



STRATEGIC DIRECTION 2014 - 2016 (2016)

LEADing in a flourishing Catholic Education system

FOCUS AREA	INTENT	OUTCOMES
LEARNING (Education)	LEARNING is what we do – We are committed to learning at every level.	<ul style="list-style-type: none"> › Enhance student achievement and wellbeing › Increase student and staff engagement in their own learning and faith formation
ENGAGEMENT (Community)	ENGAGEMENT is essential – We are committed to Catholic Education’s mission through relationships with all.	<ul style="list-style-type: none"> › Enhance parental engagement in their child’s learning and faith formation › Develop our people to be leaders in Catholic Education’s mission
ACCOUNTABILITY (Stewardship)	ACCOUNTABILITY is not optional – We have personal and collective responsibility for our system’s success.	<ul style="list-style-type: none"> › Increase understanding of our individual and collective responsibility for Catholic Education’s mission › Ensure inclusivity, good governance and the resource allocation required to meet our mission
DISCIPLESHIP (Catholic Identity)	DISCIPLESHIP is our calling – We are committed to deepening our relationship with Jesus.	<ul style="list-style-type: none"> › Enhance opportunities for personal faith development › Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action



Annual School Improvement Plan – Lumen Christ College 2016

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							
Enhance student achievement and wellbeing	<ul style="list-style-type: none"> Curriculum Development. 	<ul style="list-style-type: none"> Establish a whole school Literacy Support Program. 	<ul style="list-style-type: none"> Analyse immediate past data (NAPLAN, MYAT, Appraise, Report Analysis, ATAR) to establish literacy needs within the College. Consider specific target groups in Years 7–9 leading to curriculum pathways in Years 10-12. Consider specific target groups as; <ul style="list-style-type: none"> Students with Additional Needs (SWAN) Students with other Learning Difficulties (eg Dyslexia etc) Students identified with low literacy levels (through MYAT, NAPLAN etc) (Students with English as an Additional Language or Dialect (EALD) Foundation Studies in Year 11 and 12 Relate back to College Education Plan. Examine existing and established school programs and current research and consider trends with our SWAN students. Consult Middle Managers to consider changes to curriculum offerings and timetable to meet the requirements of specific target groups. Appoint a Literacy Support Teacher (LST). Allocate other teacher support to assist the LST. Allocate necessary resourcing and relevant PD to support the teachers and Programs. Check on progress of newly established Literacy Support Program (LSPr). 	<ul style="list-style-type: none"> Principal (Darren O'Neill) and the Deputy of Teaching & Learning (Frank Norton) to lead. Key Stakeholders; Head of Learning Support, Head of Year 7, LST, English Staff, Head of English and Maths. Regular Literacy Support meetings throughout 2015 to analyse school based and other research. Establish role for LST and make 2016 appointment during Term 4 2015. Establish criteria, check validity and examine timetable implications of specific target groups. FN to liaise with Head of Learning Support to send out respective parent letters in Term 4 2015 outlining the LSPr during the 2016 academic year. Re-assess specific target groups, resources and teaching programs regularly throughout 2016. Establish valid literacy data to examine pre and post LSPr intervention strategies so as to guide future programming and resourcing. Provide regular updates. Regular agenda items at respective meetings – as above. 	<ul style="list-style-type: none"> Regular agenda items at ELT, LTT, SST and General Staff Meetings. Budgetary requirement to fund the role of LST and other teacher support to assist the LST Funds made available to seek additional consultation /expert help and advice from CEWA personnel Office space needs to be created for the LST and associated resource testing environment. Relevant resourcing and PD needs to be provided. Rooming of specific target groups needs to be considered. College Administrative support allocated. 	<p>Education: 301 – An Explicit Improvement Agenda.</p> <p>Education: 302 – Analysis and Discussion of Data.</p> <p>Education: 307 – Differentiated teaching and Learning</p>	<ul style="list-style-type: none"> LST appointed for the start of 2016. LSPr is established for the commencement of 2016 and reviewed throughout. Other teacher support established to assist LST. Specific target groups established and evolve throughout the year. Analysis of the LSPr, through consideration of student data, so as to properly consider any future changes and, where deemed necessary, implement such changes.
	<ul style="list-style-type: none"> Teaching and Learning. 	<ul style="list-style-type: none"> Implement a consistent whole school approach for Provisions for Students with Additional Needs 	<ul style="list-style-type: none"> Analyse existing data (NAPLAN, MYAT, Appraise, NCCD, IEP etc) to examine a consistent Provisions for Students with Additional Needs. Establish a consistent approach that becomes part of the teaching and learning culture. Consider simple groupings for provisions such as; <ul style="list-style-type: none"> provisions of time or context; modifications to curriculum and/or assessments; alternative curriculum and/or assessments. Establish a streamlined method of communicating such information to all Teaching Staff (SEQTA). Establish a live list of students for provisions. Notify respective students and parents of such provisions and their inclusion. Insist that all assessment items have 'built in' scope for provisions. <p>Ensure the College records for 'provisions' is compliant with SCASA 'guidelines for disability adjustments for timed assessments'.</p>	<ul style="list-style-type: none"> Deputy of Teaching & Learning (Frank Norton) to lead. Key Stakeholders; Head of Learning Support and LTT. Liaise with SCASA for validity of provisions. Meeting times set aside in 2015 to form initial list of students for provisions. Create links to NCCD data. Initiate discussions with SEQTA regards the communication to all Teaching Staff Staff meeting presentations on the simple groupings for provisions and the implications for assessments. Trial student list for provisions in Term 4 2015 with a view to implementation in 2016. Re-launch and regular staff updates. 	<ul style="list-style-type: none"> Meeting times set aside for initial and ongoing formation of student lists. Liaise with SEQTA, SCASA and CEWA personnel. Regular Staff meeting presentations and updates of overall student lists College Administrative support allocated. 	<p>Education: 302 – Analysis and Discussion of Data.</p> <p>Education: 307 – Differentiated Teaching and Learning</p>	<ul style="list-style-type: none"> An ongoing list for the Provisions for Students with Additional Needs is established for the start of 2016. SEQTA is utilised to communicate such information All assessments include such provisions.

