targeted Professional Learning related to Catholic Social Teaching | End of Term 1 2022 | | Feedback from staff regarding Catholic PL Day<br>Achieved | Many opportunities offered and taken up by staff |
| | Increase completion rates of staff accreditation | Closely monitor staff progress towards completion of accreditation and renewal. | Ongoing throughout the year | HR Officer | By the end of 2023 all staff who should have completed accreditation will have done so.<br>Partially achieved | Achieved |
| **CALL TO GROW IN DISCIPLESHIP**<br>• Apostle's Creed<br>• Sacraments<br>• Life in Christ<br>• Christian Prayer | Encourage and create opportunity for a staff Christian Service Learning Program with a faith filled Servant Leadership focus. | Appoint Christian Service Learning Coordinator for 2022 | By the start of Term 1 2022 | Caroline Watson (DP Mission)<br>Tracey La Vanda (Christian Service Learning Coordinator) | More staff are participating in service related activities<br>Partially achieved | Tracey La Vanda (Christian Service Learning Coordinator) |
| | | Provide opportunities for staff to participate in CSL programs | Ongoing throughout the year | | | |
| | | Link staff CSL with student CSL opportunities | | | | |

# Improvement Goals

## Lumen Christi College

**School:**

Year: <u>2022</u>

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools
are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed
processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

## INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

## ONGOING EVALUATION

**SCANNING**
What's going on for our learners?

**DEVELOPING A HUNCH**
What is leading to this situation?

**LEARNING**
How and where can we learn more about what to do?

**CHECKING**
Have we made enough of a difference?

**TAKING ACTION**
What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)

# CATHOLIC IDENTITY

| Improvement Goals<br>*Performance & development goal to be achieved (stated simply).* | Relevant Actions<br>*What actions will we take to achieve the goal?* | Timeframe<br>*What are the timeframe milestones?*<br>*Timeframe within which the goal will be achieved.* | Resources<br>*Support/resources that will be required to achieve the goal.*<br>*Key school-based personnel who will be engaged.* | Success Indicators<br>*How will we know we have been successful (quantitative and measurable)?* | Monitoring Process and Progress<br>*Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?* |
|---|---|---|---|---|---|
| Embed shared leadership and governance practices that emphasise the common good, participation, subsidiarity, and co-responsibility  (Catholic Social Teachings) | Incorporate the principles of Catholic Social Teachings into the language and practices of the College<br><br>Provide opportunities to illustrate Catholic Social Teachings in both the curriculum, and extra-curricular programs offered<br><br>Explicitly linking Catholic Social Teachings to professional learning and decision-making processes<br><br><br>Continue to provide opportunities for participation in decision making that is shared, inclusive and based on integrity | Ongoing throughout the year<br><br>PL Day focus in semester one<br><br><br>Ongoing throughout the year<br><br><br>Ongoing throughout the year | Michelle Jones<br>Carol Mitchell<br>Caritas Australia<br>Executive Leadership Team | Language and actions of Catholic Social Teachings will be evident in the day-to-day life of the College.<br>Achieved<br><br>Opportunities for Catholic Social Teachings will be embedded in curricular and extra-curricular programs at the College.<br>Partially achieved<br><br>Staff demonstrate an understanding of their influence in decision making processes (e.g., feedback in surveys)<br>Achieved | Staff understanding of CST has increased significantly over the past 2 years |
|  |  |  |  |  |  |

