MACKILLOP CATHOLIC COLLEGE

ANNUAL IMPROVEMENT PLAN 2020

Vision Statement

The Diocesan Six Pillars of Strategy

| Catholic Identity | Teaching & Learning | Pastoral Care & Well Being | Leadership | Community & Culture | Finance & Resources |

MCC Six Pillars of Strategy

Faith and Catholic Identity

Leadership

Teaching & Learning (incorporating Finance & Resources) | Pastoral Care & Well-Being | Community & Culture Internal to our College | Service to the Wider Community & Beyond

OUR CONTEXT

These plans have been informed by the following:

- Catholic Diocese of Darwin, Strategic Pastoral Plan, 2016-2020
- Sharers of the Vision – Expectations associated with working in a Catholic School in the Northern Territory
- Integrity in the Service of the Church, Sept 2011. A resource Document of Principles and Standards for Lay Workers in the Catholic Church in Australia. Australian Catholic Bishops Conference www.catholic.org
- Catholic Education and Office and Schools, Diocese of Darwin NT: Towards 2017
- The Melbourne Declaration on Educational Goals for Young Australians, 2008, (Ministerial Council for Education, Early Childhood Development and Youth Affairs) A deep knowledge and appreciation of the Parish and wider community that we serve.

MacKillop Learning Framework

Transforming our Community
Curriculum
Ways of Working
Learner Attributes
Vision Values Beliefs
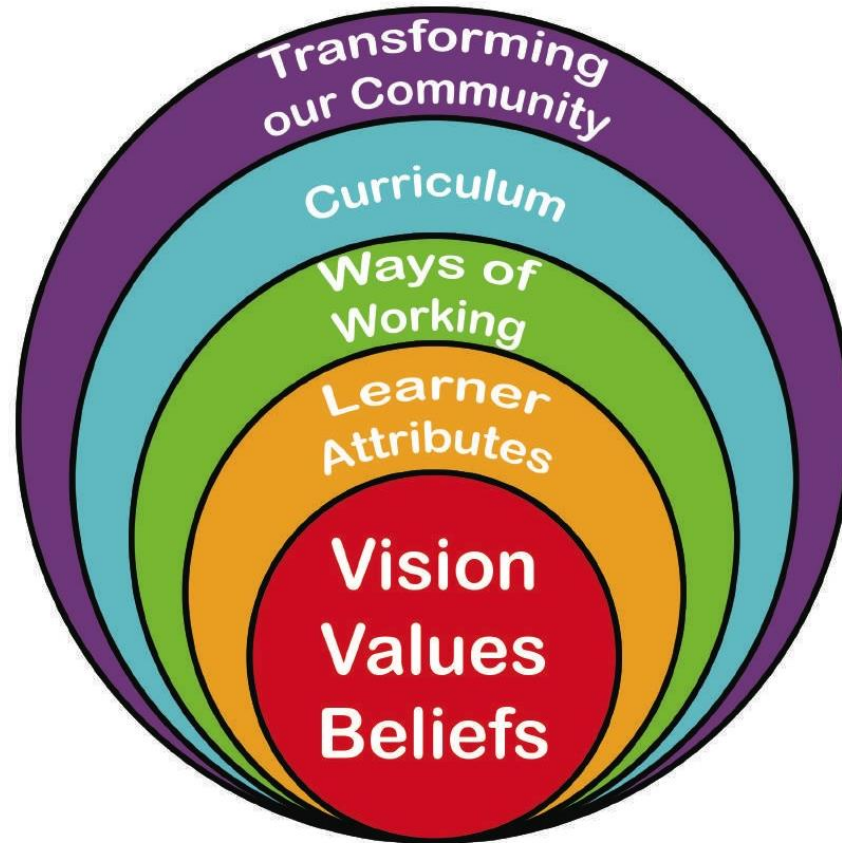
Our learner attributes

Respectful
We respect and value all people and living beings. We appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.

