



Chisholm Catholic College - Annual School Improvement Plan 2016

In keeping with our system's Strategic Directions and the College Board's Strategic Plan, Chisholm seeks to review and implement annual improvement priorities. Founded on the guiding principle that undertaking a focus on only a limited number of priorities and addressing them well rather than undertaking too many, the 2016 Annual School Improvement Plan encompasses the following work. Some of the work may be ongoing from the previous year.

Strategic Objectives	Specific Improvement Goals	Responsibility and Timeline	Link to QCS	Success Indicators
<p>Learning: Examination of Curriculum structure and programmes in our Teaching and Learning. (continuation from 2015)</p> <p>Review of School Reporting and the associated process.</p>	<ul style="list-style-type: none"> - Continue to implement adjustments to curriculum and programmes in line with legislated requirements for Australian Curriculum as well as WA authority requirements for full implementation of WACE 2016. - Continue to monitor, discuss and respond to changes in – <ul style="list-style-type: none"> * Year 11 and 12 courses for ATAR, General and VET and the Chisholm context. (greater scrutiny of General Courses for 2017) * Year 7 and 8 curriculum: its balance, foundation and fit into the College educational philosophy and curriculum plan. * Preparation for across - school course adjustments in ICT skills. * Ongoing review of VET Certificate Courses (esp. two year Certs.) - Examination of Student Reporting – documents, effectiveness, Reporting system and process and necessary refinements. Also relationship to other College Awards and framework. 	<ul style="list-style-type: none"> - Academic Council led by VP – T&L (2016, planning for 2017) - HoLA feedback and AC discussions on senior school course offerings. - Refinements and preparations for 2017 subject selection process and 2017 TT (term 2 and 3) - Community feedback – review headed by RN and RR (term 2 and 3 – implementation for beginning of 2017) 	<p>QCS components –</p> <p>Education 304 / 306</p> <p>Education 309</p>	<ul style="list-style-type: none"> - Ongoing analysis of Y.12 WACE Performance Data, internal results and student choices. - HoLA Annual Reports - feedback on effective student choices and counselling process. - Annual review VET results and data on attainment. Feasibility of offerings. - Requested community feedback. One year review
<p>Engagement: Implementing Digital Learning skills and effective use of technology in the classroom.</p> <p>Enhanced learning through Mentoring and Collaboration.</p>	<ul style="list-style-type: none"> - Continue review of digital learning and the most effective use and application of technology and appropriate ICT strategies. (including best ways to utilize highest levels of engagement) - Planning in 2016 for uptake of across-school imbedded IT skills, as per Australian Curriculum. Implementation for 2017. - Adoption of "Towards Transformation" programme involving Peer Coaching for teaching staff in classroom strategies and pedagogy. Specialising in digital learning strategies and skills. (Two main coaches, each coach four other teaching staff – 10 in total in the first year, then expand if effective) - Continue to develop and enhance in-house Parent Portal, Staff Portal and Student Portal to maximise engagement with all. 	<ul style="list-style-type: none"> - ICT committee and Learning Team input. (Audit of ICT policy and device changes – year long) - Through AC led by VP –T&L (endorsed structural Changes implemented in 2017) - Coordinator of Digital Tech. (MB) and Coaching group. - external coaching group. (terms 2 and 3) - staff / parent input re added functionality. 	<p>QCS components –</p> <p>Education 303</p> <p>305</p> <p>Community 201</p>	<ul style="list-style-type: none"> - Audit of type and usage of devices in Senior School - continue to assess possibilities and software and practices to ensure effective school use of devices. (ICT committee) - PL opportunities for staff to demonstrate and share enhanced practices (eg. staff meetings) - community feedback

<p>Accountability:</p> <p>Implementation of revised Staff Professional Formation and Development Policy. (founded more clearly on AITSL standards)</p> <p>Course Counselling and Selection process for Students – particularly into senior school. (and Parent awareness)</p>	<p>- Refine and ratify new Staff Professional Formation and Development policy (term 1 and 2) and utilise calendared Staff Meetings and PL opportunities to illustrate and develop the process further (ongoing 2016/ 2017)</p> <p>- continue to clarify TRBWA requirements and how these intersect with expectations for staff through Professional Learning through the new Policy and how the new process operates in relation to Graduate, Proficient, Highly Accomplished and Lead Teacher)</p> <p>- continue to refine the Staff PFD policy into a clear process for Handbook inclusion and dissemination to staff.</p> <p>- Examine overall Course Counselling interview and guidance process and subsequent subject selection requirements and procedure. This will include –</p> <p>* Review of how and where Career Counselling and advice occurs</p> <p>* Timeline / personnel involved in specific Course Counselling.</p> <p>* Senior school prerequisites, direction, opportunities for publicising courses to entry senior students.</p>	<p>- Principal / VP – Staff (Terms 1 -3)</p> <p>- Executive and HoLA’s overseeing Beginning Teachers in learning areas.</p> <p>- Principal (oversees promotional position reviews) – term 2 and 3</p> <p>- Executive Leadership Team, Careers and Vet Coordinator (MM) and Academic Council</p>	<p>QCS components –</p> <p>Education</p> <p>302</p> <p>301</p> <p>Stewardship</p> <p>401</p> <p>402</p>	<p>- annual review of development of process (end of year)</p> <p>- further comparative research on other models and in use (adopting other components)</p> <p>- Staff input on perceived needs and the required process or improvements needed. (feedback from staff, students and parents regarding adopted changes after the process – end of year.)</p>
<p>Discipleship:</p> <p>➤ Review/refresh College Mission Statement</p> <p>➤ Further immersion and service learning opportunities. (continuation from 2015)</p>	<p>Seek community input from various quarters on examining our Mission, its currency, its accessibility and understanding amongst our community – especially students.</p> <p>- Utilise a Mission Review Work Party to provide guidance to the process of refreshing our Mission.</p> <p>- Continue to investigate and assess further possibilities with service learning, formation and a longer range immersion project for students and staff. Further consideration of links and visits to possible places - Northern WA, (EREA) Solomon islands (Dominicans) or Phillipines (Salvatorians).</p>	<p>- Principal / DP of Ministry / select review staff. (term 3 and 4)</p> <p>- Principal / DP Ministry / Executive Leadership Team.</p> <p>- ELT / Campus Ministry Team / other schools and CEWA as points of reference.</p>	<p>QCS components –</p> <p>Catholic Identity</p> <p>101</p> <p>102</p>	<p>- Seek endorsement and response from appropriate sources and wider community in regard to possible changes in statement and language used.</p> <p>- seek input on possible projects from informed groups. Continue to research the right option before making a viable commitment.</p>