

Annual School Improvement Plan - Lumen Christi College 2017

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Results, Timed)	Actions / Strategies (How will we do it?)	Responsibility & Timeline (Who will drive this? When will the action be done?)	Resource (How will we utilise our human & financial resources.)	QCS Component Link	Goals Linked to the College Strategic Plan	Success Indicators (How we will know we have been successful?)
Learning	<p>1. Use student data to identify learning issues as early as possible.</p>	<p>Establish a consistent whole school approach to effectively analyse existing student performance data and seek new ways to analyse such data.</p>	<p>Analyse immediate past data (NAPLAN, MYAT, Appraise, Report Analysis, ATAR, Performance Indicators) to establish literacy and numeracy trends within the College. Utilise such data to examine immediate intervention responses and longer term planning.</p> <p>Analyse the Student Performance Indicator (PI) data with a view to analysing trends for individual students; cohort groups; Learning Areas; other.</p> <p>Liaise with the Manager of ICT to examine efficient and consistent ways of extracting and presenting such data.</p> <p>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"</p>	<p>The Deputy of Teaching and Learning (KG) and the Deputy of Pastoral Care (NM) to lead.</p> <p>Extensive work with the Learning and Teaching Team (LTT), the Literacy Support Staff and the Student Services Team (SST) to establish required data.</p> <p>Discussion with the Manager of ICT to examine efficient and consistent ways of extracting and presenting such data.</p> <p>To be established throughout the year with a view to ongoing evolution in the future.</p>	<p>Regular agenda items at ELT, LTT and SST.</p> <p>Planning day/time allocation to allow a working party/ies to commence planning.</p> <p>Funds made available to seek additional consultation /expert help and advice from CEWA personnel.</p> <p>Funds made available to seek additional consultation /expert help from SEQTA or other.</p> <p>Relevant resourcing and PD needs to be provided.</p> <p>College Administrative support allocated.</p>	<p>301 An Explicit Improvement Agenda.</p> <p>302 Analysis and Discussion of Data.</p>	<p>A culture of academic rigour and challenge.</p> <p>Higher levels of student achievement.</p>	<p>An annual process for analysing and presenting Academic Data is established with a view to identifying trends.</p> <p>An annual process for analysing and presenting Student Performance Data is established with a view to identifying individual and cohort trends and identifying significant changes (improvement or decline).</p> <p>An annual process for analysing and presenting both Academic and Student Performance Data is established in all Learning Areas with a view to identifying trends and adjusting curriculum and/or pedagogy.</p> <p>A student directed "My Report" is considered for 2018.</p>
Learning	<p>2. Establish Intervention programs to meet Individual student need – support programs for Students experiencing difficulty and extension programs for high achieving Students.</p>	<p>Establish specific student learning programs for those students identified as needing additional literacy support.</p>	<p>Analyse academic data to identify repetitive students.</p> <p>Consider specific target groups in Years 7-10 leading to pathways in Years 10-12. Such groups may be:</p> <p>Students with Additional Needs (SWAN); Students with other Learning Difficulties (eg Dyslexia etc); Students identified with low literacy levels; Students with English as an Additional Language or Dialect (EALD).</p> <p>Examine the placement of students at Foundation Studies level in Year 11 and 12 Courses.</p> <p>Consider changes to curriculum offerings and timetable to meet the requirements of specific target groups.</p> <p>Liaise with Literacy Support Teacher/s to evolve current programs.</p> <p>Establish data tracking methodologies to analyse success.</p> <p>Establish specific Support Groups for Senior Students needing to achieve components of OLNA.</p>	<p>The Deputy of Teaching & Learning (KG) and the Principal (DO) to Lead.</p> <p>Key Stakeholders: Deputy of Staffing and Operations (Sabrina Hughes), Head of Learning Support, Head of Year 7, LST, LTT.</p> <p>Establish criteria, check validity and examine timetable implications of specific target groups.</p> <p>KG to coordinate respective parent letters outlining the Programs.</p> <p>Examine respective target groups, resources and teaching programs each semester.</p> <p>Establish valid literacy data to examine pre and post intervention strategies so as to guide future programming and resourcing.