St Mary MacKillop College

Swan Hill

2023

School Improvement
Annual Action Plan

Update 1:

Update 2:

Our Vision

St Mary MacKillop College is a Catholic Co-Educational Years 7-12 School. It is an educating community with Jesus Christ as our inspiration.

Our Mission is to:

- Celebrate our Catholic identity.

- Work with our families and the local, parish, diocesan and global communities.

- Share in the Mission of the Church.

- Provide a challenging and stimulating curriculum.

- Nurture the development of the whole person by empowering our students to make a positive contribution in the world.

- Respect the unique dignity and faith of each person.

- Strive to achieve the best possible outcome for each individual student.

Key:

[green] Completed   [yellow] Actions Commenced, but needing further action   [red] Not Yet completed

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Principal: __Michelle Haeusler_____   Date: _____

Annual Action Plan – Priority One

Current Reality	St Mary MacKillop College has been through a consultation process over the past 4 years. Having gained approval from the DOBCEL Board in 2021, the school has committed to purchasing land to build the future facilities of St Mary MacKillop College. The student enrolment has consistently been around 430 for a number of years, with an increase to 460 in 2022 and a predicted increase to 480-490 in 2023.
Priority as identified in the School Improvement Plan	The staged relocation of St Mary MacKillop College

Goal	Action	Performance Measures	Leadership & Resources	Timings	Update 1	Update 2	CEB Partnering (if required)
Develop and communicate a staged process for the relocation.	● Continue to update and consult the staff during the relevant stages of the master plan build.	Staff are aware of the stage in development and the staff involved in the consultation.	Principal	Term 1			
	● Develop the staged process and inform community members (Staff, students, families, and St Mary's Primary School community).	The staged process has been communicated, and appropriate information has been shared with relevant community groups.	Principal	Term 2			
Continue to work with external agencies. (remove)	● Continue to engage with Y2 Architecture to re-imagine the Master Plan for 183-187 Gray St Swan Hill.	A master plan is created that meets the future needs of the school	Principal	As required, and ongoing			
Establish strategies for timely engagement and communication with all stakeholders.	● Engage CEB staff around timely communication of staged processes.	The community (internal and external) knows and is excited about the future of the school.	Principal	As required, and ongoing			Ashley Wiseman

Clarification and transparency of structures, roles, and decision-making processes.	• Create and communicate Flow charts of the hierarchy of the school, roles and decision-making.	Staff have clarity of processes for decision-making. (A flowchart of the current situation will establish a platform for creating a dual campus Flowchart of roles.)	Principal	Term 1			

Key aspect(s) being addressed	Catholic Identity, Community Engagement, Leadership and Stewardship, Learning and Teaching, Wellbeing
Staff Learning - what do we need to learn?	Staff require clarity and understanding around the future vision of the school facilities. This will be particularly important once land has been purchased and planning for a new school site can begin. Staff understand and have clarity of the current Organisational model and lines of delegation of the school.
Targets	Well communicated information to relevant groups and the wider community.
Success Criteria Milestones	The Insight SRC 2021 profile indicates that the school organisational climate, which consists of empathy, clarity, engagement and learning, sits within the range where 68% of Australian schools fall. The success of this priority will see our school continue to sit within this band and show an increase.

Annual Action Plan – Priority Two

Current Reality	CHECS data suggests that effective practices are consistently evident in the following areas: a guaranteed and viable curriculum (4.86), effective teaching (5.05), engaging students in their own learning (4.55), analysis and use of data (4.84) and coordinated strategies for intervention (5.26). Insight SRC survey reflect that staff responded in the 68th percentile for Quality Teaching and Engaging Practices. Students' results were reflected in 1st percentile for Purposeful Teaching and the 3rd percentile for Stimulating Learning.
Priority as identified in the School Improvement Plan	Increase the capacity of staff to meet the current and future learning needs of all students.

