



Our Lady of  
Mercy College

Our Lady of Mercy College  
Australind

**CATHOLIC SCHOOL IMPROVEMENT PLAN**

**2022**

**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.

**OUR LADY OF MERCY COLLEGE'S VISION**

Our Lady of Mercy College is a Christ centred, student focussed college, ensuring success for every student through the provision of high quality, learning experiences and life-forming opportunities.

Our mission is to enable our students to develop fully and empower them to make a positive contribution to society.

Our Strategic Direction:

Be guided by our Catholic ethos, Catholic Education Western Australia (CEWA) Strategic Directions, the pillars of Embracing Life, Nurturing Faith, Inspiring Learning and the Mercy values of:

1. Respect
2. Compassion
3. Hospitality
4. Justice
5. Service
6. Courage

# Our Lady of Mercy College Australind Strategic Intents – 2022 to 2025



## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Goal(s):	Success Indicators:	Links to QCE Elements:
To be a Christ centred, student focused college that promotes the Catholic vision for life that leads to active life-long discipleship with Jesus Christ.	Students act in an age appropriate manner which is consistent with Catholic Values	1.1 (a)
Engage the school community in the vision for life of the Catholic Church within the context of the Mercy Values.	Students able to identify Mercy Vales and display through their actions.	1.1 (e)
Integrate the vision for life of the Catholic faith within the life and culture of our school community through engagement in faith formation experiences, Christian Service Learning and active engagement within the community.	<ul style="list-style-type: none"> <li>Students actively CSL</li> <li>Greater involvement in community organisations</li> <li>Liturgies, prayer and retreats.</li> </ul>	1.1 (d) 1.2 1.1 (e)
Promote acceptance, inclusivity, social justice, stewardship and sustainability	<ul style="list-style-type: none"> <li>Reconciliation Action Plan (RAP) enacted</li> <li>Establishment of a student social justice committee</li> <li>Increased social justice activities in the College</li> </ul>	1.2 (a)



## EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
To be a Christ centred, student focused college that promotes a Vision for Learning which empowers students to make a positive contribution to their society.	<ul style="list-style-type: none"> <li>The dignity of the student is nurtured</li> <li>Student engagement is the key focus</li> <li>The College Vision for Learning guides all teaching and learning .</li> </ul>	2.3 (a)
Use the Practice Principles signature pedagogies to improve student achievement and motivation.	Staff continue to explore, apply and evaluate the Practice Principles and how they are applied in the classroom environment	2.3 (b)
Use the Pedagogical Model to guide the learning cycle.	Continued engagement with Vision for Learning with learning areas focussing on one aspect of the pedagogical model.	2.3 (d)
Increase student learning through the use of the High Impact teaching Strategies (HITS)	High Impact teaching strategies explored, implemented and evaluated in the classroom through Professional Growth Plans.	2.3 (e)



## COMMUNITY Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
To be a Christ centered, student focused College that promotes the formation of a safe, supportive, and welcoming environment where students, families and staff are valued and have the opportunity to reach their full potential in an ever-changing global world.	Introduction of Vertical Pastoral Care Groups	3.1
Provide a quality pastoral care program that supports each student to build resilience and self- confidence.	Collaboration and consultation leads to development of each term plan. e.g. Year 10 2022 build on Character Strengths Focus on gratitude and Character Strengths in Vertical PCGs.	3.1 (c)
Provide services to enhance the safety and wellbeing of students and staff across all contexts.	Counselling data. Students staff access Head of Years and counsellor.	3.1 (c)
Articulate, communicate and refine the pastoral care and student management policies, practices and procedures	Pastoral Council Meetings. Refined Pastoral Care Strategies – staff using the document.	3.1 (c)
Promote a welcoming and safe Homeroom and House environment.	Head of House upskilled to assist staff through meetings & using SEQTA data.	3.1 (c)



## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
To have a School Advisory Council that provides empowering clear and positive guidance.	School Advisory Committee Terms of Reference implemented	3.2

# CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>
1. Develop spirituality within the College through a focus upon the Mercy Value of 'Compassion'.	1.1 Integrate the value of 'Compassion' into liturgies throughout the year. 1.2 Provide reflection experiences for students throughout the year including Opening College Assembly, Feast Day liturgy, House Days, general assemblies, Pastoral Periods, Year 7 – 12 student retreats, Graduation Ceremony and Mass and Presentation Evening. 1.3 Integrate the value of 'Compassion' across the curriculum in different learning areas. 1.4 Emphasise the value of 'Compassion' through prayer and song, art and drama. 1.5 Student leadership team to develop strategies which promote the value of 'Compassion' across the College. 1.6 Feature Compassion anecdotes in Mercy Stories. 1.7 Establish a student committee for social justice.	December 2022	College Chaplain The Mercy Way Communications Coordinator Student Leaders	<ul style="list-style-type: none"> <li>• Students and staff can define compassion and identify ways to be compassionate people</li> <li>• Student examples in Mercy Stories of Compassion</li> <li>• Compassion prayers in notices</li> <li>• Student led activities that focus on Compassion.</li> </ul>
2. Implement and refine staff accreditation processes.	1.1 Develop a database to review staff progress towards accreditation and act as required 1.2 Meet with new staff to verify understanding of accreditation 1.3 Meet with existing staff who have not met accreditation requirements and develop a plan for accreditation 1.4 Monitor staff progression towards accreditation	Term 1 – 2022  Term 2 – 2022  Term 1 to 3 – 2022  Ongoing	Database developed  Increase in staff completing accreditation courses	

	1.5 Coordinate staff Professional Development Day focussed on accreditation renewal	Term 3 – 2022		
3. Develop a Reconciliation Action Plan	1.6 Liaise with Aboriginal Liaison Officer to determine a timeline for developing a plan. 1.7 Communicate with all members of the College community our goal to establish a RAP. 1.8 Coordinate meetings of all parties and record their recommendations. 1.9 Draft RAP, seek feedback from groups. 1.10 Publish RAP to staff 1.11 Publish RAP to students and parents	Term 1 – 2022  Term 1 – 2022  Term 2 to 3 – 2022 Term 3 – 2022 Term 4 – 2022 2023	Aboriginal Liaison Officer Staff Representatives Parent Representatives Student Leaders Community Representatives	

## EDUCATION Catholic Schools of Excellence

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators
<i>Performance &amp; 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>
<p>1. Use Data to Inform Teaching</p> <p>Use the developed benchmarks to inform teaching and learning</p>	<p>1.1 Collect quantitative data from external instruments including:</p> <ul style="list-style-type: none"> <li>ACER PAT Test Term 1</li> <li>ACER PAT Test Term 4</li> <li>ATAR data</li> <li>NAPLAN data</li> <li>OLNA data</li> <li>Reporting data</li> <li>MaqLit pre- and post-data</li> <li>Year 9/10 data (compared to ATAR achievement data)</li> </ul> <p>1.2 Analyse quantitative data and identify significant trends</p> <p>1.3 Share these trends and benchmarks with appropriate members of the College community</p> <p>1.4 Develop appropriate responses to address identified trends and established benchmarks.</p>	<p>Term 1 - 2022 data analysis of ATAR</p> <p>Term 2 to 4 – 2022 ongoing analysis and use of data</p>	<p>Assistant Director of Teaching and Learning</p>	<ul style="list-style-type: none"> <li>• Compare data from 2021 to show trends</li> <li>• Data used to inform teaching in classroom</li> <li>• Data used to inform student choice</li> <li>• Data used to inform parents</li> </ul>
<p>2. Professional Growth Plans</p> <p>Develop professional growth plans for teaching staff to support and enhance their ongoing professional development.</p>	<p>2.1 Meet with staff to explore professional growth opportunities.</p> <p>2.2 Establish a Professional Learning Committee to lead development.</p> <p>2.3 Implement, review and refine the process.</p> <p>2.4 Professional growth plans implemented as a regular part of teaching practice.</p>	<p>Term 1/2 – 2022</p> <p>Term 3/4 – 2022</p> <p>Ongoing</p>	<p>Academic Council CSDPA CEWA</p>	<ul style="list-style-type: none"> <li>• Staff engaged with College Vision for Learning</li> <li>• Professional Learning Committee formed</li> <li>• Staff reflect upon teaching practices</li> <li>• Process accepted by teaching staff</li> </ul>

<p>3. Timetable Review</p> <p>Conduct a timetable review to investigate best possible teaching and learning</p>	<p>3.1 Collect Information from a variety of schools on their timetabling process</p> <p>3.2 Establish a Timetable Review Committee to lead review</p> <p>3.3 Timetable to be developed and refined reflective of best teaching/learning.</p>	<p>Term 4 – 2021</p> <p>Term 1/2 – 2022</p>	<p>CEWA Schools College Staff</p>	<p>2023 Timetable is a more functional timetable</p>
<p>4. Parent communication</p> <p>Introduce interim reports to provide early feedback to students and parents</p>	<p>4.1 Identify areas of need for parent communication</p> <p>4.2 Refine parent communication for years 7 – 12</p> <p>4.3 Establish an Interim Report Focus Group</p> <p>4.4 Develop interim reports on SEQTA in consultation with IT Dept</p> <p>4.5 Interim Reports completed in Term 1</p> <p>4.6 Review and refine the process to reflect our College Vision for Learning</p>	<p>Term 4 – 2021</p> <p>Term 1 – 2022</p> <p>Term 2 to 4 – 2022</p>	<p>CEWA Schools Parents Interim Report Focus Group College Staff</p>	<p>Interim Reports sent in Term 1 to provide another form of communication to parents</p>

## COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators
<i>Performance &amp; 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>
1. Deliver a welcoming and safe environment at Our Lady of Mercy College to enhance overall student wellbeing.	1.1 Provide a detailed Pastoral Care Plan to PCG/House staff to assist with building safe and welcoming PCG environments. 1.2 Build the capacity of the Wellbeing Team with specific inductions, a planned series of leadership modules and other relevant professional development. 1.3 Review and enhance student leadership programs and structures based on the premise of servant leadership. 1.4 Refine and evaluate the current Behaviour Pastoral Care Plan. 1.5 Review and enhance the Safe School Policy and identify additional proactive initiatives.	Term 1 – Week 3  2022  End 2022  End Term 1 – 2022  End Term 2 – 2022	Heads of Year Director of Student Wellbeing	A number of surveys will be sent to students and the survey data analysed.  In consultation with HOYs SEQTA Pastoral Care data will be regularly analysed to track student wellbeing.
2. Introduce a Vertically Integrated Pastoral Care Group (PCG) Structure	2.1 Introduce integrated House PCG system to Year 7 to 11. 2.2 Work with staff to enhance their skills to enable a progressive implementation. 2.3 Develop and implement associated procedures and processes to support implementation. 2.4 Introduce integrated House PCG system to Year 7 to 12	February 2022  Term 1 Ongoing  Term 1 Ongoing  2022	Director of Student Wellbeing Head of Years 7 – 11 Heads of House Head of Years	Integrated House PCG system implemented. Staff reflect increased confidence in managing their PCG



<p>3. Collect and use data to improve student wellbeing and provide information to staff and parents.</p>	<p>3.1 Encourage staff to add information to SEQTA so that comprehensive student profiles are created.</p> <p>3.2 Use qualitative and quantitative data obtained through SEQTA and other surveys to provide regular feedback to students, staff and parents on academic, behavioural and attendance indicators.</p> <p>3.3 Provide data to staff on student counselling demographic to increase their awareness of current student concerns.</p>	<p>2022 – Ongoing</p> <p>Ongoing</p> <p>Twice per Term</p>	<p>Head of Years Head of Learning Areas Teachers Education Conferences Regular Council Meetings</p>	
<p>4. Enhance the quality of the care provided to our students.</p>	<p>4.1 Promote a safe, caring and comfortable environment for students, through the provision of attractive modern facilities.</p> <p>4.2 Design and furnish the Student Wellbeing areas.</p>	<p>Term 1</p>	<p>Counsellor Director of Students Wellbeing</p>	<p>Student wellbeing areas furnished.</p>
<p>5. Staff development of a culture of trust and optimism that supports, affirms and empowers all.</p>	<p>5.1 Wellbeing committee organises specific staff well-being events and activities.</p> <p>5.2 Affirm and support staff and students where opportunities exist.</p> <p>5.3 Create an inclusive community where all are welcomed and valued.</p>	<p>Term 1</p> <p>2022 - Ongoing</p> <p>Event each term</p>	<p>Wellbeing Committee</p>	<p>Events organised</p> <p>Staff and students affirmed</p> <p>A sense of welcome and hospitality is evident</p>

## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators
<i>Performance &amp; 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>
1. Complete the transition from College Board to School Advisory Committee (SAC)	1.1 SAC members attend induction meetings as required 1.2 SAC Terms of Reference utilised solely 1.3 Publication material updated to reflect the change from College Board to SAC	2022	-	School Advisory Committee Terms of Reference implemented
2. Review the purpose of the P&F Committee within the context of the School Advisory Committee	2.1 Focus group formed to complete this task 2.2 Consultation with SAC, P&F Executive and College Community 2.3 Recommendations developed 2.4 Recommendations accepted or rejected	Term 1 – 2022          Term 3 - 2022		Ongoing purpose and nature of the P&F within the context of the SAC clearly detailed
3. Utilise focus groups to engage SAC members in projects	3.1 SAC affirms the use of focus groups as an acceptable strategy 3.2 Appropriate focus groups developed for topics in 2022	Term 1 – 2022		Focus Groups developed and enacted during 2022
4. Provide financial management advice in relation to Capital Planning	4.1 Finance Sub-committee meet on a regular basis 4.2 Finance Sub-Committee report presented at each meeting	2022 – Ongoing		Finance sub-committee provides ongoing advice to the Principal