Courageous
We strive for a better world despite our fears. We approach uncertainty with forethought, resilience and determination. We work independently and cooperatively to explore new ideas and innovative strategies.

Inclusive
We strive to work with those who are excluded from our community. Our Christian model of leadership tasks us to serve all beings, especially those who are marginalised.

Compassionate
We show love, empathy and compassion. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Principled with Integrity
We act with integrity and honesty, with a strong sense of ethics and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Spiritual
We are people enriched by a spiritual appreciation of self, neighbour, God and life.

Knowledgeable
We develop and use conceptual understanding, exploring and integrating knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Communicators
We express ourselves confidently and creatively while listening closely to others.
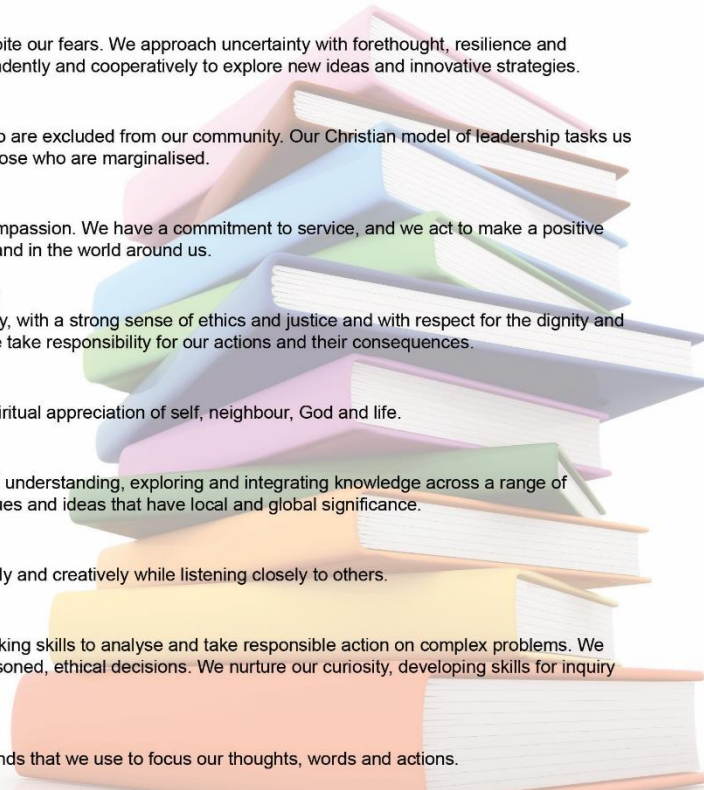
Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. We nurture our curiosity, developing skills for inquiry and research.

Focused
We have clear and balanced minds that we use to focus our thoughts, words and actions.

Welcome to MacKillop Catholic College Community for the 2020 Academic Year. If our goals and thorough planning come to fruition the year will be another stimulating and rewarding one for all, particularly to benefit and improve learning outcomes for our students.

In keeping with Our School Improvement and Renewal Framework, improving communication and forming positive partnerships with all members of our community, we see our responsibility of providing up – to –date, relevant and appropriate information regarding our 2020 goals as essential.

Our goals for 2020 are in line with the Strategic Plan 2018 – 2022, providing organisational direction within the framework of our Charism, Vision, Mission, delegations and current operations context.

We are called to: plan, evaluate, and review, through these major themes:

1. *Promoting faith and Catholic identity;*
2. *Providing quality teaching and learning through: curriculum development, resourcing, administration, financial management, implementation, practice and review;*
3. *Enhancing pastoral care and well-being for all in the Community;*
4. *Enriching community and culture through collaboration and relationships – internal to the College;*
5. *Strengthening connections with and service to the wider community and beyond; and,*
6. *Developing leadership across the college community.*

We are called to: plan, evaluate, and review, through these major themes:
These are the key areas in which MacKillop will make improvements to culture and services over the next year. Each major theme of Vision has a set of specific goals which are to be achieved over the year.