# EDUCATION

| Improvement Goals<br>*Performance & development goal to be achieved (stated simply).* | Relevant Actions<br>*What actions will we take to achieve the goal?* | Timeframe<br>*What are the timeframe milestones?*<br>*Timeframe within which the goal will be achieved.* | Resources<br>*Support/resources that will be required to achieve the goal.*<br>*Key school-based personnel who will be engaged.* | Success Indicators<br>*How will we know we have been successful (quantitative and measurable)?* | Monitoring Process and Progress<br>*Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?* |
|---|---|---|---|---|---|
| Develop pedagogical best practices that are responsive to diverse learning needs | 1. Embedding of the College Vision for Learning and SchoolWide pedagogy (SWP) to improve student outcomes<br>2. Deliberate and planned observation of teaching and learning to continually improve practice.<br>3. Ongoing constructive feedback to students, to improve learning outcomes<br>4. Establish an assessment working party<br>5. Use data to monitor student progress and respond with appropriate interventions as required to promote high expectations and comparative success. Particularly in relation to increasing the % of Year 12 students achieving the WACE | Ongoing throughout the year<br><br><br>Commence in term one. Ongoing throughout the year<br>Ongoing throughout the year<br><br>Term one<br>Sourced when available. Used ongoing throughout the year | Guidelines for observation of learning<br><br>Daisy Coma (Director of Pedagogy)<br><br><br><br>Sheldon McIntyre (DP Senior School)<br>Margarita Tranquille (DP Middle School)<br>HOLA's | 1. The School Wide pedagogical principles (Connect, Explore, Empower) are embedded in learning<br>Partially achieved<br>2. Middle and Senior leaders observe lessons and provide constructive feedback to teachers<br>Partially achieved<br>3. Regular opportunities occur for teachers to discuss and develop good teaching and learning practice<br>Achieved<br>4. Teachers provide constructive feedback to improve student learning<br>Partially achieved<br>5. Use key data sets to accurately report on student progress (IE. NAPLAN, OLNA, WACE/ATAR, School assessment)<br>Partially achieved | Daisy Coma has observed many lessons and given summative feedback to HOLAs.<br>Are all HOLAs observing lessons?<br>HOYs observing seminar<br>Teacher feedback to students?<br>Focus on feedback for 2023<br>Lots of progress re using data to track progress.<br>Diverse student needs are supported through improved use of data |
| Foster Christ-like, healthy, and successful relationships between students and staff members enabling all to learn and grow in the image of God | The CEWA well-being framework<br><br>Increase awareness and empower staff to positively impact student wellbeing | Ongoing throughout the year<br><br>Ongoing throughout the year | CEWA Wellbeing Framework<br><br><br>Sheldon McIntyre (DP Senior School)<br>Margarita Tranquille (DP Middle School)<br>HOY's | A school-wide wellbeing strategy exists and is used to inform practice<br>Achieved<br><br>Data indicates improved levels of student wellbeing (pastoral notes, attendance rates, counsellor referrals).<br>Partially Achieved | Wellbeing framework has been developed<br><br>Improved tracking of attendance and follow up<br>Increased provision of psychologists has led to better support. More students actively seeking psychologist support.<br>Hoys a lot more proactive<br>Continue to focus re wellbeing surveys and actions. |

# COMMUNITY

| Improvement Goals *Performance & development goal to be achieved (stated simply).* | Relevant Actions *What actions will we take to achieve the goal?* | Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.* | Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.* | Success Indicators *How will we know we have been successful (quantitative and measurable)?* | Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?* |
|---|---|---|---|---|---|
| Develop effective enrolment and transition processes that enhance engagement | DP MS & BM will gain an understanding of Funnel<br><br>Develop standard procedures to ensure relevant and accurate collection, analysis and use of student data<br><br>Review transition processes for all new students to ensure a positive transition into the community<br><br>Exit feedback data to be effectively captured and analysed | Term 1 2022<br><br>Ongoing throughout the year<br><br>Semester 1 2022 | Funnel & data collection form for enrolling and exiting students<br><br>Enrolment Officer<br><br>Margarita Tranquille (DP Middle School)<br><br>Alistair Dawson (BM) | Teachers are able to cater for student needs as they enter the College<br>Partially achieved<br><br>At the conclusion of each term feedback is sought from new families regarding the effectiveness of transition<br>Not achieved as data is collected in alternative ways<br><br>Phone calls to exiting families by DP MS/SS or HOY and MS Form completed<br>Achieved | Data collection is effective in supporting the College to cater for student needs<br><br>No. Not needed in this format<br><br>Yes. HOYs analyse of MS Form data to identify key issues and patterns and consider intervention |
| Increased opportunities for embracing the diversity of the community | Review the requirements of the Aboriginal bursary to increase eligibility<br><br>Enhancing the understanding of the factors that affect the retention rates for Aboriginal and Torres Strait Islander students.<br><br>Develop culturally responsive pedagogy | By end of 2022<br><br>Ongoing throughout the year<br><br>Ongoing throughout the year | Sonya Stephen (ALO)<br>Kylie Agale & Team | Increased enrolments of Aboriginal and TSI students<br>Achieved<br><br>Improved retention rates of Aboriginal and TSI students<br>Achieved<br><br>Improved graduation rates of Aboriginal and TSI students<br>Steady<br><br>Improved attendance rates of Aboriginal and TSI students.<br>Partially achieved | Bursary now available for all ATSI students<br><br>DP SS to report to ELT and SAC on ATSI graduation rates annually.<br><br>Not addressed. Keep on for 2023 |