</p> <p>Regular agenda items at respective meetings – as above.</p>	<p>Regular agenda items at ELT, LTT and SST.</p> <p>Allocate necessary resourcing and relevant PD to support the teachers and Programs.</p> <p>Budgetary requirement to expand the role of LST and other teacher support to assist the LST.</p> <p>Funds made available to seek additional consultation /expert help and advice from CEWA personnel</p> <p>Relevant resourcing and PD needs to be provided.</p> <p>Specialised rooming of specific target groups needs to be considered.</p> <p>College Administrative support allocated.</p>	<p>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>	<p>A culture of academic rigour and challenge.</p> <p>Higher levels of student achievement</p>	<p>LSPr (Year 7-9) is established for the commencement of 2017 and reviewed throughout with a view to including Year 10 in 2018.</p> <p>Foundation Studies Levels for appropriate Year 11 and 12 Courses are established.</p> <p>Additional teacher support is allocated to assist LST in 2018.</p> <p>Specialised rooming and resources is established for the commencement of 2018.</p> <p>Ongoing analysis of the LSPr, through consideration of student data, so as to properly consider any future changes and, where deemed necessary, implement such changes.</p> <p>OLNA Support Groups established.</p>

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Learning		Establish specific student learning programs for those students identified as requiring academic extension.	<p>Analyse academic data to identify academic extension groups within the College.</p> <p>Examine current 'extension programs' (GATS). Examine other school programs and current research to consider trends with extension programs.</p> <p>Establish a Year 8-10 Academic Extension program. Establish and formalise 'Learning Clubs' within the school. Commence Senior School Tutorials in the G Centre.</p> <p>Consider changes to curriculum offerings and timetable to meet the requirements of specific target groups.</p> <p>Consider the appointment of an Academic Extension Coordinator for future evolution. Consider commencing an ATAR Club. Establish data tracking methodologies to analyse success.</p>	<p>The Deputy of Teaching & Learning (KG) and the Principal (DO to Lead).</p> <p>Key Stakeholders: Deputy of Staffing and Operations (Sabrina Hughes), LTT.</p> <p>Establish a working party (Term 1) to examine future scope for academic extension programs.</p> <p>Formally assess existing GATS programs/other academic relationships and existing Learning Clubs in Term 1. Establish criteria, check validity and examine timetable implications of extension groups.</p> <p>Monthly meeting of working party. Informally establish the G Centre as a place for Senior School Tutorials in Sem.1 with a view to formalising in 2017.</p> <p>Decide on the position of Academic Extension Coordinator in the future.</p> <p>Regular agenda items at respective meetings – as above.</p>	<p>Regular agenda items at ELT, LTT and SST.</p> <p>Allocate necessary resourcing and relevant PD to support the teachers and Programs.</p> <p>Budgetary requirement to consider the future role of Academic Extension Coordinator.</p> <p>Funds made available to seek additional consultation /expert help and advice from CEWA personnel</p> <p>Relevant resourcing and PD needs to be provided.</p> <p>The G Centre needs to be established as a Senior School Tutorial Centre.</p> <p>College Administrative support allocated.</p>	<p>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>	<p>A culture of academic rigour and challenge.</p> <p>Higher levels of student achievement.</p>	<p>Existing GATS, Learning Clubs etc. are properly analysed.</p> <p>A Year 8-10 Academic Extension program is established for 2018.</p> <p>'Learning Clubs' are established and formalised throughout 2017.</p> <p>Senior School Tutorials commence in the G Centre and are formalised for 2018.</p> <p>A decision is finalised on the possible position of Academic Extension Coordinator for 2018.</p>
