Marymount College
Explicit Improvement Agenda

2022 Values:
Learning Through Curiosity; Communication and Collaboration; Presence and Openness; Integrity and Appreciation.

School Improvement Model

Overarching Improvement Focus: **Ensure student learning growth through consistent, collaborative spiritual, academic and pastoral practice.**

The journey: The College had external reviews in 2020 and 2021. A number of the recommendations of the 2020 review were implemented in the College strategic planning in 2021.

The review in 2021 highlighted the following as key recommendations to be addressed over the **next three years**:

1. Development of an organisational chart showing key roles and accountabilities**: *2022 focus - complete the Org Chart***
2. Develop a clear and sharp Explicit Improvement Agenda, with accountability processes for achieving goals build in around key areas of school operations: ***2022 focus - develop the EIA and ensure it is well known and driving practice for everyone.***
3. Implement a college wide Data plan, review data regularly to allow teachers to make judgements around teaching and differentiation opportunities with effective strategies: ***2022 focus - Data plan is used to guide our understanding and use of data and actions are documented. Staff capacity is increased.***
4. Implement the Marymount Pedagogical Framework and inherent in that, the Effective and Expected Practices:***2022 focus–refine feedback and implement a procedure which ensure the students interact with what they are being told and that impacts learning.***
5. Refine and complete the systematic curriculum delivery plan. Ensure consistency and common documentation, understanding and implementation. Ensure there are college wide quality assurance processes in place: ***2022 focus - ensure all faculties have a common, systematic, documented plan for curriculum delivery.***
6. Collaboratively create opportunities to assist teachers develop and share a deeper understanding of how student learning is aligned to the Australian Curriculum Achievement Standards (A – E). Monitor student progress using more formative assessment and target the teaching response to address student progress: ***2022 focus – ensure all staff understand the Australian Curriculum Achievement Standards and these guide their teaching. Developing an understanding of four-point moderation and class data walls to inform formative assessment and facilitate a targeted response, ensuring differentiation to cater for the needs of all learners.***

Ensure student learning growth through consistent, collaborative spiritual, academic and pastoral practice.

An explicit improvement agenda

Goal 1: Catholic Identity – formation of all staff and their appreciation of Marymount College's Catholic identity and their role within it.

Action:	Target	Timeline	Responsible Staff
+ complete an audit of staff accreditation and a plan to move towards all staff having the necessary level of accreditation + publish the new vision and mission statement for the College + professional development activities provided to understand the Dialogue School and an adult faith understanding. + construct a detailed plan to review Religious Education at the College and implement the review + respond to the review	✓ 100% of teachers have the necessary level of accreditation for their subject areas ✓ new Vision and Mission Statement published and linked to our daily work ✓ Staff understand the notion of a Dialogue School ✓ Religious Education program has been reviewed and updated	+ Term 1 + Term 1 + Terms 1 - 4 + Terms 1 and 2 + Semester 2	APRE / Principal APRE / Principal RE Curriculum Leader

Analysis and discussion of data

Goal 2: Explicit, consistent and engaging learning and teaching for ALL students. Every teacher, every classroom, every school day.

Action:	Target	Timeline	Responsible Staff
+ conduct Appreciative Inquiry into classroom practice and understanding of Marymount Pedagogical Framework and the Effective and Expected Practices in the College.	+ shared understanding of focus areas for Professional Learning/mentoring and consistent collective capacity building	+ Term 1 and 2	APA -Junior Learning & Pedagogy Leader Principal
+ prioritise PD focus on key elements of Marymount Pedagogical Framework and the areas of Effective and Expected Practice inherent in the Framework: From **FOCUS** – use and respond to student data From **ESTABLISH** – effectively differentiate, use approved, documented curriculum, display LI & SC every lesson. From **ACTIVATE** – teach comprehending and composing (Write that Essay). From **RESPOND**: use and fully understand assessment (for, of and as learning), give feedback with which the student interacts, and which informs their next learning steps. From **EVALUATE**: regularly gather and respond to student voice, differentiate effectively for all learners.	✓ 100% of teachers understand elements of the framework and ☺ review assessment regularly ☺ understand what an A – E means ☺ all students can articulate what their grade means and how to move to the next grade level ✓ 15% of students in year 7 – 10 achieve A standard in core subjects ✓ Corresponding increase in NAPLAN results ✓ Data plan has been developed, a standing agenda item has been added to address key data and respond at selected junctures with appropriate action and staff.	✓ Terms 1,2,3,4 ✓ Full Year	APA (Junior and Senior) Principal
+ teachers maintain individual class data walls electronically – used in conversations with line managers and Annual Review Meetings and to identify students for differentiation + electronic DATA wall in staffroom + all subjects/faculties have fully documented a sequenced and systematic curriculum delivery plan, with well-developed assessment tasks linked to the achievement standards, regularly quality assured	+ Increased understanding of using data to inform practice and target teaching + all teachers planning from the Australian Curriculum + Evident in all Annual Operational Plans	+ Full Year + Semester 1 – PD delivered on Aust Curriculum + Semester 2 – all teachers competent using Aust Curriculum	CLT
+ a College wide DATA plan is completed and implemented.		+ Term 1 + Terms 2-4 standing item on CLT agenda to action a response to available Data Standing agenda item on CL/PL meetings	APAs (Junior and Senior), Learning &Pedagogy Leader, Principal
+ a College Professional Learning Plan is completed and implemented	✓ Plan complete and implemented.	+ Term 1 + Terms 1 – 4 all staff meetings, twilights, collaboration days and professional learning days – agenda drawn from the plan.	DP to include in Prof Learning Plan CLT DP

A Culture that promotes learning

Targeted use of school resources

An expert teaching team systemic curriculum delivery

Goal 3: Create positive learning environments where students, staff and families feel safe, respected, connected and included.

Action:	Target	Timeline	Responsible Staff
+ Implement PB4L as school wide Behaviour plan – update policies and procedures, conduct professional learning on PB4L for staff + Connect Pedagogy to PB4L and to Mission and Vision – evident in documentation of learning plans	✓ 100% of staff understand and use PB4L system ✓ calmer classrooms, students engaged, fewer referrals to PBR, internal and external suspensions ✓	+ Terms 1,2 and 3 + Full year – regular collection of behaviour data to identify areas for staff capacity building	AP (Pastoral) and DP AP (Pastoral) and DP
+ Targeted use of student voice surveys conducted in PC time to inform action by PML and CLT	✓ 100% of students feel they have had a chance to give feedback on meaningful topics	+ Terms 1,2,3,4 - reviews each term in year level meetings -> discussion at CLT meetings.	AP (Pastoral) and PML leaders
+ More effective use of teacher PPCT and team collaboration through innovative in timetabling + Collaboration with Marymount Primary School to increase knowledge of late primary planning, teaching and assessment strategies	☺ timetable allows for teacher planning time within the school day, with core year and subject teams sharing common PPCT ☺ more effective and efficient planning and assessment in Year 7 and 8 to lighten teacher workload, by working smarter together, not harder	+ Terms 2,3 and 4 + Terms 2,3 and 4	DP / Principal DP / Principal

Differentiated teaching and learning

Effective pedagogical practices

School-Community partnerships