Annual School Improvement Plan – Lumen Christ College 2018

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed	Actions/Strategies (How will we do it?)	Responsibility & Timeline (Who will lead/drive this? When will the action be done?)	Resources (How will we utilize our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)
Learning	2. **Establish intervention programs to meet individual student need – support programs for students experiencing difficulty and extension programs for high achieving Students**	Establish specific student learning programs for those students identified as needing additional literacy and numeracy support Gifted and Talented program to be targeted towards deep learning, critical thinking and problem solving.	Within the Learning Support Area teachers will be allocated particular year groups and manage the needs of students within that year group Increased awareness and expertise around the distinction between Individual Education Plans (IEPs) and Curriculum Adjustment Plans (CAPs) Consistent approach to accessing IEPs and CAPs and explicitly putting interventions and adjustments in place Make data from standardised and diagnostic testing accessible to all teachers. Focus from Learning and Teaching Team (LTT) on teachers incorporating formative assessment practices (data cycle) The program, assessments and delivery of the Gifted and Talented electives are focused on cultivating student thinking and reflection on what thinking has occurred	Head of Learning Support coordinates case management approach to learning support and implementation of CAPs and IEPs. Structure in place at beginning of 2018 Data from testing – accessed and distributed by Deputy Principal Teaching and Learning Head of Learning Area (HOLA) leading how this is utilized in classrooms, incorporating formative assessment practices • Deputy Principal Teaching and Learning • Coordinator of Gifted and Talented program (Changes in place for Semester Two program)	Timetable adjustments for Learning Support Area REPORTS- guidelines on how to report on students where modified programs or assessment have occurred	301 An Explicit Improvement Agenda 302 Analysis and Discussion of Data 303 A Culture that Promotes Learning 307 Differentiated Teaching and Learning	Teachers are able to articulate the clear distinction between Individual Education Plans and Curriculum Adjustment Plans Plans are clear and accessible for all teachers and utilised by teachers Reports to parents explicitly identify where modification to programs and/or assessments have occurred Teachers incorporate data cycle and related aspects of formative practice into their classroom lessons and broader programing Program, activities and final product of Gifted and Talented electives reveal an emphasis on critical thinking. Student feedback reflects areas where they have been challenged
Learning	4. **Expand use of problem solving strategies and critical thinking techniques in the Year 7 to 9 learning program**	There is an articulated Vision for Learning at Lumen Christi College (based on the principles that cultivate student thinking) Teachers develop expertise in the way technology is utilised in the classroom to develop student thinking skills.	Heads of Learning articulate a Vision for their Learning area. These are shared at end of year LTT planning day These will be part of a broader work on developing a Vision for Learning at Lumen Christi College Curriculum PL Day and Workshops are provided with a focus on strategies and practices that impact on student learning/thinking Teachers engage in a Professional Growth Plans identifying areas where they can most impact on student thinking	Vision for Learning constructed collaboratively in LTT and shared with staff at the end of 2018 Teacher Professional Growth Plan - middle 2018 Vision for Learning - end of 2018 Learning Area Vision - LTT planning day Term 4	Workshops Curriculum PL day LTT Planning Day Involvement with CEWA program (technology)	303 A Culture that Promotes Learning 307 Differentiated Teaching and Learning 308 Effective Pedagogical Practices	Data from CEWA survey shows development in the use of technology-specifically around thinking and learning Programs, including assessments explicitly require deeper learning eg - that students give evidence; apply learning; explain thoughts; make explicit connections Professional Growth Plans are completed and reveal commitment to the areas individual teachers can most impact on student learning Whole staff engagement with College Vision for Learning