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Increase student and staff engagement in their own learning and faith formation	<ul style="list-style-type: none"> Data Analysis. 	<ul style="list-style-type: none"> Examine Learning Area analysis of Student PI data 	<p>ATAR Results:</p> <ul style="list-style-type: none"> Map the final results achieved by the students at the College alongside their ATAR results to further identify within Learning Areas and at the teacher level where issues need to be addressed. Learning Areas to review Maximising Feedback data. <p>Personal Performance Indicators;</p> <ul style="list-style-type: none"> Discuss with SEQTA the creation of a report to: <ul style="list-style-type: none"> Create grouped student results Create Learning Area and Teacher results Discuss within Learning Areas, the data shown in the SEQTA reports. Analyse existing Student Report Data from the basis of Learning Area and Teacher results with a view to establishing a consistent and valid set of Performance Indicators (PI) and associated descriptors. Explore the possibility of having students review their own performance over a semester in relation to the Performance Indicators with the view to creating a student report "My Report" 	<ul style="list-style-type: none"> Deputy of Teaching & Learning (Frank Norton) and Deputy of Pastoral Care (Nick Morgan) to lead. Approach SEQTA to create the reports. Head of ICT (Scott Barron) Provide Heads of Learning Area with the reports generated from the Sem 1 2016 Reports. Maximising Feedback to be assessed before March. 	<ul style="list-style-type: none"> Creation of the Reports requires input from Head of ICT with SEQTA . Costing of such data reports needs to be finalised with the Director of College Finance and Operations (Dianne Podmore) Generation of the Report by Deputy of Teaching & Learning (Frank Norton) and Deputy of Pastoral Care (Nick Morgan) Presentation of the Reports to the LTT by the Deputy of Teaching & Learning (Frank Norton) 	<p>Education: 302 - Analysis and Discussion of Data.</p> <p>Community: 201 - Engagement with School Community.</p>	<ul style="list-style-type: none"> Creation of the Reports Discussion of the Horizontal Data by Learning Areas and the development of consistent judgements in relation to student performance.
	<ul style="list-style-type: none"> Teaching and Learning. 	<ul style="list-style-type: none"> Implement Professional Partnerships with a view to reflecting on teaching and learning 	<ul style="list-style-type: none"> Review the findings of the 2015 introduction to Professional Partnerships in terms of the: <ul style="list-style-type: none"> Curtin University Classroom Climate Surveys Classroom Observation Protocols Classroom Observation Templates Linkages Document Re-establish the Professional Partnerships Create a timeline for Semester One Observation and Reflection Build in a Program for Head of Department Discussion on Professional Learning achieved through the Partnerships and ongoing plans and ambitions. This review should take place in Term 3 following the first round of observations, reflections and action research, prior to 2017 Timetabling. 	<ul style="list-style-type: none"> Deputy of Teaching & Learning (Frank Norton) and Deputy of School Management (Cathy Marie Tommasi) and Heads of Learning Areas to lead. Deputy of Teaching & Learning (Frank Norton) to set out the plan for the year at the first general Staff Meeting. Professional Development Day Friday 8 April; staff to re-establish their Professional Partnerships and complete the planned strategic direction for 2016, set out a timeline for lessons and meetings and submit these to their Head of Learning Area. Staff to work through the process reporting their outcomes to HOLAS in T Term 4. 	<ul style="list-style-type: none"> Distribution of Professional Partnership templates Time allocated at Professional Development Day on 8 April Possible provision of personal Professional Development as a consequence of observations and recommendations. 	<p>Education: 301 – An Explicit Improvement Agenda</p> <p>303 – A culture that promotes learning</p> <p>305 – An Expert Teaching Team</p> <p>308 – Effective Pedagogical Practices</p>	<ul style="list-style-type: none"> The production of explicit professional partnership plans by teachers as presented to Heads of Learning Area Implicitly, improved teaching and learning in classrooms as indicated by improved student outcomes in key assessments including NAPLAN, OLNA and WACE.

