



Mandurah Catholic College

CATHOLIC SCHOOL IMPROVEMENT PLAN

2023

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.

COLLEGE'S VISION

MCC is a learning community which challenges students Seek truth, to Live out the Gospel values, to Cultivate a love of learning, to Nurture each student to develop their God-given gifts and talents and to Encourage each member to make a positive contribution to society.

*Mandurah Catholic College Vision for Learning is called **FLOW** - a holistic strategic plan for 2023-2027. 'Flow' is a mindset – a way of approaching life with inquisitiveness and delight. It also describes a state of being 'in the zone' while earning, performing or completing a task. We challenge our students to seek and find their 'Flow'; the enjoyable experience which encourages a growth mindset. When we Flow, we grow...and then the possibilities are endless.*

FLOURISH

Positive Education aims to create flourishing students, staff and community. The principles of Positive Education are integrated into our holistic Pastoral Care Program, implicitly and explicitly. Skills of wellbeing and resilience are taught to enable members of the community to flourish, lead purposeful lives and contribute positively to society. Positive Education promotes the PERMA model which was developed by Martin Seligman, it promotes six ingredients: Positive Emotions, Engagement, Relationships, Meaning & Purpose, Achievement and Accomplishment & Health.

LEARNING

Mandurah Catholic College is committed to creating learning experiences that enable students to thrive. Our teachers are passionate, innovative and adaptable practitioners who aim to engage and inspire curious learners. Contemporary learners need to be flexible, independent and dynamic critical thinkers, utilising higher order thinking to arrive at creative solutions. We offer wide ranging experiences that nurture the holistic development of each individual, shaping the necessary skills to thrive as responsible global citizens of the future.

OTHERS

By deeply caring for others, we find greater meaning and significance in our lives. Our Pastoral Care and Christian Service-Learning Programs are an integral measure of our authenticity as a Catholic community. Our programs teach our students the transformative power of active service and the importance of respectful relationships and responsible stewardship. Our aim is to nurture caring, compassionate, and selfless future citizens who can demonstrate genuine empathy and respect for others.

WELLBEING

We believe in nurturing the wellbeing, strengths, and gifts of all our students as essential elements of our Catholic identity. Positive wellbeing (Wellness) contributes to better student outcomes, including improved physical and mental health, better sleep, healthy eating and increased resilience. A well student is more productive, motivated, cooperative, charitable and less inclined to develop mental health illness. Wellbeing Student Leader Portfolios from Years 6–12 are responsible for creating opportunities to attend to student wellbeing concerns and identify areas of development and education.

Mandurah Catholic College

STRATEGIC INTENTS

2023

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.

