SCHOOL IMPROVEMENT PLAN (SIP) 2020						
SYSTEM STRATEGIC OUTCOMES (LEAD)	**STRATEGIC PLAN LINK (SCHOOL)**	**SMART GOALS (SPECIFIC, MEASURABLE, ACHIEVABLE, RESULTS, TIMED)**	**QCS COMPONENT LINK**	**GOALS LINKED TO THE COLLEGE STRATEGIC PLAN**	**SUCCESS INDICATORS**	**PROGRESS MADE**
LEARNING	Expand use of problem-solving strategies and critical thinking techniques in the Year 7 to 9 learning program. Increase the opportunities for collaboration and creative thought in the Year 7 to 9 learning program.	Work with the College community to develop a Vision for Learning Develop the use of technology to enhance Teaching and Learning (Data from CEWA survey shows areas for development in the use of technology-specifically around thinking and learning)	301 An Explicit Improvement Agenda 302 Analysis and Discussion of Data 303 A Culture that Promotes Learning 308 Effective Pedagogical Practices	A culture of academic rigour and challenge Higher levels of student Achievement Increased student engagement in their own learning	Working with stakeholders and informed by data a Vision for Learning will be developed This Vision will inform the pedagogical practices to be developed at the College Working with the school community, the Berry Street Model of Education (BSEM) will be explored to enhance student engagement and develop teachers' toolkit for behaviour management Develop a clear vision for technology integration in the classroom, which ensures technology is used to enhance Teaching and Learning and is not used as a tool for substitution. Support staff use of technology to enhance Teaching and Learning by providing appropriate PL opportunities Clear and focused PL, supported by the ICT Champions, throughout the year to support the development of digital competency	A Vision for Learning and SchoolWide Pedagogy have been developed. Embedding of these pedagogies will now become the focus Aspects of the BSEM have been introduced and some staff have trialled elements of the toolkit to enhance student engagement. This vision has developed significantly this year. There is much greater clarity and consistency regarding the software platforms being employed at a college-wide level. Significant staff PL has taken place to upskill staff. The PL has been developed and delivered by a small team of staff who have emerged from the ICT Champions initiative

	Establish intervention programs to meet individual student need – support programs for students experiencing difficulty and extension programs for high achieving students.	Develop a Gifted and Talented program to enhance the achievement of academically able students Analyse student data eg Naplan and ATAR in an appropriate and time effective manner			The Director of Learning, supported by HOYs and HOLAs, will: • use data to identify the most academically able students • develop programs/opportunities that challenge and develops these students • track students' academic achievement • engage and collaborate with HOLAs The Director of Learning, supported by HOYs and HOLAs, will: • Use available data to track individual student progress and identify trends across cohorts and Learning Areas • Share relevant data with subject teachers	Data tracking meetings were scheduled with DoL and HOY's. Students were invited to Learning excellence classes in Year 8-10. Extension activities such as Ethics Olimpiad, Philosothon were offered. All standardised testing results have been uploaded to SEQTA Standardised testing tool. English and Maths department use of NAPLAN, OLNA and P Tests for stream allocation for 2021.

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ENGAGEMENT	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 Enable and support increased opportunities for the professional growth of staff	Develop a culture of staff Performance and Development	301 An Explicit Improvement Agenda 305 An Expert Teaching Team 308 Effective Pedagogical Practices	Increased teaching quality and consistency	Teachers identify a minimum of two professional goals (as indicated on their Professional Growth Plan) per semester, developed through conversations with their HOLA and shared with their HOLA Professional Growth Plans enable the ELT to target broad and specific areas of focus for Professional Learning across the College HOLAs participate in targeted training regarding goal setting and coaching conversations	At the commencement of 2020 all HOLAs began working with their LA staff on their professional growth plans. Due to the urgent need to develop remote learning opportunities due to the Covid 19 pandemic, most staff altered their goals to focus on developing the skills needed for remote T and L. Upon recommencement of face-to-face teaching the focus on ICT related goals continued supported by many PL opportunities in this area. Professional Learning Groups/Teams will be a focus in 2021 This process has started but needs further development in 2021

					A Performance and Development cycle becomes embedded in the College culture	Needs further development in 2021
					HOLAs systematically visit classrooms and provide feedback to teachers regarding their specific goals, to support ongoing improvement	Needs further development in 2021
					The sharing of good practice is explicitly in place. For example, at Learning Area meetings and other forums	
					Further develop the leadership capacity of Middle Leaders through appropriate PL	A very successful leadership stream for all emerging, middle and senior leaders was completed. The 7 sessions were exceptionally well attended, and feedback was positive. The content was put into practice on many occasions during the year.
ENGAGEMENT	Establish intervention programs to meet individual student needs support programs for students experiencing difficulty and extension programs for high achieving students	Increase the retention of Aboriginal Students to the end of Year 12 with achievement of WACE	303 A culture that promotes learning		Mentoring and counselling of students as necessary	AILO and AITA engaged in
					Increased engagement of indigenous students in the learning process including more effective identification of pathways	• data tracking of students with meetings with Director of Learning and AILO and AITA and follow up.
					The creation of Personal Learning Plans ALO and Mentor available to staff for classroom involvement to assist with teaching and learning	• Year 11 Course counselling process
						PLP's created for aboriginal students.

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ACCOUNTABILITY (STEWARDSHIP)	Develop a plan to increase Community knowledge of the strengths and achievements of the College.	Review enrolment processes to ensure prospective students are enrolled in a timely fashion	201 Engagement with the School Community 304 Targeted Use of School Resources	Strong enrolment of new students and retention of existing students Good governance and resource allocation to advance our mission	Investigate and implement strategies to increase enrolments at Year 7 entry level Streamline the enrolment process. Evaluate and implement digital enrolment packages	Various new strategies were implemented to promote an awareness of the College via social media and mainstream media. New data was collected to better analyse sources of enquiry. A new and comprehensive marketing database linked to online enrolment packages will be implemented early 2021 so we may understand where future opportunities may arise and allow us to implement a structured marketing strategy. Online enrolment packages have been reviewed and a package selected, tested and installed for roll-out in the first quarter of 2021. The Year 7 transition processes to be documented in a welcome pack for new students

						completed and introduced from commencement of 2021.
					Develop a shared understanding of the decision-making process More strategic involvement of relevant stakeholders in decision-making	Increased opportunities were offered for the contribution of stakeholders to decision making processes. Examples include: • Community engagement with the development of the 2021-2023 College Strategic Plan • Staff and student involvement with, and contribution to, the development of a College Vision for Learning and SchoolWide Pedagogy • Feedback from staff, students and parents re the delivery of remote learning during the Covid 19 pandemic

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DISCIPLESHIP	Continue to develop opportunities for students, staff and parents to meet the needs of those in the Community through Christian Service	Develop authentic relationships with wider community groups to build community and develop a genuine definition of Christian Service Learning	102 Integrating Catholic Faith, Life and Culture 201Engagement with the School Community 202 Wider Community Partnerships 401 Staff Wellbeing 402 Pastoral Care of Students	Ongoing support for personal faith development Understanding of the College Mission and Guiding Lights Passion and commitment to serve those less fortunate	A program of sequential, meaningful and genuine Christian Service Learning for all Year groups An initial plan for Staff Service and Retreat opportunities	The program was significantly impacted by restrictions applied due to the Covid 19 pandemic. We will continue to review the program in 2021 Staff service commenced with two groups of staff attending Ronald McDonald House to provide services to families as required There was a small uptake by staff for the retreat offered. As a result, it was decided to postpone this retreat until 2021