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	<ul style="list-style-type: none"> Positive Psychology. 	<ul style="list-style-type: none"> Consolidate Positive Psychology initiatives within Year 7 – 9 Student Seminar Program. 	<ul style="list-style-type: none"> Continue to work with key College Staff who will drive the program. Continue commitment to a PP budget allocation to support various initiatives; Professional Learning (PL), engage guest speakers, join Positive School Networks, attend conferences, etc. Establish specific PL days on initiatives. Use a variety of Positive Psychology initiatives with Staff. Continue to encourage positive language in College correspondence and Student Reporting. Engage other experts /presenters to work with Teaching Staff on various aspects of our teaching and learning practices. Consider the future allocation of time for key College Staff. 	<ul style="list-style-type: none"> Deputy of Pastoral Care (Nick Morgan) to lead. Key Stakeholders; Steve Holborow and Heather Mead to assist and support. PL Days with pastoral focus to maintain positive psychology theme. Join the Positive Education Network of Catholic schools. Attend Positive Schools Conference 2016. 	<ul style="list-style-type: none"> Specific PL day focus. Budget allocation required to provide student resources, PL experiences, network affiliations and to engage Greg Mitchell. Seek specific PL opportunities for key College Staff. Allocate specific planning time for ongoing and future planning. Consider budget implications for any future allocation of time for key College Staff. 	<p>Community: 201- Engagement With the School Community.</p> <p>Stewardship: 401 - Staff Wellbeing.</p>	<ul style="list-style-type: none"> Analyse Year 7/8 Student Survey data to measure their awareness of Positive Psychology strategies and consider longitudinal analysis of such data. Analyse and compare Insight SRC survey data to establish community awareness of Positive Psychology strategies. Continued examination of teaching pedagogies and the implementation of specific teaching and learning strategies that promote affirmation and relationships.
	<ul style="list-style-type: none"> Curriculum Development. 	<ul style="list-style-type: none"> Establishing Learning Programs and Assessment Schedules on SEQTA 	<ul style="list-style-type: none"> Within the Learning and Teaching Team (LTT) conduct two sets of briefings with SEQTA personnel outlining the issues to be resolved in order to place teaching and assessment programs on SEQTA. Establish a timeline for Program placement on SEQTA Review progress on Program placement early in 2016 with a view to opening up the student portal, <i>Learn</i> and the parent portal, <i>Engage</i>. Ensure a base level of consistency in presentation. Establish a timeline for the opening up of <i>Learn</i> and <i>Engage</i> to present Teaching and Learning Programs. This should involve a release to lower school students, followed by Upper school students, followed by a trail of parents, followed by all parents. Clear and considered communication to both students and parents must be undertaken. Passwords and portal access to students and parents must be created and communicated. Following the release of Teaching and Learning Programs, establish a timeline for the release of assessment information on both <i>Learn</i> and <i>Engage</i>. Possible Term 2 release. 	<ul style="list-style-type: none"> Deputy of Teaching & Learning (Frank Norton) and ICT Services Manager (Scott Barron) and Heads of Learning Areas to lead. In February ensure US programs are in 'Edit Program' at the first LTT meeting. February – DTL and ICTSM to produce introduction material re <i>LEARN</i>, present to LTT and distribute to trial Upper school students opening up <i>LEARN</i> March ensure LS programs are in 'Edit Program' at the first LTT meeting. After Wk 5 and 6 trial, review and make any necessary adjustments. Repeat the above release to all upper school students and then to lower school students. Repeat the same trial, adjust and release process for parents to implement <i>ENGAGE</i> over the course of Semester One. 	<ul style="list-style-type: none"> Financial cost for the site license for SEQTA <i>LEARN</i> and <i>ENGAGE</i>. Release of introductory material for students and parents. Increased pressure on the College servers – unknown but to be determined. 	<p>Education: 306 - Systematic Curriculum Delivery.</p> <p>Community: 201 - Engagement with the School Community.</p>	<ul style="list-style-type: none"> Development of both upper and lower school programming and resources in Edit Program from each respective Learning Area. Analysis of data take up by parents and students as measured through server use. Implementation of <i>LEARN</i> and <i>ENGAGE</i> in 2016. Survey of the use and effectiveness of <i>LEARN</i> and <i>ENGAGE</i> from both students and parents