| CATHOLIC IDENTITY Inspiring Christ-centred Leaders | | | |
|---|--|---------------|--|
| Goal(s): | Success Indicators: | Links to QCE | |
| Grow a culture of quality decision making. Decisions should be based on outcomes of: 1. Christ-Centred? 2. In the best interest of child? 3. Evidence based? | <ul style="list-style-type: none"> Meeting agendas reflect the decision-making process. The three key outcomes drive all goal setting, and language used reflects that in the QCE Language utilised by LAs and staff contributes to a culture of empowerment, feedback and cohesiveness. | 1.2a 1.2b | |
| Provide opportunities for our community to authentically contribute through active service. | <ul style="list-style-type: none"> Access to new service opportunities. Secondary students exceeding minimum expected hours of Christian Service Learning is sustained, and numbers grow. To instil a culture of service amongst all staff to contribute collaboratively to the common good. | 1.1a 1.1c | |
| Grow the number of religious and cultural iconology and symbolism around the College. | <ul style="list-style-type: none"> Growth in number of methods to convey House Mission, College values, Pillars, Aboriginal engagement | 1.1f | |
| EDUCATION Catholic Schools of Excellence | | | |
| Goal(s): | Success Indicators: | Links to QCE | |
| Implementation of the College Vision for Learning FLOW | <ul style="list-style-type: none"> All stakeholders embrace the vision and understand that the overarching objective is to improve student achievement | 2.3b | |
| Quality Learning experiences, are designed to enable students to flourish | <ul style="list-style-type: none"> Classroom culture is positive. Pedagogy is creative and innovative Growth in the proportion of students who are engaged and developing. Greater exposure to deep learning experiences | 2.3b | |
| Empower collective efficacy of staff to facilitate and achieve Quality Learning experiences. | <ul style="list-style-type: none"> Staff are aware of methods that improve engagement and can actively reflect upon practise. Growing number of effective collaboration practices. Staff are achieving the delivery of quality learning experiences that are Christ centred, child focused, evidence based. | 2.3a | |
| COMMUNITY Catholic Pastoral Communities | | | |
| Goal(s): | Success Indicators: | Links to QCE | |
| Achieve respectful and safe environments that honour inclusive practices that celebrate the diversity of each person. | <ul style="list-style-type: none"> Achieve continued growth in staff wellbeing and cohesion. Collective efficacy grows. The College community contributes to a culture of feedback. Sustain of the implementation of the transforming lives strategy. | 3.1a 3.1d. | |
| STEWARDSHIP Accessible, Affordable and Sustainable System of Schools | | | |
| Goal(s): | Success Indicators: | Links to QCE | |
| Grow clarity surrounding the decision-making processes at the College. | <ul style="list-style-type: none"> Growth in understanding of the range of factors that determine how decisions in the College are made. | 4.1c | |
| College structures and processes contribute to staff voice being heard. | <ul style="list-style-type: none"> Staff voice is acknowledged within the decision-making process. | 4.1d | |
| To be financially sustainable to safeguard future capital and learning plans | <ul style="list-style-type: none"> Planning and achieving a balanced budget. | 4.3c | |



In considering the school's Strategic Intentions 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 2023

| Focus Area (CALL to Grow in DISCIPLESHIP) | Improvement Goals (FOCUS – WHAT) | Relevant Actions (STRATEGY - HOW) | Diagnosis (WHY) | Resources (LEAVE BLANK FOR NOW) | Success Indicators (SUCCESS INDICATORS) | Monitoring, Progress, Timing (RESPONSIBILITY – WHO) |
|---|--|--|--|---|---|---|
| | Staff Prayer Opportunities | Wednesday morning 7:45am mass Friday morning departmental prayer Monday Morning briefing prayer Feast Day Masses Whole College Masses Class and Homeroom prayer | Prayer is central to Christian tradition. It is a recognition of God and a celebration of being part of a Christian community. All humans are called to pray to communicate with God. Christian prayer is the prayer of someone in whom God dwells – it is immediate and personal. | | Participation Collaboration Increased attendance A culture of requesting prayer intentions | Liturgy Coordinator CLT All staff |
| | Service | Increase student service participation through the pastoral care period in Primary and secondary Continue to maintain our high standards of Christian Service-Learning required hours Continue to integrate a service component into annual Accreditation days for All Staff | | | Increased number of graduating students attaining endorsed units for Christian service Learning | All Staff Christian Service Coordinator Deputy Principal Community Assistant Head of Primary |
| | Professional Development | Promote, provide access and encourage staff to utilise CEWA and Knights of Southern Cross scholarships Staff will be informed of relevant "Prayer" themed PD offered by CEWA for Accreditation to Teach/Teach RE/Work in a Catholic School/Renewal/Lead. "Faith, Story and Witness" professional development will be offered to all new staff at the beginning of each year. This will contain a prayer component. | Personal and professional faith formation of staff. | | Staff actively contribute to Professional Development formation | All Staff Christian Service Coordinator Deputy Principal Community Assistant Head of Primary |



Improvement Goals

School: **MANDURAH CATHOLIC COLLEGE**

Year: **2023**

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

FOCUSING

What does our focus need to be?

SCANNING

What's going on for our learners?

DEVELOPING A HUNCH

What is leading to this situation?