Project teams are established and project plans developed to implement these goals.

"The joy of the gospel fills the hearts and lives of all who encounter Jesus. Those who accept his offer of salvation are set free from sin, sorrow, inner emptiness and loneliness. With Christ joy is constantly born anew. In this Exhortation I wish to encourage the Christian faithful to embark upon a new chapter of evangelisation marked by this joy, while pointing out new paths for the Church's journey in years to come." – (The Joy of the Gospel n.1)

There is no doubt a challenge for each of us in this joyful sharing of the Gospel, particularly for those involved in MacKillop. In our work with young people especially in this Year of Youth we need to have faith that what is planted now will grow into something beautiful in the hearts of our young people. Since the first day of February 1st 2012 we have been working towards bringing this joy to the young people of Palmerston. We appreciate the seriousness and privilege of being called to undertake this ministry on behalf of the Diocese of Darwin. We rejoice that, though we build on the sound traditions of the local church, we at MacKillop now undertake our part in the mission of Jesus Christ as our own responsibility; it is for this reason we plan, reflect critically on suggestions and evaluate future development.

Learning Framework:

Basket 1: Learning is Relational

Basket 2: Learning for Life

Basket 3: Learning for Everyone

Basket 4: Feedback for Learning

Basket 5: Designing Quality Learning

Basket 6: Leadership for Learning

Key			
P	Principal	S	Staff
CB	College Board	ST	Students
P&F	Parents & Friends Assoc	L	Leadership
LT	Leadership Team	SL	Student Leadership
DP	Deputy Principal	SLT	SEQTA Lead Team
PC	Pastoral Care	HF	Home form teacher
AS	Academic Studies		
APRE	Assistant Principal - RE	LM	Liturgical Music Coord
PP	Pastoral POR	CP	Collaborative Planning
AP	Academic POR		
HC	House Coordinator	WBO	Well Being Officer
G&T	Gifted & Talented Coord	WPS	Work Place Safety
C	Chaplain	TL	Teacher Librarian

Following are our Actions for 2020

Key Area **Faith & Catholic Identity**				
Goal	**Action**	**Performance Measures** *(links to targets in SSP)*	**Leadership & Resources**	**Timings**
Foster meaningful celebrations to express both our Catholic Traditions and local identity for students and staff	Model leadership of liturgy that is both meaningful and appropriate to the local context and reflects our charism. Provide targeted workshops on leading prayer and meditation. Introduce the Sacrament of Reconciliation at all year levels and further develop Class masses and ½ day retreats	Liturgies and prayer are well planned and varied Students participate in the sacramental life of the church Students exposed to meaningful reconciliation services and develop a deeper understanding of reconciliation	APRE, LT + LM Coord + C	2020
	Staff Retreat organised and presented for whole staff during 2020 Theme: Presenter:	A successful full day retreat with the entire MCC Community Successful MCC Catholic Story day / inservice	APRE, P, LT, C	2020
Engage staff with Professional learning based on our faith and tradition **Accreditation A , B, C & D**	• Improve the % reaching Accreditation A, B, C & D • Provide opportunities for gaining RE Accreditation • Offer relevant PD to RE Teachers	Improvement towards 100% compliance All teaching staff at MCC achieve accreditation to teach in a Catholic School. Improve on the 2019 percentage of teachers with Accreditation C and College Leadership with Accreditation.	LT, APRE, & CEO	2020
It takes a whole curriculum to teach the whole Gospel **Continue to grow the understanding across the staff that Catholic Education**	• Include Catholic Identity in General Capabilities on Unit Plans and RAP • Encourage participation in Catholic Story	Home form teachers know how to run a liturgy, organise a prayer for assembly, attend mass with Home form. Plenary Sessions run at the school for the parish	LT, APRE, & CEO LT	All year 2020