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Learning	8. Review the College calendar of events and the timetable to minimise interruptions and maximise the time available for teaching (learning and teaching) Commenced in 2017	Critically assess the effectiveness of each calendar event to ensure genuine value and relevance to learning and teaching	Robustly examine each event/excursion included on the Calendar with individual teachers, HOLAs, SST, LTT and ELT to determine value of each Continue to refine the process by which an event is considered and then approved for inclusion on the Calendar Continue to initiate professional discussions at all levels of the College, so staff have a genuine understanding of a clear focus on learning, related to the proposal or continuation of events/excursions Continue to keep annual records of approvals for the calendar in order to measure progress and monitor effectiveness	The Deputy Principal Staffing & Operations with Learning and teaching Team (LTT), Student Services Team (SST) and Executive Leadership Team (ELT) • Ongoing through 2018 • Major review in Term 3 at annual calendar meeting	Ongoing Agenda Items at LTT, SST, & ELT	302 Analysis and Discussion of Data 303 A Culture that Promotes Learning 304 Targeted Use of School Resources 401 Staff Wellbeing 402 Pastoral Care of Students	A real sense of less 'busyness' in relation to calendar events, as opposed to quality learning experiences and opportunities will develop Staff will report a reduction in the number of 'interruptions' to the learning programs of students, and their teaching programs An analysis of annual College Calendars will provide evidence of: 1- the reduction in number of calendared events that were non-essential to quality learning and teaching: 2 – a reduction in the number of times students and teachers are out-of-class or off-campus for non-essential events/excursions A positive effect on the Relief budget as a result of reduced non-essential events/excursions A positive effect on Learning Area budgets and student subject-fees as a result of reduced non-essential events/excursions costs
Engagement	2. 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	Teachers identify areas of their practice where they would like feedback and related professional learning Professional Partnerships are established enabling shared, targeted classroom observations and reflective practice	Partnerships organised through Learning Areas based around Professional Growth Plans Providing clear structures and modelling around targeted observations eg.....engaging in active inquiry; providing effective feedback; connecting through technology; student engagement	Deputy Principal Teaching and Learning and HOLAs- suitable professional partnerships with processes around mentoring and reflective practice. In place by end of Term 2	Curriculum PL Day Professional Learning Budget	301 An Explicit Improvement Agenda 303 A Culture that Promotes Learning 305 An Expert Teaching Team 308 Effective Pedagogical Practices	Professional Growth Plans are explicit around the areas teachers are seeking feedback and further professional learning Professional Growth Plans enable ELT to target areas of focus for professional learning Classroom observations and reflective practice are occurring supported by a structure (objective, feedback, reflection, next steps)

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Engagement	3. Provide time and structured opportunities to recognise effective practice and share these more broadly with colleagues	Building of leadership and teacher capacity through modelling of leadership skills and sharing of effective practice. Meeting times and some interviews are valued as opportunities to share good practice.	Meetings allocate specific time for the sharing and celebration of good practice. Executive involve HOLA and HOH in particular interviews including the preparation of the interview, the purpose, reflection on the outcome, required follow up and a review of its effectiveness. HOLA and HOH engage in this process with Homeroom teachers and teachers in the Learning Area	ELT and Middle Leaders from beginning of 2018 and on going	Meeting agendas and physical environment of meetings	303 A Culture that Promotes Learning 305 An Expert Teaching Team 308 Effective Pedagogical Practices	Agendas and the physical environment of meetings reflect a commitment to meetings being an opportunity to share good practice. Good practice is shared and celebrated at meetings. Engagement in learning from interviews and other leadership situations. Evidence of teachers and Middle Leaders feeling more equipped to effectively respond and where necessary lead interviews
Accountability (Stewardship)	1. Prioritise within annual budgets the foci in this plan – meeting individual student needs, Literacy and Numeracy intervention, Staff Professional Learning and ongoing development of staff	Standardise the practice of 'testing' all significant budget decisions against the identified Strategies to achieve within the Strategic Plan (SP)	Robustly examine each significant budget decision/s and financial direction/s to test alignment and contribution to the SP. Outline this goal and intention at significant stakeholder meetings – College Board, Finance Sub - Committee, LTT, SST, LTT and staff. Establish standardised practice of 'testing' significant budget decision/s and financial direction/s against identified 'Strategies to Achieve'. Disseminate the intention of this particular "Strategy to Achieve' to the College Community via Staff Meetings; Parent Information Evenings; College communications	The Principal with the full support of the Business Manager. Principal to clearly articulate at respective first meetings of College Board, Finance Sub - Committee, ELT, SST, LTT and staff. Principal to articulate intention at respective Staff Meetings, Parent Information Evenings and through College communications in Tem 1	Agenda item at initial Stakeholder Meetings. Financial resources of the College to be directed accordingly	201 Engagement with the School Community 301 An Explicit Improvement Agenda 304 Targeted Use of School Resources 402 Pastoral Care of Students	Significant Budget decisions and financial directions can be identified against 'Strategies to Achieve' within the SP