CHECKING

Have we made enough of a difference?

LEARNING

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

TAKING ACTION

What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

| Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring Process and Progress |
|---|---|--|--|--|--|
| <i>Performance & development goal to be achieved (stated simply).</i> | <i>What actions will we take to achieve the goal?</i> | <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i> | <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i> | <i>How will we know we have been successful (quantitative and measurable)?</i> | <i>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?</i> |
| <p><i>"Lord, teach us to pray, as John taught his disciples"</i> Luke 11:1</p> <p>Prayer will be a pivotal practice in our College Staff Formation Program, integrated into daily College life of staff.</p> <p>Emphasis placed on developing an initiatory catechesis culture of prayer across the whole College community.</p> <p>Christ-like prayer, through formal Church community prayers as well as personal and spontaneous prayer.</p> <p>Focus to support staff to "grow in appreciation for the divine power, received through sacraments & prayer, to help them live the Christian ideals and strengthen them to rise above contrary temptations, failings and personal weakness". <i>(Bishop's Mandate p 59)</i></p> <p>Spiritual formation, through prayer will provide an environment or catalyst in which transformation may take place.</p> <p>Staff prayer will build on the common structures and patterns of the Catholic liturgy to nurture the divine within.</p> <p>Our Carmelite priests play an integral part in the success prayer life and doctrinal / liturgical/pastoral/ formation of College staff.</p> | <p>Friday Staff Prayer</p> | <p>Friday Morning Prayer led by a different Learning Area/Primary Staff weekly. Roster distributed to all staff. Attendance is voluntary.</p> <p>The Learning Area/Primary staff leading prayer to invite all staff each Thursday advising of the prayer theme and venue.</p> <p>All staff (including non-teaching) are expected to attend when their department/area is on roster. Roster will be aligned with liturgical themes/inter-national/national /local events which pertain to their department eg, HASS-Anzac Day, Science-Science Week, etc.</p> <p>The prayer format will be determined by the rostered staff in consultation with the Deputy Principal (Community) and the Ministry Team</p> <p>Venue will be at various places on College campus eg, Learning Hub, Primary School, Flag Pole, Staff Room to enhance staff inclusivity and promote a visible presence of staff communal prayer to students. This will also promote awareness that it is possible to pray anywhere so different environments may be used.</p> | <p>Deepen staff understanding that prayer is a relationship with God.</p> <p>Prayer is a fundamental part of the life of our College community.</p> <p>Acknowledges communal prayer can facilitate learning and growth.</p> <p>Promotes holistic engagement (Heart/Head/Hands) by allowing for diverse ways of encounter.</p> <p>Reflects the primacy of experiential learning in formation.</p> <p>Means to enhance understanding of the major Christian feasts and liturgical seasons.</p> <p>Prayer format is flexible so staff can appreciate:</p> <ul style="list-style-type: none"> • That Christian prayer is for all people regardless of their age, race, sex, class or social status. • Prayer takes place in a variety of ways-there is no single 'right' way to pray. • People prefer to pray in different ways according to their life experience and their personality. • Prayer and life are integrated, not separate realities. <p>Aim to provide a formative experience with a variety of prayer styles to help staff find and practice a prayer style that can sustain them personally (eg, contemplative prayer vocal, prayer or meditation).</p> | <p>Increased attendance</p> <p>Increased participation</p> <p>Increased depth and quality of experiences</p> | <p>Middle Managers</p> <p>Liturgy Coordinator</p> <p>Deputy Principal – Community</p> <p>Assistant Head of Primary - Pastoral</p> |