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	<ul style="list-style-type: none"> Teaching and Learning. 	<ul style="list-style-type: none"> Continue involvement in Collaborative Learning Project 	<p>Collaborative Learning Project</p> <ul style="list-style-type: none"> Create a staff education program beginning with the intent of the program and the 14 Criteria. The program will include time dedicated to the program at Professional Development Days. Reconvene the 2015 Working Party and continue with CEWA Professional Development. <p>Paragraphing</p> <ul style="list-style-type: none"> Learning and Teaching Team (LTT) to review the priority, "Paragraphing" undertaken in 2015 and create a timeline for the 2016 implementation. Conduct a General Staff meeting outlining the rationale behind the decision to focus on paragraphing. Use NAPLAN, OLNA and Maximising Feedback data to support the case. Create a standardised set of assessment paragraphs including timeframe, level and amount of instruction and review the marking rubric. Undertake a baseline assessment in Term One. Establish an education program to promote development of paragraphing skills including model answers, posters and lessons. Conduct a second assessment in Term 2. Explore the possibility of a program that expands on paragraphing in the following year groups to promote reflective, analytical thinking. <p>Data Tracking in Year 7</p> <ul style="list-style-type: none"> Conduct an assessment of the 2015 initiative, establishing a Year wide workable plan that includes absenteeism and shows baseline data collected from MYAT testing. 	<ul style="list-style-type: none"> Deputy of Teaching & Learning (Frank Norton), Collaborative Project Working Party and Heads of Learning Areas to lead. DTL to meet with HOLA to assess evidence of the need to have a college focus on writing from WACE Maximising Feedback, NAPLAN and OLNA data. LTT to look at the summary of evidence from meetings and plan a presentation to staff. DTL and HOLAs of Maths, Science, English, HSS and RE to create Year 9 paragraphing assessment ready for week 1 Term 2. (NAPLAN is in week 3) Collaborative Learning Team to represent findings and a plan forward including key learnings (posters) to the Staff on Friday 8 April. Students undertake the pre-test paragraph in Week 1 Term 2. Staff focus on Key Paragraphing structures in Terms 2 and 3. DTL and HOLAs of Maths, Science, English HSS and RE to create Year 9 paragraphing assessment ready for week 10 Term 3. DTL and HOLAs of Maths, Science, English HSS and RE to assess findings and present to staff. DTL and HOLAs of Maths, Science, English HSS and RE to plan the next development for Yr 10 2017 and review the tasks undertaken in Yr 9 2016. Collaborative Working Party to attend CEWA Workshops. <ul style="list-style-type: none"> Deputy of Teaching & Learning (Frank Norton), Head of Year 7. Term 1 Identify key literacy and Numeracy baseline data + absenteeism. End Term 1 produce a data wall of Yr 7 Students – explore SEQTA possibilities Explore possible indicators of progress in core areas Produce data wall and generate critical discussions where required. 	<ul style="list-style-type: none"> Time allocated at PD days to develop staff in the 14 Criteria for the Collaborative project. Development and production of Pre and post paragraphing assessments. Production of posters to promote key paragraphing concepts. Development of a data wall to display results and progress. Relief required for the Collaborative Working Party to attend CEWA Workshops. <ul style="list-style-type: none"> Production of the Data Wall Provision of staff discussion time 	<p>Education: 302 – Analysis and Discussion of Data</p> <p>303 – A Culture that Promotes Learning</p> <p>305 – An expert teaching team</p> <p>307 – Differentiated Teaching and Learning.</p> <p>308 – Effective Pedagogical Practices</p> <p>Education: 301 – An explicit improvement agenda</p> <p>302 – Analysis and Discussion of Data</p> <p>303 – A Culture that Promotes Learning</p> <p>307 – Differentiated Teaching and Learning.</p>	<ul style="list-style-type: none"> Post Paragraphing results as analysed against pre paragraphing results Analysis of NAPLAN, OLNA and WACE student performance in Literacy. <ul style="list-style-type: none"> Degree of informed staff analysis on student progress and the resultant targeted critical discussions.

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Engagement							
Enhance parental engagement in their child's learning and faith formation	<ul style="list-style-type: none"> Building Community. 	<ul style="list-style-type: none"> House Competition promoted as part of College culture 	<ul style="list-style-type: none"> Identify Key people in the four portfolio areas and give them autonomy to adjust their respective criteria and events/achievements to capture student achievement and participation on a House basis. Build in flexibility to adjust for future student and College initiatives. Use various means of communication to inform all parts of the College community of the new House competition. Utilise the Heads of House to promote the new House Competition and encourage student participation, effort and achievement in all aspects of College life Regularly report on House points within each portfolio area and work on a timeline to annualise the presentation of the House Shield. Define the name for House Competition/House Shield. 	<ul style="list-style-type: none"> Deputy Principal of Pastoral Care (Nick Morgan) to lead. Four key Stakeholders to lead specific portfolio areas; Service, Academic Studies, Arts and Sport. Heads of House to communicate to students at a House level. Implement at the start of 2015 and present House Shield in 2015. Re-name House Shield for 2016 . Adam Maxwell and Nick Morgan to determine weightings for points and present to staff and students. 	<ul style="list-style-type: none"> Regular meetings with key stakeholders to discuss criteria, events, point allocation etc. Regular updates at College Assemblies. Examine the allocation of a new House Shield if required. 	<p>Community: 201 - Engagement with School Community.</p> <p>Education: 303 – A Culture that Promotes Learning</p>	<ul style="list-style-type: none"> House Competition implemented in 2015 and finalized in 2016.. House Competition with new name, becomes established as part of Lumen Christi College.
	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Plan for the implementation of SEQTA Engage (ConneqtP) and SEQTA Learn (ConneqtS). 	<ul style="list-style-type: none"> Review progress on Learning Area Program placement early in 2016 with a view to opening up the student portal, <i>Learn</i> and the parent portal, <i>Engage</i>. Ensure a base level of consistency in presentation. Establish a timeline for the opening up of <i>Learn</i> and <i>Engage</i> to present Teaching and Learning Programs. This should involve a trial release to lower school students, followed by Upper school students; likewise, a trial release to select parents, followed by all parents. Clear and considered communication to both students and parents must be undertaken. Passwords and portal access to students and parents must be created and communicated. Following the release of Teaching and Learning Programs, establish a timeline for the release of assessment information on both <i>Learn</i> and <i>Engage</i>. Possible Term 2 release. 	<ul style="list-style-type: none"> Deputy of Teaching & Learning (Frank Norton) and Deputy of Pastoral Care (Nick Morgan) to lead. present to LTT and distribute to trial Upper school students opening up <i>LEARN</i> March ensure LS programs are in 'Edit Program' at the first LTT meeting. After Wk 5 and 6 trial, review and make any necessary adjustments. Repeat the above release to all upper school students and then to lower school students. Repeat the same trial, adjust and release process for parents to implement <i>ENGAGE</i> over the course of Semester One. 	<ul style="list-style-type: none"> Release of introductory material for students and parents. Use of surveys and other sources to seek feedback on implementation process and usage. 	<p>Community: 201 - Engagement with the School Community.</p>	<ul style="list-style-type: none"> Implementation of <i>LEARN</i> and <i>ENGAGE</i> in 2016. Survey of the use and effectiveness of <i>LEARN</i> and <i>ENGAGE</i> from both students and parents. Feedback sought on the implementation process