exists as part of the local and the wider church; it belongs to the church and everything we do is governed by the teachings of Christ	• Encourage involvement in the Plenary Council • Research and Development of a teenage RCIA program for students interested in developing their faith.	RCIA Program runs in the school Every faculty has at least one unit that includes the Catholic Identity capability.	P, APRE, Chaplain Youth Ministry team	2020
Write the new Religious Education programs and their development across the school • *Senior Years* • *Middle Years (Journey in Faith)*	Complete the Senior Secondary RE Review including identifying and actioning recommendations Strengthen students understanding of Catholic Social Teachings Implement the new redesigned Journey in Faith Program Engage with the new scope and sequence T – 10 Complete resource mapping for all new units Develop a list of Scripture for which a Words of the Text is required Provide professional development so that teachers can team teach RE with confidence.	New courses available to Senior Students. Flexible mode courses available to Senior Students. Modifications and differentiations of work are made to meet students learning needs. Rich and varied learning experiences are available for all. These teaching strategies are modelled to colleagues. Work is moderated twice a year. Students are logged on INSPIRE and NCCD. Teachers work in partnership with Inclusion and curriculum teams.	LT, APRE, & CEO And Classroom RE teachers	2020 and 2021
Development of a Peer Youth Ministry team and whole school engagement in Service Learning and Outreach & Mission.	With support from the Well Being officer and the College chaplain we would target students who could be the beginning of a youth ministry team that works in the areas of peer conciliation, liturgy, retreats and Service Learning and Outreach.	Enthusiastic take up by students across the College not just senior students. Students would engage in and assist the Year 7 Retreat as well as	APRE, C	2020

		demonstrate some conflict resolution skills.		
	Investigate opportunities to promote leadership of Catholic Identity and spiritual development within MCC	Staff and Students have a comprehensive understanding of Catholic Social Teachings and Social Justice and how this relates to Service Learning	House Coord	2020

Key Area Leadership				
Goal	**Action**	**Performance Measures** *(links to targets in SSP)*	**Leadership & Resources**	**Timings**
Develops the understanding that leadership is everyone's responsibility. Establish what the **Graduate of our Catholic School** looks like acknowledging that our vision is one of Courage, Faith and Prophetic Hope. Where graduates develop a sense of the sacred through: • Sacramentality • Dignity of human person • Cultural transformation Communion past, present and future	Cultivating Prophets of hope. Develops student Leadership which gives students a voice and a purpose; Provides supportive classrooms and school environment that encourages a culture that empowers students to be leaders to achieve their personal potential. Student driven projects e.g. House Day Develop a Communications Policy that reflects the above and gives clear direction to the way we communicate on a day to day basis. Provide College Leadership with communication skill training assisting them in role modelling faith-based responses when challenged.	Further development of the House Coord role Further development of the student leadership College Radio Station	P, C B and LT DP-PC HC HC, Staff Member	On going
Provide quality professional learning opportunities and ongoing formation and renewal for our young Catholic Leaders. Enhance the culture of staff mentoring and peer support.	Offer targeted Professional Development / Learning measured through Check In Conversations Establish Coaching & Mentoring as part of the practice at MCC Provide Pastoral Care and Support for Staff	Develop a Teacher Leadership Policy TFAs in 2019 & 2020 Visitors to the College are made welcome Early Career Teachers Program Support for non-funded students	DP-AS, MYC, DP-PC, PC Team, G&TC	2020

