



# Annual Improvement Plan

## 2017

Improvement Area 1		Principles of Pedagogy	Key Focus	
10. Catholic identity and faith formation		5. Holding high expectations of all learners is a commitment to justice	<input type="checkbox"/> COSA+	<input type="checkbox"/> Wellbeing Project
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Reshape and where appropriate consolidate our formation programs in the light of the founding charisms of the college and the New Evangelisation.		<input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input type="checkbox"/> NSW State Literacy & 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>
Development of a coherent age specific service learning program .  Review of reflection experiences for staff and students.	Structure of activity targets in each year.  Reflection exercises in the light of the teachings of Jesus as assessment.  Review of 2017 activities from student and staff data to improve for 2018.	Incorporate a teaching of Catholic social justice principles across the curriculum.  Mapping of current activities into new framework  Development of age specific 7-12 framework  Implement recommendations of staff and students re Year 11 retreat 2016 for 2017.  Review start of year programs for Year 7 and 11  Development of Staff Spirituality Day 2017

<p><b>Review</b> <i>What processes will be used to review the results?</i></p>	<p>Log book reflections through G Suite. Surveys of staff and students, review of data by responsible staff, changed planning for 2018.</p>	

Improvement Area 2		Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices		3. Assessment informs teaching and learning	<input type="checkbox"/> COSA+ <input checked="" type="checkbox"/> Facilitator of Pedagogy <input type="checkbox"/> School Improvement Project	<input checked="" type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
<b>Key Improvement Goal 2</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Development of pedagogical and wellbeing frameworks that are at the forefront of quality learning in a modern environment			

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<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>A college wide approach to wellbeing and positive relationships to support learning for all students and staff.</p> <p>Develop further the HCCY evidence based</p>	<p>Survey data and best practice research to inform any potential restructure of Wellbeing.</p> <p>Review of year based programs in term 4 2017 as per effectiveness- short surveys of year groups as each program is being implemented.</p> <p>Teacher assessment practices changing, changed</p>	<p>CE Review Recommendation.</p> <p>The Panel recommends:</p> <p>“ a review be undertaken of the pastoral care structures and processes with a view to implementing best practice delivery to enhance the connectivity across Year levels and promote a greater sense of belonging for the students</p> <p>· investigation of the benefits of a structured and sequential Pastoral Care program”</p> <ul style="list-style-type: none"> <li>• Apply for a wellbeing grant for 2017.</li> <li>• Develop further the Mindmatters strategy within the college.</li> <li>• Therefore, conduct a wide ranging review of Wellbeing as per above recommendation.</li> <li>• Develop further the Wellbeing scope and sequence to incorporate age specific and currently recommended wellbeing programs for each year group.</li> <li>• Professional Learning for wellbeing team and general staff in support of programs.</li> </ul> <p>Reframing of assessment with a greater focus on formative assessment, enhancing teaching time- remove</p>

<p>innovative pedagogy</p>	<p>assessment booklet.  Review of grade data to determine improvement 7-10.  Parent and student satisfaction surveys.  Instructional walks</p>	<p>formal exams Year 7-10., use of Gsuite for ongoing assessment, removal of marks, weightings and penalties unless prescribed.</p> <p>Professional learning and collaboration through cross school PLC's to build teacher capacity</p> <p>Continue emphasis on learning intentions to focus students on learning goals.</p> <p>Strategic staff discussions about the implications of BYOD and student management and learning.</p> <p>Review timetable structures in the light of BYOD.</p>
<p><b>Review</b>  <i>What processes will be used to review the results?</i></p>	<p>Survey data - see above.</p>	

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
Know students and how they learn  Improve literacy and numeracy outcomes across the college in particular increase the representation of students in the higher bands.		Transform Teaching and Learning	<input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project XNSW State Literacy & Numeracy
<b>Inquiry Focus</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		As per CE review recommendation, address the need to improve growth Year 7-9 in the middle and top bands for literacy and numeracy and sustain growth in the lower levels of achievement.		

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<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>growth in higher bands to state average level by end of 2017- one year of growth for all students (Hattie)</p> <p>Explore best practice research in numeracy to address the needs of students, design and implement strategy.</p>	<p>Pat R and M testing at end of Year 7 2017.</p> <p>Registration documentation as evidence of enrichment in each subject</p> <p>Student Assessment data in subjects- e.umg. changes in grade achievement.</p> <p>NAPLAN 2017 data indicative of improvement.</p>	<p>Year to year Pat R and M testing and retesting of Year 6 and 7 to track progress and plan strategically.</p> <p>Clustering able students in Years 7 &amp; 8 and enrich</p> <p>Publish achievements</p> <p>Continue “Know Your Own Students” data strategy at start of year and mid-year as a platform for differentiation in teacher planning for the students in their classes.</p> <p>Expansion of iRead strategy in 2016</p> <p>Professional Learning for staff in numeracy and literacy- collaborate with other dioceses about effective data driven strategies.</p> <p>Unknowns that will require a change to planning:</p> <ul style="list-style-type: none"> <li>- CE framework for Literacy/Numeracy for NSW Secondary Schools based on best practice research and supported by professional learning for school staff to build capacity in the college.</li> <li>- Above supported Allocation of 0.7 for Literacy and Numeracy in the College?</li> <li>- iM8S in Year 8 and its implications for literacy and numeracy strategy</li> </ul>
<p><b>Review</b>  <i>What processes will be used to review the results?</i></p>	<p>This is not a one-year strategy but a sustained program to address what have been identified as entrenched patterns of student level growth. Therefore- Pat R and M testing and retesting, review of in school assessment data, NAPLAN performance 2017, 2018, anecdotal iRead and class teacher feedback.</p>	