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	<ul style="list-style-type: none"> • Student Excellence 	<ul style="list-style-type: none"> • Trial Elevate Study Skills for Year 7 	<ul style="list-style-type: none"> - Examine the effectiveness and viability of various developmental study skills programs. - Consult with Head of Year 7 (HOY7) and Year 7 Teaching Team (7TT) to ascertain the scope for delivery. - Consult Elevate Study Skills to tailor a program that is relevant for Year 7. - Examine resources and curriculum delivery modes. 	<ul style="list-style-type: none"> • Principal (Darren O'Neill) to lead. • Key Stakeholders; HOY7, 7TT Deputy of Teaching & Learning (Frank Norton) • Examine various study skills programs throughout 2015. • Consult with Elevate Study Skills in Term 4 2015 with a view to forming program for the commencement of 2016. • HOY7 to liaise with 7TT to ensure the effective delivery and proper review of the Elevate Program. 	<ul style="list-style-type: none"> • Set aside specific time within the 2015 Calendar to allow for respective meetings of 7TT. • Consult with Elevate and agree on specific LCC Program. • Consult with College Finances to support the implementation within the Year 7 Resource fees. • Set aside specific time within the 2016 Calendar to allow for respective review meetings of HOY7 and 7TT. • Consider future implementation to other Year groups 	<p>Education: 303 – A Culture that Promotes Learning.</p> <p>Education: 306 – Systematic Curriculum Delivery.</p>	<ul style="list-style-type: none"> - Elevate Study Skills Program is effectively delivered as part of the Year 7 curriculum in 2016. - Elevate Study Skills Program is properly reviewed throughout 2016. - The possible expansion of the Elevate Program into other Year Groups is determined by the analysis of Year 7 Trial in Term 4 2016.
Develop our people to be leaders in Catholic Education's mission	<ul style="list-style-type: none"> • Building Community 	<ul style="list-style-type: none"> • Develop a broad range of Co-curricular activities that are available to students and ensure staff have committed to a nominal amount of 40 hours per year. 	<ul style="list-style-type: none"> - Present to Staff at the start of 2016 the new Co-curricular Policy. - Invite staff, initially, to commit to a list of 'Priority' Co-curricular Activities. - Invite Staff to suggest possible Co-curricular activities and nominal hours in addition to the 'Priority' List. - At the end of the year review all activities and nominal hours with key organisers and continue to develop a more formal list of our Co-curricular activities and hours for the commencement of 2017. 	<ul style="list-style-type: none"> - Deputy Principal (Cathy Marie Tommasi) worked with a Committee in 2015 to initially provide a policy. - Deputy Principal to continue to fine tune the Co-curricular Activities. 	<ul style="list-style-type: none"> - Meeting with a Committee to continue to develop lists of activities and nominal hours associated with respective activities. - Monitoring of staff involvement with key organisers. 	<p>Stewardship: 401 - Staff Wellbeing.</p> <p>402 - Pastoral Care of Students.</p>	<ul style="list-style-type: none"> - A broad range of co-curricular programs are provided for students. - Co-curricular programs are prioritised according to student and school requirements. - Staff are fully aware and committed to their co-curricular responsibilities.