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Accountability (Stewardship)	3. Hold exit interviews to obtain feedback on where the College is not achieving the desired outcomes articulated in this plan	Conduct exit interviews with all students (including graduating cohort) and staff exiting the College so as to ascertain their experiences, thoughts and opinions on our performance and potential for improvement relative to our Strategic Plan	Examine existing exit surveys and interview products used by other school (some commercial products) Develop a specific LCC Template for exit surveys and interviews that feedback about key aspects of College performance and culture relative to the CSP Determine an effective methodology to administer such surveys and interviews Determine an effective methodology to analyse such date in terms of; - CSP - Student enrolment and retention - Wellness Establish timeline and interview structures that support the intent of this 'Strategy to achieve'	Principal and Deputy Principal Pastoral Care (DPPC) to lead Principal and DPPC to meet fortnightly in Term 1 to examine and establish templates for exit surveys and interviews Establish process for administration of exit surveys and interviews by end of Term 1 Commence exit surveys and interviews in Term 2 for; - Students/families - Staff - Graduating class (readiness) Establish process and timeline for ELT (SST) to meet with graduating class in Term 3	Fortnightly meeting time for Principal and DPPC Consult other schools and seek CEWA assistance Consult commercial products Liaise with the College IT Department and the technology for Learning Coordinator Liaise with ELT (SST) on timeline and availability Financial implications of; - Time to administer - Commercial product (possibility)	201 Engagement with the School Community 301 An Explicit Improvement Agenda 302 Analysis and Discussion of Data 402 Pastoral Care of Students	Establish LCC Templates for exit surveys and interviews for; - Students/families - Staff - Graduating class Exit surveys and interviews conducted and process as appropriate Establish an effective system of data analysis with a view to informing CSP Establish ongoing data base as a longitudinal reference
Discipleship	2. Review and revitalise Retreat Programs for Students and Staff Commenced	In the light of the new Strategic Plan and Evangelisation Plan, further developments are required to the College Retreat Plan	- Continue Plans for the 'Emmaus Retreat'. - Continued plans in developing a scope and sequence for all retreat and reflection opportunities for all students - Investigate options for staff retreat opportunities. - Evaluate the Emmaus Retreat after it occurs	(Across 2018) - Deputy Principal – Mission & Identity - Evangelisation Plan Working Party	- Bishops of Western Australia, Mandate of the Catholic Education Commission of Western Australia: 2009-2015 - Congregation for the Clergy, General Directory for Catechesis, 1997 - Catholic Education Commission of Western Australia policy statement 2-B4 School Camps and Excursions - Catholic Education Commission of Western Australia policy statement 2-A1 Catholic School Retreats - Reliefs for Evangelisation Working Party	101 Systematic Evangelisation Planning 102 Integrating Catholic Faith, Life and Culture 201 Engagement with the School Community 401 Staff Wellbeing 402 Pastoral Care of Students	- Long term success of Evangelisation throughout College - Successful review of Emmaus Retreat - Reflect and plan improvements for 2019 - Plans for staff retreat opportunity in 2019

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Discipleship	3. Continue to develop opportunities for Students, Staff and Parents to meet the needs of those in the Community through Christian Service Commenced	In the light of the new Strategic Plan and the intended works on the Evangelisation Plan, a new Christian Service Scope and Sequence is to be established including: - Purpose & rationale - Timing - Staff & Student expectation - Links to community	- Review all current Christian Service Learning documentation. - Review 'Community Service' from previous years - Gauge the needs of the Community to direct Christian Service Learning opportunities	(Across 2018) - Deputy Principal – Mission & Identity - Christian Service Learning Coordinator - Evangelisation Plan Working Party	- Bishop's Mandate Letter - Christian Service Learning Framework for Catholic Schools - Vatican City, Catechism of the Catholic Church - 1994 Congregation for the Clergy, The General Directory for Catechesis, 1997 Congregation for Catholic Education - 1998 The Catholic School in the Third Millennium, 1997 - Reliefs for various staff as required	102 Integrating Catholic Faith, Life and Culture 201 Engagement with the School Community 203 Wider Community Partnerships	- Publish Christian Service Learning documentation - Update College website - Implement Christian Service Learning policy - Community awareness of Christian Service Learning undertaken by our students via public forums eg. Facebook & Newsletters
Discipleship	4. Review and enact the College Evangelisation Plan	In the light of the Strategic Plan, develop a new College Evangelisation Plan for introduction in 2018	Review the College Evangelisation Plan to incorporate mission, Guiding Lights, Retreat Program and Christian Service Learning Outline Survey the College community to gauge effectiveness and progress of current Evangelisation Plan. Establish an Evangelisation Plan working party consisting of a cross section of College staff Commence plan, draft and final version of Evangelisation Plan	- (Semester 2, 2018) - Deputy Principal Mission & Identity - Executive Leadership Team - College Board - Evangelisation Plan Working Party	- Review and refer to documents such as; - Current College Evangelisation Plan - Bishops' Mandate Letter CEWA policies- - 2-B5 Religious Education in Catholic Schools. 2-C1 Accreditation of Staff in Catholic Schools. 2-A1 Catholic School Retreats. - 2-A2 Christian Service Learning in Catholic Schools - Reliefs for working party if required	101 Systematic Evangelisation Planning 102 Integrating Catholic Faith, Life and Culture 201 Engagement with the School Community 202 Wider Community Partnerships 401 Staff Wellbeing 402 Pastoral Care of Students	Evangelisation Plan which includes Mission & Guiding Lights New Plan ready for presentation in 2018 and implementation in 2019 Approved Evangelisation Plan by College Board and Catholic Education Western Australia