



Clontarf Aboriginal College 2017 Annual School Improvement

Strategic Outcomes (LEAD)	Strategic Plan Link (Clontarf Aboriginal College Strategic Plan)	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?)	CEWA Service Delivery & Resources	Links - QCS Tool GDC	Success indicators (How we will know we have been successful)
LEARNING							
<p><i>Enhance student achievement and wellbeing</i></p> <p><i>Increase student and staff engagement in their own learning and faith formation</i></p>	<p>Key Focus Area One Teaching and Learning</p> <p>Key Focus Area Four Improving Boarding</p>	<p>In 2017 all College staff will actively engage to improve the literacy of our students as it is a critical and essential life skill.</p>	<p>PAT R Testing and data analysis</p> <p>STARS and CARS as part of reading comprehension skill improvement</p> <p>Focus on Homework Monday night literacy (Tuesday night Numeracy)20 in boarding - students can do Literacy Planet in homework time. Also can access Study ladder where a class called 'BOARDING' can be created to allow access to Literacy tasks. VET students to be allowed to work on Log Books as part of homework instead of set books.</p> <p>Engaging classroom environments - print rich</p> <p>Dedicated Reading</p>	<p>PAT R testing done at whole school level driven by Head of Literacy in Terms 2 and 4</p> <p>Stars and Cars - part of daily literacy lessons implemented by Literacy teachers across whole school.</p> <p>Homework - twice a week in the boarding school with rostered teachers and volunteer tutors</p> <p>Homeroom teachers to create print rich environments in classroom</p> <p>All English teachers to do this - resources to be provided or created by individual teacher.</p> <p>At risk students identified by Reading test and Multilit program delivered by tutors/volunteers via Literacy teacher</p> <p>Librarian has opened library on Tuesday and Thursday lunchtimes.</p>	<p>CEWA Teaching and Learning Team, Aboriginal Education Team Consultants</p> <p>Use of current library resources</p> <p>Resources will be purchased as required in consultation with Deputy Principal/Principal</p>	<p>Education</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"> ▪ Student feedback and evaluation ▪ Reading awards and merit certificates ▪ Improved student PAT R assessment results ACER results ▪ CARS and STARS results

			<p>Comprehension lesson once per week Multitit for very weak readers</p> <p>Library access at Lunchtime twice a week - also access in class time by arrangement</p> <p>180 Chromebooks in classrooms iMacs in music and media plus 20 Ipads iPads in literacy centre</p> <p>Year 10 Book Project (with Notre Dame)</p>	<p>Chromebooks allow better access to online Reading Comprehension such as Studyladder and Literacy Planet which both give live feed results</p> <p>Term 3 - Notre Dame Ed students with Clontarf Yr 10's - 'My Story'</p>			
ENGAGEMENT							
<p><i>Key Focus Area One Teaching and Learning</i></p> <p><i>Key Focus Area Two Pastoral Care, Welfare and Stewardship</i></p> <p><i>Key Focus Area Three Partnerships and Community Building</i></p> <p><i>Key Focus Area Four Improve Boarding</i></p>	<p>In 2017, we continue to improve communication by effectively and efficiently sharing pastoral and behavioural information between the College, Boarding and Academies so support and strategies can be implemented with immediacy</p> <p>By the end of Term Two 2017 the College will have a fire pit area which will be used as an engaging area that will cater for the pastoral, cultural and spiritual needs of students and the Community</p> <p>In 2017 we will have a **Culture of Recognition**</p>	<ul style="list-style-type: none"> ▪ Emails between College, Boarding and Academies more open ▪ Common standards and expectations ▪ Direct links between achievement, attendance, behavior and reward activities/sporting events ▪ Support MSB Policy – preventative vs reactive ▪ Good standing across all areas ▪ Boarding leadership staff linked into SEQTA ▪ College point system ▪ Boarding point system ▪ Application for construction of fire pit with Principal/ILC ▪ Students to help design and construct fire pit 	<p>Engagement Group leader and members.</p> <p>2017 continue positive feedback via email and SEQTA entries</p> <p>Common standards and expectations across College, Boarding, and Academies by the end of Term 1 2017</p> <p>Week 4 Term 1 Meet with Principal in regards to Risk Management OHS for fire pit</p> <p>Week 4 Term 2 2017 Engagement group with help of students and community to plan and design fire pit</p>	<p>CEWA Teaching and Learning Team, Aboriginal Education Team, SWD Team Consultants</p> <p>SEQTA and REACH database programs</p> <p>College email groups – allstaff, pastoral, leadership</p> <p>Indigenous Land Council – application for fire pit</p> <p>Horticulture Course Students</p> <p>Fire ring</p> <p>Dumbartung</p>	<p>Engagement</p> <p>201 Engagement with the School Community</p>	<ul style="list-style-type: none"> ▪ Feedback to whole staff ▪ Staff Survey ▪ Increase in SEQTA entries - pastoral ▪ Consistent and clear expectations ▪ Fairness in follow up ▪ Quick action post incident ▪ Improved Parent/Guardian Contact – recorded on SEQTA ▪ Use of the fire pit area to engage 	<p>Key Focus Area One Teaching and Learning</p> <p>Key Focus Area Two Pastoral Care, Welfare and Stewardship</p> <p>Key Focus Area Three Partnerships and Community Building</p> <p>Key Focus Area Four Improve Boarding</p>