Learning	6. Establish a consistent school-wide approach to increasing the resiliency of Students and their level of confidence in their ability to learn.	Consolidate Positive Psychology initiatives, focussing on student resiliency strategies and opportunities for student affirmation .	<p>Recommission the Positive Psychology Team who will meet to consolidate initiatives already undertaken but to also explore new initiatives.</p> <p>Focus of Seminar Period in targeted year groups will be Resiliency.</p> <p>Continue with process of incorporating Character Strengths in Yr 7 Curriculum.</p>	<p>The Deputy of Pastoral Care (NM) to lead.</p> <p>Key Stakeholders; Deputy of Staffing and Operations (Sabrina Hughes), College Psychologists, SST, LTT.</p>	<p>Implementation of specific learning within Seminar Periods.</p> <p>Appropriate PD for Staff.</p> <p>Child Safety Curriculum implemented.</p>	<p>303 A Culture that Promotes Learning</p> <p>402 Pastoral Care of Students</p>	<p>A culture of academic rigour and challenge.</p> <p>Increased student engagement in their own learning.</p>	<p>Seminar Programs have definite reference to Positive Psychology strategies Safety Curriculum is imbedded across all years throughout the school.</p>

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Engagement	<p>2. Provide time and structured opportunities for teaching Staff to evaluate the effectiveness of their teaching, receive constructive feedback and use this feedback to make adjustments to practice.</p>	<p>Establish a program of Professional Partnerships and Reflective Practice that provides a consistent structure for each individual teacher to positively examine the/their teaching and learning process.</p>	<p>Develop the current Professional Partnerships through the following; Review the current work on Professional Partnerships. Research Teacher Review/Professional Growth/Professional Partnership programs and practices in other schools.</p> <p>Look to establish a longer term program for sustained professional growth with definite links to AITSL Standards for Teachers.</p> <p>Establish as a regular item for LTT and Combined Middle Leaders Meetings.</p> <p>Establish a Working Party to consider the range of programs and practices, and design one suited to the Lumen context.</p> <p>Examine the creation of structured time for Staff.</p>	<p>The Deputy of Staffing and Operations (Sabrina Hughes) and Deputy of Teaching & Learning (Keith Gilbert) to lead.</p> <p>Key Stakeholders; LTT, SST, (Working Party).</p>	<p>Time to review current observation and reflective Partnerships.</p> <p>Time to research and/or visit other schools.</p> <p>Finding time and structure to provide meaningful PD etc. for staff.</p> <p>Establish and develop through 2017.</p> <p>Look to pilot on a reduced scale in Semester 2, 2017, ready for implementation in 2018.</p>	<p>303 A Culture that Promotes Learning.</p> <p>305 An Expert Teaching Team.</p> <p>308 Effective Pedagogical Practices.</p>	<p>Increased teaching quality and consistency.</p>	<p>Enhanced knowledge and application of AITSL Standards to various aspects of learning and teaching .</p> <p>Evidence of a teaching staff who begin to critically assess their own teaching and refine or enhance identified areas.</p> <p>Establish a longer term GROWTH Model for Staff.</p>
Engagement			<p>Continue the Professional Partnership 'observation and reflections' established previously through the following; Create a timeline for Semester 1 (2) Observation and Reflection; Incorporate a role for HOLA to discuss with respective individual Teachers; Professional Learning achieved through the Partnerships and ongoing professional plans and ambitions; Establish as a consistent item for professional sharing and development at General Staff meetings and respective PD Days; Create a Scope & Sequence clearly identifying the continued development of this process from 2017-2019. Commit to a rigorous process of reviewing and refining the program to ensure its effectiveness in enhancing teaching quality and consistency;</p> <p>Examine the creation of structured time for Staff</p>	<p>The Deputy of Teaching & Learning (Keith Gilbert) and Deputy of Staffing and Operations (Sabrina Hughes) to lead.</p> <p>Key Stakeholders: LTT, SST and all Staff.</p>	<p>Timeline for observation and reflection in partnerships for Semester One (Two).</p> <p>Provision of supporting documents, sheets, protocols, linkage document etc .</p>	<p>303 A Culture that Promotes Learning.</p> <p>308 Effective Pedagogical Practices.</p>	<p>Increased teaching quality and consistency.</p>	<p>Enhanced knowledge and application of AITSL Standards to various aspects of learning and teaching.</p> <p>Evidence of a teaching staff who begin to critically assess their own teaching and refine or enhance identified areas.</p>