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| <p>The four essential intentions of Christian prayer will be incorporated into the prayer life of the College:</p> <ul style="list-style-type: none"> • Adoration • Thanksgiving • Petition • Contrition | | | | | |
| | <p>Primary School Prayer</p> | <p>Teachers are encouraged to share their prayer choices with colleagues to foster a growth mindset re the practice of prayer.</p> <p>All professional learning will commence with prayer led by rotating staff groups (eg, Year level, subject specialists) throughout the year.</p> <p>Primary Briefing each fortnight, includes College Prayer and a Prayer of Focus ie, Our Father.</p> | <p>Acknowledgement that singing adds delight to prayer, fosters oneness of spirit and invests the rites with solemnity.</p> | | <p>Regularity of prayer and staff engagement.</p> <p>Evidence of staff sharing prayers with each other.</p> |
| | <p>College Leadership Team Retreat</p> | <p>College Leadership Team to participate in an overnight annual retreat which focuses on faith formation and includes scriptural and prayer themes.</p> | <p>Prayer is an essential component of Christian spirituality and revealed through the scriptures.</p> <p>“Formation from within by the Spirit of Christ, through prayer, is essential so that College leaders continue to become more like Jesus in how they think, hear, speak and behave” (Bishop’s Mandate p 95)</p> | | <p>Leadership level of engagement and response to evaluation survey.</p> |
| | <p>Staff Prayer resources</p> | <p>A digital Staff prayer folder will be held on Office 365. All staff encouraged to contribute prayers to be accessed by all.</p> <p>Library of prayer/faith education resources will also be maintained in the Learning Hub and Director of Ministry’s office eg, Directory of Masses with Children, the Eucharistic Prayers for Masses with Children, the Lectionary for Masses with Children, Meditation practises.</p> | <p>Prayer support for staff.</p> | | <p>Volume of staff contributions to prayer folder.</p> <p>Regularity of staff accessing prayer folder</p> |

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| | Staff Opening Year Mass, House/Year (7-12), Primary School Class Liturgies and weekly Mass | Staff Mass held on Day 1, Term 1. Active staff participation encouraged eg, Prayers of the Faithful, Choir, Eucharistic Ministers, Instrumental accompaniment, Readings etc. Weekly Community Mass held at 7.45am. Staff encouraged to bring their families. Hoy/HoH/Assistant HoP will collaborate with the Ministry Co-ordinator for preparation of Masses and Liturgies. | Develop an appreciation of the Word of God. | | Regularity of attendance and participation in the Masses. |
| | College Leadership Team meetings and prayer | Meetings will commence with a theological reflection using the following format: <ul style="list-style-type: none"> • Scripture/Gospel reading: used as the foundation for the CLT prayer. • Followed by a series of reflection questions which respond to the selected scripture passage. • Discussion of reflection questions. Prayer related to the theme of the scripture reading. | Scripture plays a key role in the Catholic tradition. Means of supporting College Leadership to be Christ-centred and promote a Gospel vision for both themselves and the community that they serve. | | Engagement of College Leadership Team in all components of the prayer. |
| | Eucharistic celebrations and Prayer Intentions | Staff offered opportunities to attend Mass eg, Feast Days, Feast of the Assumption, Whole College Mass, Staff Commissioning Mass). | | | Number of participating staff who attend who do not have to. |
| | Sacramental Program: Eucharist Confirmation Reconciliation An increased emphasis to increase the proportion of students undertaking the sacraments | Staff will prepare students to receive the Sacraments of Eucharist, Reconciliation and Confirmation. They will be encouraged to complete relevant professional development. | “Jesus instituted Sacraments so his members could participate actively in his prayer. As they do so Jesus makes his prayers their own.” Bishop Evangelisation Workshop- Formation of Staff, 2017 The Sacraments celebrate the Pascal Mystery by which Christ accomplished the work of salvation. Working closely with parish to investigate alternate immersion strategies. | | Accreditation. Depth of staff understanding of the role of Sacraments in Church tradition. |