	<p>through the following:</p> <p>By the end of Term 1 2017. Choose a platform (possibly SEQTA/Post) to share photos and achievements of the students with community monthly. Homeroom driven as a possibility.</p> <p>By end of Term 1 2017 Portfolio to be compiled consistently throughout the term by homeroom teacher. Teacher to scan to individual student folders within T drive to have a digital copy of their achievement before placing it into the student's physical portfolio. - Courtney</p> <p>In 2017, we will Improve the quality of the contacts list and if students and families have access to technology through the enrolment questionnaire.</p> <p>By the beginning of Term 3 2017, there will be an active Message Board at Boarding. By the end of Term 2 2017 there will be an active Word Wall at Boarding. Structures will be in place by the end of Term 1 2017 allowing the school community to build stronger links to family.</p>	<p>area, reflect different cultures coming together</p> <ul style="list-style-type: none"> ▪ Pastoral, spiritual and learning area ▪ Reflection – symbolism of fire ▪ Area used for family engagement – meeting place ▪ Positive reinforcement ▪ Cultural awareness day with Rob and Selina over at Dumbartung. <ul style="list-style-type: none"> ▪ Word wall for students in Boarding areas around boarding where students can have their achievements displayed. ▪ A TV screen displayed throughout boarding for students, staff and visitors to see work and photos of students. 				<p>students and the community</p> <ul style="list-style-type: none"> ▪ Directly targets the emotional and spiritual needs of students ▪ Engagement as a learning area ▪ Increase in number of possible activities during and after school ▪ Feedback from pastoral team on the use of the fire pit ▪ Student survey <ul style="list-style-type: none"> ▪ Word Wall in place ▪ Feedback from Boarding students, staff, family and visitors via questionnaire 	
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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 & CEO Involvement (How will we utilise our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)
ACCOUNTABILITY							
<p><i>Increase understanding of our individual and collective responsibility for Catholic Education's mission</i></p> <p><i>Ensure inclusivity, good governance and the resource allocation required to meet our mission</i></p>	<p>Key Focus Area One Teaching and Learning</p> <p>Key Focus Area Two Pastoral Care, Welfare and Stewardship</p> <p>Key Focus Area Three Improve Boarding</p>	<p>By the end of 2017 we will effectively utilise the expertise of staff at the College to increase the educational outcomes for the students and school improvement</p> <p>In 2017 the boarding review will continue to be implemented and regular reviews conducted.</p> <p>In Term 1 we will have a Wellness Committee to establish opportunities for staff to improve health in mind, spirit and body.</p>	<ul style="list-style-type: none"> ▪ Communication between staff and leadership about issues and concerns <ul style="list-style-type: none"> ○ SEQTA Training for TTC staff ▪ Staff meeting format <ul style="list-style-type: none"> ○ Trial a Monday morning (Students and curriculum) ○ Wednesday Afternoon (OHS, Management etc.) ○ Fortnight rotation ▪ Clarify roles and responsibilities of entire leadership team, keep up to date when changes occur ▪ Review current Induction process for new staff ▪ Create new induction process for ALL new staff (contract staff included, TA's, new teachers) <ul style="list-style-type: none"> ○ Clarify leadership member conducting ▪ Staff run Professional Development and Learning 	<p>Accountability Group leader and members</p> <p>Leadership Team</p> <p>New staff meeting format before Term 1 2017</p> <p>Revisit staff meeting format at the end of Term 1 to assess progress</p> <p>Leadership roles and responsibilities sheet distributed to all staff Term 1 2017</p> <p>New Staff Induction process organised by end of Week 2 Term 1 2017</p> <p>New staff survey on induction process middle/end of Term 1</p> <p>Staff wellbeing committee meeting by the Week 2 Term 1 2017</p> <p>TTC Staff will be upskilled in SEQTA by end of Week 1, 2017</p> <p>Boarding Review conducted by external provider Australian Boarding Schools Association (ASBA)</p> <p>Boarding Leadership to action</p>	<p>CEWA Teaching and Learning Team, Aboriginal Education Team Consultants</p> <p>Staff Wellbeing Budget</p> <p>ABSA</p>	<p>Stewardship</p> <p>401 Staff Wellbeing</p> <p>402 Pastoral Care of Students</p>	<ul style="list-style-type: none"> ▪ Staff Surveys ▪ New staff meeting format ▪ New staff induction process ▪ Increase in staff involvement in professional development and learning ▪ Increase in PLC and cross curricular meetings ▪ Cultural Awareness PD ongoing ▪ Staff Wellbeing Committee formed ▪ Increase in staff wellbeing activities and events ▪ Upskilling staff in TTC about SEQTA ▪ Staff feedback through surveys ▪ Action on Boarding Review findings and recommendations ▪ Student surveys conducted