Establish Clarity of Roles across the College Review Role Descriptions across College in line with growing and changing school, best practise & Catholic ethos • Teacher Librarian • RTO Manager • Flexible Learning Coordinator • Inclusion Support Coordinator Provides appraisal processes which give constructive feedback and facilitate the ongoing formation of our leaders.	Develop succinct role descriptions for leadership team members Review Role Descriptions in line with growing and changing school	Conversations through the Professional Check in process around roles and duties	P, LT	2020
Engages leaders in their own spiritual journey	Develop **Catholic** Leadership Provide retreats and camps for all members of the community		G& T, HC with LT	2020
Strengthen Student Leadership	Regular meetings with the Principal Students involved in problem-solving on a variety of classroom and whole-school issues	Captains writing regular items in the College Newsletter Students attending P & F and Board meetings	HC, DP-PC, P	2020
Recognises leadership potential in staff, families and students;	Improved Community involvement in the decision-making process which drives curriculum change at MCC Develop a Curriculum Council The College Parents & Friends Association and College Board members regularly invited into college meetings, formation activities and in-service days; allowing for a shared understanding of our vision and mission.	Invite CEO to speak to aspiring leaders at MCC Initial meetings of Curriculum Council	P, CEO	2020

Key Area **Teaching & Learning** Including **Finance Facilities & Resources**				
Goal	**Action**	**Performance Measures** *(links to targets in SSP)*	**Leadership & Resources**	**Timings**
Learning is Relational All teachers will have a comprehensive and valid knowledge of each learner. Develop constructive relationships with external agencies that support students being successful learners.	The Pastoral Care teachers and Coordinators move sith student groups Introduce pathways interviews **Profiling and Coaching** • Developing Middle Years Pedagogy High Quality teaching and Learning in classrooms and in teams (ESCM, walkthroughs, Coaching, Profiling and the use of INSPIRE)	Introduce pathways interviews for Yr 9 into 10 Create team of people to manage the process Every staff member has 2 profiles completed each year	DPAS, SYCC, PCC	T3 2020
Learning for Life Establish a STEM /DT Hub. Develop excellence in student achievement within a range of pathways; with further development of Flexible Learning Pathways Centre / RTO.	**Digital Technologies & STEM** • To produce an integrated Scope and Sequence for Digital Technologies from Yr 7 to 9. • ICT Mapping **Homework Policy** • Produce a homework timetable for year 7-9 that correlates with the timings set out in the College diary.	Initial meetings with CEO regarding STEM Embed the Homework policy as per the College Diary	P, DPAS, IT C, CEO MY C C	2020

	Academic Rigor and Success/ Academic Results • To instil greater rigour throughout the Middle Years. • To have students in the top 20 of the NT • To gain A+ results.	Implement the Glossary of Terms	P, DPAS, LT	

Learning for Everyone
 	
Fully develop the MacKillop Learning Framework.
 	
Our College will be proactive in ensuring that it has the capacity to extend, enrich and develop students' gifts and talents.
 	
Ensure all students have access to age and ability appropriate learning programs and pathways, and which describes adjustments to teaching, learning and assessment necessary for these students; giving expression to personal SMART goals.
	Literacy & Numeracy Programs
	• Consolidate Literacy and Numeracy program that involves staff using data to inform practice.
	
	• Reading Program
	
	• Development of "Senior Pathways" documentation that future tracks students on EAPs from Year 9 into the senior school.
	
	• NAPLAN implementation
	   ✓ Word Knowledge
	   ✓ Critical Thinking Knowledge
	   ✓ General Capabilities
	
	MCC RTO
	Further develop MCC Registered Training Organisation
	• Consolidating Learning and Assessment Materials for the Cert. IIs
	• Re-Assess the 5-year plan and then develop course materials for the courses we wish to offer.
	
	Inclusion Support
	Refine processes and procedures for Inclusion Support.
	• The creation of a Spreadsheet to show how the College spends Inclusion Support Funds.
	• Learning Support Teachers
	• INSPIRE
		Use data from various sources to compile class lists
		
		Library Policies, Yr 7 USSR
		
		Review Transition documentation
		
		Continue to strengthen processes and procedures especially around enrolments
		
		Strengthening of NCCD processes in particular regarding communication with parents, assessment by being specific in terms of the detail around adjustments.
			DPAS, DIP, PC C
			