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Engagement	<p>3. Provide time and structured opportunities to recognise effective practice and share these more broadly with colleagues.</p>	<p>Examine the type, allocation and structure of Professional Development opportunities so as to target shared best practice relative to the professional growth needs of individual teachers.</p>	<p>In consultation with the LTT and SLT identify relevant PD opportunities, and create a scope and sequence over 2017-2018 to ensure PD is planned targeted to satisfy a range of professional learning needs.</p>	<p>The Deputy of Staffing and Operations (Sabrina Hughes)) to lead. Key Stakeholders: LTT, SST,</p>	<p>Budget for PD opportunities specifically aimed at building Middle Leaders' capacity to 'lead' this process within their Learning Areas.</p> <p>Allocate sufficient time for the above PD, in addition to provision of time for HoLAs to eventually implement and oversee this process within their LAs.</p>	<p>303 A Culture that Promotes Learning</p> <p>308 Effective Pedagogical Practices</p>	<p>Increased teaching quality and consistency. Growth of leaders through learning.</p>	<p>Enhanced knowledge and application of AITSL Standards to various aspects of learning and teaching.</p> <p>A focus on best practice and peer observation becomes a regular feature of Staff Meetings, PD days and similar.</p>
Accountability (Stewardship)	<p>1. Hold exit interviews to obtain feedback on where the College is not achieving the desired outcomes articulated in this plan.</p>	<p>Conduct exit interviews with all students (including graduating cohort) and Staff exiting the College so as to ascertain their experiences, thoughts and opinions on our performance and potential for improvement relative to our Strategic Plan.</p>	<p>Follow-up contact made by College with a specific exit questionnaire for staff and students to gain specific data on retention and key elements of strategic plan.</p>	<p>The Principal (Darren O'Neill) to lead, supported by Deputy of Pastoral Care (Nick Morgan) and ELT.</p> <p>Design questionnaires and follow up interview questions to illicit feedback about key aspects of the College performance and culture relative to the Strategic Plan by the end of Semester 1.</p> <p>Determine an effective way to analyse such feedback to assist with future planning and aspects of enrolment and student retention.</p> <p>Establish a process whereby all exiting students and Staff (as apparent) are formally interviewed commencing in Semester 2.</p> <p>Create time and interview structures that allow such exit interviews to occur.</p> <p>Examine future school culture measurement tools from CEWA.</p>	<p>201 Engagement with the School Community. 302 Analysis and Discussion of Data</p>	<p>201 Engagement with the School Community.</p> <p>302 Analysis and Discussion of Data.</p>	<p>Strong enrolment of new Students and retention of existing Students.</p> <p>Community that continues to be inclusive and welcoming</p>	<p>Student questionnaire and follow up interview questions established (different types) and exit interviews conducted.</p> <p>Staff questionnaire and follow up interview questions established (variable) and exit interviews conducted.</p>

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Accountability (Stewardship)	<p>4. Plan for continued upgrades to classrooms, grounds and Staff facilities ensuring spaces are contemporary, attractive and conducive to learning.</p>	<p>Implement the respective stages within the College Capital Development Plan (2016-2020) and establish other improvement and maintenance plans as required.</p>	<p>In consultation with Architects, College ELT and College Board start planning and designing the next stage of the CDP : Upgrade of J Centre and New Canteen/Cafeteria. In consultation with College ELT, College Board Finance Committee, Building and Planning Committee and Staff, look at a Minor capital Program for projects that sit outside of the CDP. Liaise with the Property Maintenance manager with regards to establishing a Grounds and maintenance Plan for the next 3 to 5 Years. This will include looking at outsourcing or reviewing current contracts. Liaise with ICT Manager with regards to establishing a ICT Plan for the procurement of ICT capital items, which includes review of current processes. Establish a 3 Year Financial Plan. Establish a Minor Capital Program. Establish a 3 to 5 Year Grounds and maintenance Plan. Establish a 3 to 5 Year Information Communication Technology (ICT) Plan</p>	<p>The Director of Finance and College Operations (Dianne Podmore) to lead supported by Key Stake Holders: College Board and sub-Committees, ELT, ICT, Property maintenance manager, Finance Department and Outside Parties. Ongoing for the term of the CDP and Minor Capital Plan</p> <p>Facilities Hire and Management. Outsourcing Facilities Hire Management to a third Party. Financial forecasting needs to be established and verified with the aim of the Performing Arts Centre and Sports Centre becoming self sufficient and funds accrued for future maintenance and Capital Expenditure.