Goal	Action	Performance Measures	Leadership & Resources	Timings	Update 1	Update 2	CEB Partnering (if required)
Promote and embed the vision for teaching and learning.	● Reflect on our teaching practices in light of the vision for teaching and learning.	Action witnessed in Teaching and Learning Meetings	DP Teaching & Learning Teaching & Learning Team Curriculum Leaders	Term 1			
	● Live and work with the vision - promote examples of how vision has helped in the Teaching & Learning meetings.	Examples are shared and recorded.	DP Teaching & Learning Teaching & Learning Team Curriculum Leaders	As required and ongoing			
Provide the physical resources necessary to support contemporary pedagogies.	● Audit current resources and consider staff and student feedback in regard to resources such as furniture, and technology, prior to future purchases.	Resources purchased are well utilised as they are fit for purpose.	Business Manager DP Teaching & Learning	As required, before November for next year purchasing			
Ensure assessment and reporting processes are aligned to the teaching and learning charter.	● Clarify and embed the Teaching and Learning Charter.	Teachers know the teaching and learning charter.	DP Teaching & Learning Teaching & Learning Team Curriculum Leaders	Term 2			

Continue to develop a dynamic and rigorous curriculum that continues to meet the needs of students.	● Curriculum Leaders to allocate time for reviewing curriculum planning. Audit to ensure the curriculum is current/engaging and extends the abilities of all students. ● Provide professional development for teachers to extend their knowledge for extension within the curriculum. ● Provide forums for discussion to build our skills in developing a curriculum to meet the needs of students with diverse needs and or backgrounds	Audit has been completed. Professional development events have been communicated. Forums have been established.	DP Teaching & Learning Staff Professional Learning Coordinator Teaching & Learning Team Curriculum Leaders	Term 1 Check in at end of each term for accountability Embed in Teaching & Learning Meetings, or as required.			Julia Petrov Mon Ryan Lauren Gould (EAL)
	● Provide staff with the rationale for PBL. ● Develop a plan to support the introduction of PBL curriculum – this could include visits to schools and other Professional Learning opportunities.	PBL rationale and plan have been discussed and provided to staff	DP Teaching & Learning Teaching & Learning Team Year 9 Core Group Teachers	Term 2			
	● Continue to develop a Religious Education curriculum for the local context that is recontextualised and encourages students to engage in faith.	Religious Education curriculum updated and inline with the CEB Awakenings program	DP Teaching & Learning Curriculum Leader Religious Education Awakenings website https://awakenings.ceob.edu.au/	Term 4			Bernie Tolan (RE) & Gina Bernisconi (ECSI)
More efficient and effective targeted use of feedback surveys	● Utilise feedback surveys to assist students to voice their concerns and create student agency in supporting a child-friendly environment.	A survey allowing for student voice and deep conversations has been deployed	Leadership Team Wellbeing Team Teaching & Learning Team	Term 3			Tim O'Farrell (Wellbeing Survey link)

	● Develop or locate a relevant tool to gather feedback from students and staff about teacher and learning.	A satisfactory and relevant survey platform has been purchased/created.	DP Teaching & Learning Teaching & Learning Team	Term 3			Julia Petrov
Develop expertise in the use of data to support staff to differentiate, to inform learning and teaching and tracking of student achievement.	● Clarify who uses data and for what purpose. For example, the data sets used by the house leader teams, Curriculum teams etc.	Upskill key staff in the understanding and analysis of data	Leadership Team Wellbeing Team Teaching & Learning Team Curriculum Leaders	Term 3			Julia Petrov (TOF to discuss data literacy with Julia).

Key aspect(s) being addressed	Community Engagement, Leadership and Stewardship, Learning and Teaching, Wellbeing
Staff Learning - what do we need to learn?	Teachers need to learn how to analyse data for improvement, therefore understanding the impact of their teaching on the students. Feedback surveys can then be better utilised to strengthen teaching practice.
Targets	● Alignment of Assessment and Reporting with the Teaching and Learning Charter ● Increase Teacher use of Feedback and other data, through upskilling key staff.
Success Criteria Milestones	Improved results in Insight SRC surveys, student response. Student response above 10th percentile in Purposeful Teaching and Stimulating Learning.