			CB, P, DPAS
			
			D RTO,
			
			DPAS, IS C
				2020
				
				2020
				
				2020
				
				2020

	G & T Programs			
	• Eagle Group			
	• DT & STEM			
Feedback for Learning Our College will have highly effective and integrated approaches for gathering, analysing and interpreting data to systematically track and reliably monitor student progress, to inform educational programs and practices, and to accurately identify students learning needs and potential. We will develop a fully operational Learning Management System to aid teaching staff delivers a streamlined curriculum, that improves Home /School communication with real time reporting etc. Our practices will consistently be informed by contemporary research and principles of reporting	**Assessment** • Further development of student friendly language in marking rubrics. SEQTA Rubrics. • Further development of strategies around designing quality assessment including seeking advice and feedback from CEO, Dept. or other faculties. Use of SEQTA • Embed staff practices around the use of the Assessment Policy regarding due dates. • Embed the use of the Common Assessment Cover Sheet. **Reporting** • Development & implementation of common language that is used in marking rubrics and reports comments. • Embed College structures around reporting processes and timelines. • Reporting transition from MAZE to SEQTA. • Changes in Semester Reporting for Sem 1, 2020 **DIP** • Implementation of GradeXpert. • Develop & Implement a strategy that allows teachers to use data to inform their class room practices. Implementation of SEQTA as our LMS supported by GradeXpert, CES, Tech One, email, printing, CCTV, milestone server, printing on the go.	Assessment tasks distributed via SEQTA and available to parents and students. Review of Assessment Policy Review Style Guide in view of SEQTA implementation DIP work more closely with staff to build the capacity of staff to use data effectively in their classroom practice. Data made available through SEQTA	SLT, DPAS	2020

Design Quality Learning				
Provide students with the opportunity to achieve in the Top 20 for SACE Subjects.	**Glossary of Terms:** To have an updates list of operational Verbs within our learning framework and that teachers across the College are teaching students what these terms mean and how to use them.			
Improve student engagement in learning and explicitly teach students good learning behaviours.	**Programming** - Consolidate Unit Planning Documentation on SEQTA. - Develop a seamless continuum of the language being used from unit overviews, to assessment tasks, to marking rubrics and reporting. - The use of the general capabilities in unit planners. MCC Specific capabilities around Catholic Identity & the 8 ways of learning (RAP) - The revision of the MCC "Glossary of Terms" within the Framework using the SACE and QCAA terms to modify or solidify the terms we already have. - Embedding Whole School use of Learning Intentions & Success Criteria. - Embedding Integrated Learning topics - Implementation of **STILE** (Scientific Technical Instructional Learning Environment). - Teacher Librarian has a significant role in collaborative planning. **Collaborative Planning (PLC)** - Develop a Collaborative Planning Timetable to ensure all departments are meeting across Years 7-10. - Further development of these resources to serve teaching, learning and reporting.	Completion of Audit tool to keep track on unit plans. We should have most unit plans on SEQTA by Wk 4 Term 1. Publish Glossary of Terms and include in the Learning Framework. Library documentation Review HOD involvement in Collaborative Meeting.	HOD LT TL DPAS	2020

Information communication technology for enhanced services to education and management. Review all aspects of our use of information and communication technologies to enhance service delivery across all aspects of our operations.	**Information Communication Technologies** • Secure and accessible document management and communication systems are in place • All students are provided with contemporary learning opportunities that support, enable and engage the learner through a variety of learning tools and a high availability learning management system. Accessible and assistive technology, including on line education, enhances learning and teaching to meet student and parent needs and to promote equity of access for all learners.	College documentation is accessible to staff in SEQTA and H Drive during the changeover period. The College will "turn on" SEQTA Learn and SEQTA engage. Providing information sessions for students and families.	SLT SLT	
Leadership for Learning Develop and encourage a culture of Teacher Leadership.	**NTCET** • Develop a model of Academic Tracking for senior students. • Implement student pathways mentoring sessions. • **100% completion Rate** **Learning Mentors** • HF teachers to become more involved in their students' academic progress. **Leading Learners Class Year 7** • Set up a leading learners class in Year 7 **Year 9 into 10 Scholarships for 2020** Review reasons and processes surrounding the offer of scholarships at MacKillop.	Implementation of 6 weekly checkin's for all senior students. PD for staff involved in meeting with Year 9 into 10 students.	SYCC DPAS	