			<ul style="list-style-type: none"> ▪ Professional Learning Communities – Learning Areas and Cross-curricular ▪ Cultural Awareness from Aboriginal Staff – ATAs, Boarding ▪ Review new catering and cleaning services ▪ Action recommendations from the boarding review ▪ Student Leadership in Boarding ▪ Staff Welfare – fun team building activities, promote staff welfare ▪ Creation of staff wellbeing committee ▪ Nominated Staff to lead induction process 	recommendations from the Boarding Review			
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DISCIPLESHIP							
<p><i>Enhance opportunities for personal faith development</i></p> <p><i>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</i></p>	<p>Key Focus Area Two Pastoral Care, Welfare and Stewardship</p> <p>Key Focus Area Three Partnerships and Community Building</p>	<p>By the end of Term One, 2017 the extended College community in remote areas will have increased opportunities to maintain communication and enhance relationships with their children via increased access to IT in regional areas</p> <p>By the end of Term Two 2017, the College will develop a Service Learning program which allows all student to demonstrate their own personal faith in action</p> <p>By the end of Term Two 2017 the College will host Religious Education Week, allowing all students to take part in co-curricular and extra-curricular Religious Education enrichment activities</p>	<ul style="list-style-type: none"> Include questions in student Pastoral Induction package which ascertain which remote community centres may have Skype facilities; initiate communication with remote community centres regarding access for families Religious Education Learning Area to initiate a Service Learning program for students; Link in with Academies and community activities; Link with Boarding and weekend service learning activities Religious Education Learning Area to develop a skeleton outline for Religious Education week and proposed timeframe for event to take place in Term Two 	<p>House Coordinators, Pastoral Care Team and Homeroom teachers Pastoral Team to help in the development of the program</p> <p>Term 1 2017, REC to meet with other Secondary Schools to gather ideas, receive feedback and develop a Service Learning program for the College</p> <p>Term 2 2017, begin to develop a Service Learning program for a year group, seniors or juniors</p> <p>Term 1 2017, Religious Education Coordinator will coordinate and delegate responsibilities</p>	<p>CEWA Religious Education Team, SWD Team</p> <p>Catholic Aboriginal Ministry</p> <p>Individual Education Plans</p> <p>Other Secondary Catholic School Service Learning Programs</p> <p>Clontarf Aboriginal College Evangelisation Plan</p> <p>Catholic School Retreat organisations</p>	<p>Catholic Identity</p> <p>101 Systematic Evangelisation Planning</p> <p>102 Integrating Catholic Faith, Life and Culture</p> <p>Clontarf Aboriginal College Evangelisation Plan</p> <p>School Climate Survey – Catholic Culture</p>	<ul style="list-style-type: none"> Increase in student enrolments Pastoral Care System Implemented Service Learning Program commencement Student Feedback from surveys Attendance and pastoral data improvement for identified students Meetings with core reengagement group of male students Individual Education Plans for each at risk student Service Learning Program developed for the College Religious Education Week held Feedback from Community on Religious Education Week