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Accountability Increase understanding of our individual and collective responsibility for Catholic Education's mission	• Stewardship.	• Begin consultation and planning for College Strategic Directions (2017 - 2020)	<ul style="list-style-type: none"> Advertise the consultative process for a new College Strategic Directions (2017 - 2020). Consult with key stakeholders; Students, Parents, Staff and wider community to consider aspects of the College; <ol style="list-style-type: none"> What are we doing well? What areas do we need to develop in? What are the possibilities for LCC Seek consultative assistance from CEWA. Use feedback data from the College community to analyse the immediate needs of the College and identify areas for improvement and possibilities. Use aspects of the 2013 and 2015 QCS Insight Survey data as another data source. Work with members of the College Board, ELT, Staff and Students and community to establish key values and form a broad and simple Strategic Directions document. Communicate Strategic Directions Document and associated annual goals and strategies with the College community. Establish Annual Improvement Plans. Complete Annual School Reviews. Complete Annual School Reports. Engage in Cyclic Review process when required by the CEWA. 	<ul style="list-style-type: none"> Principal (Darren O'Neill) to lead. Members of the Executive Leadership Team (ELT) and Marketing and PR Officer to support. Key Stakeholders, College Board, Staff, students, parents and community. CEWA consultant engaged in Term 1 2016. Feedback from key stakeholders sought early in 2016. Strategic Working Party formed to analyse data and to assist in the process of forming a Strategic Directions document. Set meeting/planning times set aside in the Calendar. Regular updates of progress to be communicated to the College community with a view to finalising in Term 4 2016. The respective Annual School Improvement Plans for 2017 to be completed in Term 4. and the corresponding Annual Comply with annual timeline that establishes a cyclic process of plan and review based on links to the Strategic Directions. 	<ul style="list-style-type: none"> Resources required to complete adequate survey and thorough analysis of data. Designated Staff Meetings, Board Meetings, PnF Meetings and SLT Meetings need to be allocated to seek community feedback. Seek support and direction from the CEWA in developing a Strategic Directions document. Further planning time (days) will need to be allocated to the working party College Administrative support allocated. Production, promotion and communication of the Strategic Directions 2017-2020 will have a budgetary requirement. 	Community: 201 – Engagement With the School Community Education: 301 - An Explicit Improvement Agenda	<ul style="list-style-type: none"> - Formation and endorsement of Strategic Directions 2017 – 2020. - Establish a calendared cyclic process of plan and review for annual components of the Strategic Directions document. - Complete aspects of the Strategic Directions; <ul style="list-style-type: none"> - Annual Improvement Plan. - Annual School Review. - Annual School Report.
	• Stewardship.	• Consider College Management Structure from 2017.	<ul style="list-style-type: none"> Consider projections for future enrolments and consider the logistical needs of the College and effective management (senior and middle) portfolios. Consider relevant findings from the Strategic Directions survey. Consider tenure of current management positions. Examine the management structures of other like Catholic schools. Examine a variety of Management Structures for the College (status quo is an option). 	<ul style="list-style-type: none"> Principal (Darren O'Neill) to lead. Members of the Executive Leadership Team (ELT) to support. Key stakeholders: Middle Leaders (LTT and SST). ELT agenda item in early Term 1 and middle Leaders consultation throughout Terms 2 and 3. Possible management structure models considered and costed by Term 4 2016. Future Management Structure and timeline recommended prior to 2017 Annual Budget. 	<ul style="list-style-type: none"> Designated agenda items on ELT and Middle Leaders Meetings. Costing implications for various Management structures needs to be calculated. 	Community: 201 – Engagement With the School Community Education: 306- Targeted Use of School Resources	<ul style="list-style-type: none"> - Future College Management Structure is presented for beyond 2017 (status quo is an option).

	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)
Ensure inclusivity, good governance and the resource allocation required to meet our mission	• Governance.	• Audit of Disability Funding and allocation of resources.	<ul style="list-style-type: none"> - Implement Civica Students with Disability (CE-SWD) Module (actioned 2015) - Continue to work with Staff regarding tasks required and updates into CE-SWD data. - Data Standardisation in Maze – Student Services - Maze Configuration – ICT - Training in New Module – Head of Learning Support - Ensure Students identified as having requirements for funding is input into database prior to Census and information is correct and approved by CEWA. - Ensure National data Collection statistics (NCCD) are kept separate to SWD funding. - Keep abreast of changes to funding models by regular communication with CEWA Consultants (Students with Disability). - Review previous year Disability Funding and continue to monitor resources and capital requirements. - Ensure Learning Support Department is staffed adequately and financial assistance is given. - Continue to liaise with Enrolments Officer and Head of Learning Support to ensure new students receive funding. 	<ul style="list-style-type: none"> • The Director of Finance and College Operations (Dianne Podmore) to lead • Head of Learning Area (Learning Support) (Mandy Corkill) will support. • Key Stake Holders: Learning Support Department. Student Services Team including Phycologists. Enrolments Officer. • CEWA Consultants (Students with Disability) • MAZE updated with correct student numbers (SWD) completed before Census (February and August) • Review and Audit of Commonwealth and State Funding received (Before Financial Audit end February 2016) • Review Staffing and resource expenditure 2015 and present to College Executive (ELT) at regular ELT meeting. • Meet with Head of Learning Support and Enrolments Officer to look at ways to streamline processes in obtaining correct documentation when students identified as having a Disability enroll in the College. (Term 1 2016) 	<ul style="list-style-type: none"> -Regular meetings with Key Stake holders to identify any possible improvements that can be made to enhance the support to Learn Support. -Regular meetings held with Head of Learning Support and Director of Finance to review student numbers and funding allocated to students. -Continue to look at Professional Development opportunities which will give greater understanding in processes in identifying Students with Disability 	<p>304 – Targeted use of School Resources.</p> <p>402 - Pastoral Care of Students.</p>	<ul style="list-style-type: none"> - Funding is adequate to support the resourcing and Pastoral Care of Students identified as having a Disability. - The College has certainty regarding annual funding as part of Budget planning.
	• Stewardship.	• Finalise and submit CDP Plan (2016 -2020)	<ul style="list-style-type: none"> - Continue to work with ELT through extended meetings to look at areas that will need to form part of the Capital Development Plan (CDP 2016 – 2020). - Continue to work with Architects and Quantity Surveyor (QS) to look at design and structural changes required in areas agreed that will form part of the (CDP 2016 – 2020). - Update College Maintenance Plan - Update - Continue to review Contractors used at College - Through the (QS) receive costings based on drawings from the Architect. - Look at College Debt Servicing in conjunction with College 3 Year Financial Plan Report to College Finance Committee. - Continue to Liaise with CEWA regarding funding requirements. - Look at ways to reduce cost of building eg. College working directly with Builder 	<ul style="list-style-type: none"> • The Director of College Finance and Operations (Dianne Podmore) to lead. • Principal (Darren O'Neill) will support. • Continue to work with ELT, Architects and QS along with College Board and relevant Board sub -committees throughout 2016. • Finalise CDP and present to CECWA for approval by end of Term 2 2016. • Present approved CDP to College Board and College Community term 3 2016 	<ul style="list-style-type: none"> • Planning time set aside at ELT Extended meeting to discuss CDP • Report to Principal on progress against agreed timeline. • Director of Finance & College Operations to meet weekly with Property Maintenance Manager, ICT Manager to discuss requirements for Facilities and ICT. 	<p>301 – An explicit Improvement Agenda.</p> <p>304 – Targeted use of School Resources.</p>	<ul style="list-style-type: none"> - College Capital Development Plan (2016-2020).