Finance Facilities & Resources				
Goal	**Action**	**Performance Measures** *(links to targets in SSP)*	**Leadership & Resources**	**Timings**
FINANCE Produce surplus budgets and maintain a healthy cash flow	**Inclusion Support:** Track Inclusion Support Salaries more closely Track Inclusion Support expenditure across the College and produce a clear picture of the Dept. **Annual Maintenance Plan** Maintain an Annual Maintenance Plan for the systematic maintenance of school facilities and link with College long and short-term budgeting processes. **Budgeting** Further develop budgets in line with Dept needs Survey PORs and Leadership Team for priorities prior to budget formation. Track Salaries more closely. Monthly Dept Head Meetings. Develop Budgeting as a Collaborative Process. Business Manager to PD Academic Coords on how best to operate their budgets to get the best results for staff and students.		P, BM P, BM BM, P	2020 2020 2020
STAFFING Ensure we have qualified, professional, motived and committed staff to meet the needs of MacKillop, and to work to retain our staff and enhance their well-being.	Leadership and staff workforce planning and documentation are in place to attract, recruit and retain quality staff. Quality planned and consistent recruitment, induction and probation processes are in place for leadership and staff. Performance management processes are in place and leaders are capable in using these processes. Strategies are in place for staff wellbeing		P, BM	2020

STEWARDSHIP OF THE NATURAL AND BUILT ENVIRONMENT To adopt the principles of sustainability; addressing our social, economic and environmental responsibilities in a process of stewardship shaped by our catholic Identity.	New building designs, and where possible refurbishments, incorporate environmentally sustainable concepts. Our natural and built environments provide exceptional learning and teaching opportunities			
GRANT FUNDING Obtain additional funding through grants	Apply for grants to increase cash flow Develop a Master Plan Boundary to Boundary	Grants received	P, BM	Ongoing
To adopt a five-year planning approach to College Financial Management	Finish Business Plan	Business Plan is reviewed by the College Board	BM, P	T2 2020

Key Area **Pastoral Care & Well Being**				
Goal	**Action**	**Performance Measures** *(links to targets in SSP)*	**Leadership & Resources**	**Timings**
The *Teaching of Christ* to be evident in our policies, procedures and actions. *Luke 15:37 Love, respect and living in a Christian Community*	**Outreach and Service** Understand, appreciate and be active in articulating and promoting social justice issues. Contribute to Catholic and Community based fund-raising and participate actively in social outreach activities	100% completion for Yr 12 Community Service program Increase contribution by each year level over 2019 collections to Project Compassion.	DP-PC, PP, HC, HF teachers DP-PC, APRE, HC, PPs, HF teachers,	2020 2020
That the College acknowledges and affirms the knowledge and wisdom of Aboriginal and Torres Strait Islander people through an enriched appreciation of Australia's histories, cultures, languages, values and beliefs.	The further development of the RAP, Reconciliation Week, Harmony Day, NAIDOC week Further develop the Role of the AIEWs	Implement next steps on our RAP Develop Reconciliation Week Program Plan Harmony Day activities Development of NAIDOC Week Program	DP-PC, HC, AIEW Coord	2020
The Behaviour Management policy and whole school approach to behaviour management is rooted in scripture, theological understanding, restorative practices, reconciliation and that this knowledge is disseminated to the whole community.	**Classroom Management Routines** Strengthen **Classroom Management Routines & Procedures** • Further Documentation of "… on Learning, at MacKillop from the Principal" • Teach the **Whole School Approach to Behaviour Management** • **Create a restorative environment and Embed Restorative practices in school practices and routines.**	Review Whole School Approach to Behaviour Management Hats to Play procedures Upskill / Inservice all staff in schools in the use of Whole School Approach Provide a research basis for our approach e.g. Cognitive Load Theory Strengthen Procedures across the College Run specialised Staff meeting which cover skills in BM	DP-PC and PPs P, DP-PC	2020 Term 1 2020 especially during Orientation. Term 1, 2020