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| | Involvement in a variety of liturgical celebrations, including within Assumption parish | <p>Staff will be offered a variety of liturgical celebrations eg, Ash Wednesday, Easter liturgy, Mother's/ Father's Day Liturgy.</p> <p>Sunday evening community masses</p> <p>According to Church tradition, there is an expectation all staff attend certain liturgies eg, Ash Wednesday.</p> | Year 12 student leaders to be rostered down to do readings | | Participation levels in liturgical celebrations. |
| | Provide opportunities for our community to authentically engage with active service. | | | | <ul style="list-style-type: none"> • Access to new service opportunities. • Continuation of secondary students exceeding minimum expected hours of Christian Service Learning. <p>To instil a culture of service amongst all staff to work collaboratively for the common good.</p> |
| | College Prayer | The College Prayer will be used at the beginning of various meetings eg, HOY/HOH/HOLA/Primary Meetings/ Board Meetings/Primary School Learning Journey/Parent Information Sessions etc. | | | |

EDUCATION Catholic Schools of Excellence

| Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring Process and Progress | |
|--|---|---|---|--|--|---|
| <i>Performance & development goal to be achieved (stated simply).</i> | <i>What actions will we take to achieve the goal?</i> | <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i> | <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i> | <i>How will we know we have been successful (quantitative and measurable)?</i> | <i>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?</i> | |
| <p>FLOW</p> <p>LEARNING COMPONENT</p> | Department to identify areas of development based upon FLOW attributes. | Term 4 2022 and Semester 1 2023 | | | <ul style="list-style-type: none"> Dean of Education Head of Primary HOLA's, HOY's, AHOP, HOH, DPT&L | |
| | Redesign interview questions to align with FLOW attributes | Term 4, 2022 | | New staff know what is expected as a staff member of MCC | <ul style="list-style-type: none"> Dean of Education Human Resources DPT&L | |
| | Integrate FLOW into the onboarding process | | | | | |
| | Signage | Term 4, 2022 | | | <ul style="list-style-type: none"> MPR Department Principal | |
| | College Publications | Ongoing | | | | |
| | Implement high impact teaching strategies in teaching practices, using FLOW attributes for students and teachers | Term 1, 2023 | | | Assessments are improved to reflect the 6 key attributes Student engagement improves and teacher fulfillment improves | <ul style="list-style-type: none"> Dean of Education Head of Primary DPT&L HOLAs and AHOP All teachers |
| | Reports re-structured to align to FLOW model. Qualitative report comments will be personalised and specific to each student's college experience. Primary: General Comment Secondary: Homeroom Comment | Semester 1 Reports 2023 | SEQTA and IT support Homeroom / Classroom comment proformas | | Reports are an authentic reflection of student meeting goals of FLOW Positive community feedback for reporting model | <ul style="list-style-type: none"> DPT&L Dean of Education Head of Primary All Teachers ILT Team |
| Integrate language of Vision for Learning into curriculum and programs. Assess students on FLOW attributes. Utilise FLOW icons in assessment task sheets and information for parents (SEQTA and reporting). | 2023 and Ongoing | Third party providers Time dedicated to gradual re-design. Sample of icons | | FLOW is entrenched in culture | <ul style="list-style-type: none"> Dean of Education Head of Primary DPT&L HOLA's and AHOP Teachers | |

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|--|---|--|--|---|--|
| | <ul style="list-style-type: none">• Primary LIP• English LIP• HaSS LIP• Library LIP• Maths LIP• Physical Education LIP• Religious Education LIP• Science LIP• SEN LIP• Sports LIP• Technology & Design LIP• The Arts LIP• VET LIP | | | LIPS align and are responsive to the fundamentals of FLOW | |
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COMMUNITY Catholic Pastoral Communities

| Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring Process and Progress |
|---|--|---|--|--|--|
| <i>Performance & development goal to be achieved (stated simply).</i> | <i>What actions will we take to achieve the goal?</i> | <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i> | <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i> | <i>How will we know we have been successful (quantitative and measurable)?</i> | <i>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?</i> |
| <p>The Introduction, implementation, and cyclical development of the MCC Vision for Learning</p> <p>F L O W</p> <p>OTHERS COMPONENT</p> <p>WELLBEING COMPONENT</p> | <ul style="list-style-type: none"> • Head of House LIP • Head of Year LIP • Primary LIP | | | LIPS align and are responsive to the fundamentals of FLOW | |
| Expansion of the Staff self-improvement program | Engage with Educator Impact in both teacher and non-teacher spheres | Organised in triads | Educator Impact | <p>An increased confidence of staff to identify and set goals</p> <p>An openness to share and explore growth opportunities</p> | <ul style="list-style-type: none"> • DPT&L • HOP |
| Provide broad holistic sporting environments, with specialised equipment and coaching involvement from the wider College community to improve the experience and ability our athlete. | <p>Increased parent involvement (coaching) within large group competitions/carnivals. (eg Interschool Netball)</p> <p>Use of specialised coaches and or equipment sourced through local sporting bodies to improve the experience for our students</p> | <p>Swimming Equipment – Assessment of the accuracy, benefit and proficiency of swimming timing touch pads end of Term 1 2023</p> <p>Increased parent involvement in coaching – SSWA Interschool Netball competitions, end of Term 3 2023</p> <p>Specialist coaching staff – UWA Western Force Rugby Union Competition, end of Term 3 2023</p> | <p>Head Of Sport Coordination of teams and equipment involved.</p> <p>Registration for competitions and carnivals ACC/SSWA</p> <p>Discussions with community groups & specific/specialised coaches</p> <p>Sports Administration Asst. Correspondence with parents and sporting bodies</p> <p>Booking of venues and travel arrangements</p> | <p>Review of processes</p> <p>Swimming Touchpads</p> <ol style="list-style-type: none"> 1. Ease of process 2. Effectiveness 3. Accuracy 4. Trouble shooting 5. Problems/issues <p>Specialist Coaching/Parents</p> <ol style="list-style-type: none"> 1. Quality of coaching 2. Availability 3. Success of team in relation to previous 4. Surveying students and parents. | <p>Head of Sport to monitor progress throughout the Term.</p> <p>Documentation will be added below in relation to progress with all review materials to be included.</p> <p>HoS will also discuss progress with DoC at specific times during fortnightly meetings.</p> |

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

| Improvement Goals | Relevant Actions | Timeframe | Resources | Success Indicators | Monitoring Process and Progress |
|---|---|---|---|---|--|
| <i>Performance & development goal to be achieved (stated simply).</i> | <i>What actions will we take to achieve the goal?</i> | <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i> | <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i> | <i>How will we know we have been successful (quantitative and measurable)?</i> | <i>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?</i> |
| Ensure professional decision-making processes are maintained and that staff voices are heard. | <p>Ensure transparency, integrity and fairness are applied to processes</p> <p>Listen to the various stakeholders</p> <p>Be discerning and consultative prior to making decisions</p> | N/A | <p>College Leadership Team Meetings</p> <p>Secondary leadership Team Meetings</p> <p>Primary Leadership Team meetings</p> <p>School Advisory Council meetings</p> <p>Parents and Friends meetings</p> | <p>Collegiality</p> <p>Cultural Accountability</p> <p>All stakeholders gain a better understanding of college processes that inform decisions</p> | <p>College Leadership Team</p> <p>Heads of Learning area</p> <p>Assistant Heads of Primary</p> <p>Pastoral care Teams</p> |
| Be financial responsible and safeguard future capital and learning plans | <p>Be aware and responsive to upcoming funding changes eg: DMI</p> <p>Ensure student opportunities are optimised within financial contexts</p> <p>Ensure college is compliant and responsive to all legislative and CEWA requirements pertaining to capital development</p> | N/A | <p>CEWA policies</p> <p>MCC procedures and protocols</p> <p>CEWA consultants</p> <p>Demographic and census data</p> <p>Relevant legislation</p> | <p>Successful budgets</p> <p>Student needs are optimised</p> | <p>College Leadership Team</p> <p>School Advisory Council</p> <p>All leaders responsible for a Budget</p> |