</p>	<p>Planning Time set aside for development of ICT, Property maintenance and Minor capital Plan.</p> <p>Regular scheduling of Building and Finance Sub-Committee meetings to occur throughout the year (minimum of two per Term).</p> <p>Meet fortnightly with Property Maintenance Manager, ICT Manager to discuss requirements for facilities, maintenance and ICT.</p> <p>Continue to improve on Financial Reports which will enable key data to be readily accessible.</p>	<p>304 Targeted Use of School Resources.</p>	<p>Good governance and resource allocation to advance our mission.</p>	<p>Budget allows for continuation of CDP projects.</p> <p>Ongoing Maintenance and ICT Plan is established and financial planning allows for upgrade and maintenance of buildings and facilities.</p> <p>ICT infrastructure supports current teaching pedagogy trends.</p> <p>Short term financial planning (3 to 5 Years) is indicative of enrolment numbers.</p> <p>Outsourcing of Facilities Hire has a positive impact financially and the PAC and Sports Centre is fully maintained</p>
Discipleship	<p>1. Promote a strong understanding of the new College mission and Guiding Lights.</p>	<p>Understand, include and celebrate the new College Mission and Guiding Lights in all aspects of College life and culture.</p>	<p>Present to all staff, parents & students early in the year in regards to Catholic Church mission, Lumen Mission and GL . Establish a diverse Christian Ministry Team.</p> <p>Reference the Mission and Guiding Lights (M & GL) at all College events, meetings, information sessions and promotions.</p> <p>Utilise College communications to promote a wider understanding of the M & GL. Liaise with Marketing Officer to examine ways of promoting the M & GL.</p> <p>Examine ways to incorporate the language of M &GL within other College structures. Ensure Catholic Identity to forefront at all College events, major and minor.</p>	<p>The Deputy of Mission and Identity (Silvana Vicoli) to lead.</p> <p>Key Stakeholders: College Ministry Team (CMT) LTT, SST, Marketing Officer.</p> <p>Reference the Mission and Guiding Lights (M & GL) at all College events and promotions.</p> <p>Utilise College communications to promote a wider understanding of the M & GL.</p> <p>Liaise with Marketing Officer to examine ways of promoting the M & GL.</p> <p>Examine ways to incorporate the language of M &GL within other College structures.</p>	<p>Regular Agenda item on ELT, LTT, SST Meetings.</p> <p>Featured at College events, Assemblies and Liturgies.</p> <p>Resource the productions of icons and similar to support and complement the promotion of M & GL.</p>	<p>102 Integrating Catholic Faith, Life and Culture.</p> <p>401 Staff Wellbeing.</p> <p>402 Pastoral Care of Students.</p>	<p>Ongoing support for personal faith development.</p> <p>Understanding of the College Mission and Guiding Lights.</p>	<p>College Community is aware and shows understanding of the GL.</p> <p>References to Mission and GL are made by staff and students.</p> <p>Areas of College marketing include GL.</p> <p>Mission and GL are visible around the College.</p>

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Discipleship	<p>4. Review existing evangelisation Plan with the view of producing a new Plan.</p>	<p>In light of the new College Strategic Plan, develop a new College Evangelisation Plan for introduction in 2018.</p>	<p>Review the College Evangelisation Plan to incorporate mission and GL.</p> <p>Survey the College community to gauge effectiveness and progress of current Evangelisation Plan.</p> <p>Setup up a EP working party.</p> <p>Commence planning and drafting a new EP.</p>	<p>The Deputy of Mission and Identity (Silvana Vicoli) to lead.</p> <p>EP working party established to review and develop new EP.</p>	<p>Review and refer to documents such as: Current College Evangelisation Plan.</p> <p>Bishops' Mandate Letter.</p> <p>CEWA policies- 2-B5 Religious Education in Catholic Schools. 2-C1 Accreditation of Staff in Catholic Schools. 2-A1 Catholic School Retreats. 2-A2 Christian Service Learning in Catholic Schools.</p> <p>Formation of a Working party to develop a new EP.</p>	<p>101 Systematic Evangelisation Planning.</p> <p>102 Integrating Catholic Faith, Life and Culture.</p>	<p>Ongoing support for personal faith development.</p> <p>Passion and commitment to service of those less fortunate.</p> <p>Understanding of the College Mission and Guiding Lights.</p>	<p>Evangelisation Plan which includes Mission & GL.</p> <p>New Plan ready for 2018 College year.</p>