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<ul style="list-style-type: none"> Stewardship <p>DPO</p>		<ul style="list-style-type: none"> Establish a 3 Year Financial Plan for 2017 	<ul style="list-style-type: none"> Establish a framework around a Financial Plan Keep abreast of changes made to Funding Models, by liaising with CEWA Planning & Resources and College Principal. Utilise data from CDP recommendations to incorporate into 3 Year Financial Plan. Analyse and review current and aged financial data to look at trends in Private Income (Fee Collection) and Expenditure (Recurrent and Capital) Review and Update College Debt Servicing Worksheet. Liaise with CEWA Consultant and Catholic Development Fund (CDF) regarding any changes to requirements on Debt Servicing. Continue to work with College Finance department through meetings to look at areas for improvement in Recurrent Expenditure and Family Fee Collection. Continue to work With College ICT Manager to look at ICT Financial Plan. Continue to work with College Grounds and Maintenance Manager to review College Maintenance Plan. Continue to work with College Enrolments Officer to look at Enrolment Trends 	<ul style="list-style-type: none"> The Director of College Finance & College Operations (Dianne Podmore) to lead. Principal (Darren O'Neill will support. Continue to work with various stake holders. (Finance, Information Communication Technology (ICT), ELT (staffing) Marketing and Enrolments). Work with and present reports to Executive Leadership Team (ELT) and Relevant Board Sub- Committees (Finance and Building and Planning) throughout 2016. Finalise and present 3 Year Financial Plan to College Board after 2016 Mid-Year Budget Review (August 2016) 	<ul style="list-style-type: none"> Meeting time set aside with Key Stake holders. (Finance, ICT, Marketing , Enrolments, ELT) where information will be discussed regarding trends) Report to Principal at regular Meetings on progress against agreed timeline 	<p>301 – An explicit Improvement Agenda.</p> <p>304 – Targeted use of School Resources.</p>	<ul style="list-style-type: none"> College 3 Year Financial Plan (2017 – 2020)