# STEWARDSHIP

| Improvement Goals<br>*Performance & development goal to be achieved (stated simply).* | Relevant Actions<br>*What actions will we take to achieve the goal?* | Timeframe<br>*What are the timeframe milestones?*<br>*Timeframe within which the goal will be achieved.* | Resources<br>*Support/resources that will be required to achieve the goal.*<br>*Key school-based personnel who will be engaged.* | Success Indicators<br>*How will we know we have been successful (quantitative and measurable)?* | Monitoring Process and Progress<br>*Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?* |
|---|---|---|---|---|---|
| Develop the professional capacity of all staff to promote a culture of continual growth and improvement | Continue to provide opportunities for participation in decision making that is shared, inclusive and based on integrity<br><br>Introduce a cycle of performance and development for all members of staff to support professional growth<br><br>Every member of staff to develop a Professional Growth Plan<br><br>Processes developed for students to provide feedback both at a variety of levels (including whole school and class) | Ongoing throughout the year<br><br><br>Term 1 2022<br><br><br>Term 1 2022<br><br>Ongoing throughout the year | School Climate Survey<br><br>Karen Prendergast (Pricnipal)<br><br>Peter Sackett (Vice Principal)<br><br><br><br>Daisy Coma (Director of Pedagogy) | Increased engagement in opportunities to provide input (eg. working parties)<br>Achieved<br><br>Staff are engaged with a meaningful personal professional growth plan<br>Not achieved<br><br>Student feedback is gathered regularly and analyzed to inform school improvement<br>Partially achieved | Shared decision making has increased<br><br>LA focus on P and D<br><br><br><br>PGP focus for 2023<br><br><br>Opportunities for whole school feedback increased. Need to focus on student to class teacher feedback from 2023 |
| Increase the financial sustainability of the College operations | Continued focus on achieving student enrolments and retention rates<br><br>Increase monitoring and oversight of the budget results and budget position with Department Budget owners. Review ancillary services which are not cost neutral.<br><br>Create alignment between the Capital Maintenance Plan, Capital Development Plan, Financial Plan and ICT Plan of the school.<br><br>Increase the level of engagement with staff around the financial implications of their proposals and actions. | Ongoing throughout the year<br><br>Ongoing throughout the year<br><br><br>By the end of 2022<br><br><br>Ongoing throughout the year | Principal, Business Manager, Assistant Business Manager and ELT will be engaged in the process. | Improved enrolment numbers.<br>Achieved<br><br>Ability to cover January salaries without an overdraft and generate positive operating cash flows each year.<br>Achieved<br><br>Adequate cash reserves available for future commitments and Capital Works.<br>Achieved<br><br>Financial health index indicates risk rating less than High using CEWA metrics.<br>Not achieved | Achieved. Monthly monitoring by Alistair Dawson (BM) through financial reporting to ELT and each term to the SAC.<br><br>Done<br><br><br><br>Likely<br><br><br><br>Medium-High risk. Focus on enrolment |

**Our mission is to form resilient young men and women with a passion to learn and to be a light for others**