Annual School Improvement Plan – Lumen Christ College 2016

	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)
Discipleship Enhance opportunities for personal faith development	<ul style="list-style-type: none"> Evangelisation. 	<ul style="list-style-type: none"> Review College Evangelisation Plan (2014-2016) 	<ul style="list-style-type: none"> Consult with key stakeholders to determine the effectiveness and reach of the existing College Evangelisation Plan (CEP). Refer to the QCS Component Review findings from 2015 as a recent and relevant data source. Specifically identify the understanding and application of three focus areas; <ol style="list-style-type: none"> Understanding our Mass. Types and Forms of Prayer Christ My Light - Lumen Christi Use a variety of ways to communicate aspects and strategies of CEP to the wider College Community. 	<ul style="list-style-type: none"> Head of Ministry (Anne Kennedy) to lead with Principal (Darren O'Neill) and Deputy Principal (Nick Morgan). Christian Ministry Team (CMT) to support. Throughout Semester 1, refer to 2015 QCS Component Review findings and seek other data to determine effectiveness and reach. Determine what aspects of the CEP have been accomplished; and those aspects that require further attention. Throughout Semester 2, implement strategies to address perceived shortfalls of current CEP. 	<ul style="list-style-type: none"> Allocate meeting time for key stakeholders and the CMT. Establish costings, logistics and time-line in implement strategies to address perceived shortfalls of current CEP. Set allocation of time and space in Staff Meetings, Student Seminars, PL Days and Newsletters etc. in order to promote the links. 	Catholic Identity: 101 – Systematic Evangelisation Planning .	<ul style="list-style-type: none"> Determine the effectiveness and reach of the existing College Evangelisation Plan (CEP), including those strategies implemented mid year as a result of ongoing review. Forward any suggestions to be considered for the next College Evangelisation Plan (2017) . .
	<ul style="list-style-type: none"> Evangelisation. 	<ul style="list-style-type: none"> Begin consultation and planning for College Evangelisation Plan for 2017. 	<ul style="list-style-type: none"> Audit of the most recent College Evangelisation Plan (2014-2016) to identify continued areas of need. Analyse existing school data (Insight SRC, QCS Component Reviews, Staff Induction, etc.) to identify areas for further student and staff faith formation. Consult the Christian Ministry Team (CMT) and the Student Leadership Team (SLT) to illicit feedback on the evangelisation needs of the students and staff. Design and administer various surveys within a range of RE classes to determine future evangelisation needs. Examine past Faith Formation PL Days and past Student /Staff Retreat Programs to determine perceived gaps in the faith formation and evangelisation needs of the community. 	<ul style="list-style-type: none"> Head of Ministry (Anne Kennedy) to lead with Principal (Darren O'Neill) and Deputy Principal (Nick Morgan). Consult CEWA for assistance with College Evangelisation Plan (CEP) development. Throughout Semester 1, the Christian Ministry Team (CMT) to assist in analysing existing school data in terms of faith formation and evangelisation needs. Seek ICT support and RE Learning Area assistance in administering various student surveys in Terms 1 and 2 as required. Draft new CEP (2017) in August/September with a view to finalising in Term 4, 2016. Consult the Marketing and PR Officer (Kylie Yacopetti) on layout, final design and future communication. Submit the new CEP 2017 to CEWA for endorsement in Term 4, 2016.. Plan for formal launch and communication to the wider College Community in Term 1, 2017. 	<ul style="list-style-type: none"> Allocate regular meeting and planning time for AK, DO and NM throughout 2016. CEWA consultation. Set time aside in Semester 1 for key stakeholders and the CMT to analyse existing data. Consult Marketing and PR in design and launch of new CEP. 	Catholic Identity: 101 – Systematic Evangelisation Planning.	<ul style="list-style-type: none"> Students and Staff consulted on the future directions of faith formation and evangelisation. College Evangelisation Plan (2017) is endorsed by CEWA in 2016 in readiness for implementation in 2017.

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Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action	<ul style="list-style-type: none"> Faith Development Outreach 	<ul style="list-style-type: none"> Review and examine Retreat programs – (students and staff). Establish a Lumen Outreach Fund and give clarity to various charitable projects. 	<ul style="list-style-type: none"> At the end of 2015 the Christian Ministry Team reviewed the Retreat Program for each year level. 2016 adjustment to be made to the Retreat Program keeping in mind what Offset Activities will be provided for 2-3 day Retreat programs. For 2017/2018 introduce a Retreat Program for Staff. Audit of College Finances to track donations and support of various charities over the previous five years. Identify all Whole of College fundraising events as income into a Lumen Outreach Fund - to be distinct from specific SLT fundraising events for a defined cause. Consult various Staff stakeholders to establish a list of priority charity organisations to support; Matrix Mission, SVDP, Caritas, Catholic Mission, etc. - College supported charities Establish an agreed percentage based distribution of funds from the Lumen Outreach Fund to College supported charities 	<ul style="list-style-type: none"> Deputy Principal (Cathy Marie Tommasi) to work with the Christian Ministry Team. At the conclusion of each Retreat, review the success of the program and make adjustments as required for 2017. Head of Ministry (Anne Kennedy) to lead with Principal (Darren O'Neill), The Director of College Finance and Operations (Dianne Podmore) and SLT Coordinator (Amy Boughton/Tim Redden). Audit of past charity financials in Term 4 2015 as reference data. Establish a priority list of College supported charities as distinct from specific SLT fundraising events and add to College Calendar for 2016. Consult key stakeholders to model and then define an agreed percentage based distribution of funds from the Lumen Outreach Fund in Term 1, 2016. Communicate the Lumen Outreach Fund with the wider College community in Semester 1, 2016 	<ul style="list-style-type: none"> At regular Christian Ministry Team Meetings the Christian Ministry Team are to review each Retreat using feedback from Staff and Students. At CMT Meetings discuss and put forward proposals for Staff Retreat in 2017/2018. Meeting times for key stakeholders to discuss and determine the parameters of both income and expenditure from the Lumen Outreach fund. Analysis of previous financial records. Establish annual calendar of fundraising events. 	<p>Catholic Identity 102 – Integrating Catholic Faith, Life and Culture</p> <p>Catholic Identity 102 – Integrating Catholic Faith, Life and Culture</p> <p>Community 203 – Wider Community Partnerships</p>	<ul style="list-style-type: none"> Staff and Students feedback should indicate positive growth for our Students. Implementation of a Staff Retreat for 2017/2018. Lumen Outreach Fund is established which provides clarity to College fundraising events and the support of prioritised charitable projects.