Strengthen Classrooms as learning environments where students' right to learn are respected in every class All staff consistently uphold standards and implement highly effective processes that ensure all students are treated with dignity and respect. That the school environment is orderly, secure, safe and supportive. *John 13:2-10 …On establishing consequences*	• **The use of restorative circles "Circle Time" in Home form classes to foster a more positive environment** Establishing and maintaining effective relationships People understanding the damage they may have done to their relationship with others, due to incorrect behaviour and then to help them through the process of being better at "getting it right" i.e. restoring the relationship. **Uniforms** • Clear uniform expectations • Expectations included in Student Diary and Procedure documents distributed to HF and explained in Staff Meetings	• Cognitive Load Theory • Restorative Practices • ESCM • Profiling • Coaching		
That all teachers demonstrate specific (agreed) positive behaviour management strategies – making them effective practitioners with capabilities to manage diverse behaviours.	**Early Career Teacher Program** Develop sessions to assist early career teachers with classroom management strategies **Defence School's Mentor** Defence students & parents are supported at MacKillop **Inclusion Support** Supporting the care of high-risk students • Assisting a student with a significant vision impairment to fully participate in education, travel with greater independence and safety within the school grounds	Program embedded in the Orientation and Induction Program Pastoral Team Breakfast meetings Full quota for 202 for Funding requests produced by CEO deadlines.	DP-PC, G &T Coord DP-PC and Pastoral Team DP-PC , IS Coord & PPs	2020

	INSPIRE Year Coordinators time allocation for INSPIRE: • Year Coordinators allocated 2 lessons per week to ensure Inspire is being logged frequently by staff; • Staff are skilled and entries are being made.	Staff inserviced in New INSPIRE Regular loggings by staff to support funding applications and student needs.	DP-PC , IS Coord & PPs	
An integrated, sustainable, whole of school approach to Pastoral Care and Social Emotional Learning (SEL) that invigorates learning, nurtures wellbeing, builds relationship quality and connectivity and responds to individual needs and aspirations, whilst incorporating Resilience Program/ Mental Health Strategy; *Matthew 18:10 Respect for individuals "getting along"*	**Pastoral Care Plan for Whole School** • Year Level Pastoral Care Team programs are aligned with the overall College PC Program **SEL Framework** • Document **Year Levels PC Programs** incorporating SEL as per Reporting Format • Develop a SEL Framework, Rubric and Report Comment bank Report PC under this framework **Descriptive Reporting Improvements** • DP-PC & PP create SEL Report Comment bank from SEL Rubric • Home form teachers' Pastoral comments according to the SEL Rubric Implement thorough checking of comment bank procedures **Name change for Home form teachers to Learning Mentors** **Care of Non-Funded Students** Consistent support across the College for all students **Safeguarding Polices, Procedures and Documentation is maintained** **The Role of the Safeguarding Coordinator is established**	Review Year Level Pastoral Care and store updated Pastoral Care Programs in H Drive. Review and keep updated all documents	DP-PC PPs with HF Teachers Pastoral Care Leadership Team	End of Term 1, 2020 2020

	Capacity of Staff, Students and families is developed through regular Professional Learning			
That the whole school approach to ESCM Profiling and Coaching programs are fully implemented and staff capacity is built accordingly.	**Parent Night: Pastoral Care, SEL and Critical Incidents** • Pastoral Care Information Night for Parents hosted by Pastoral Team • 2020/21 Develop with students, parents and staff, understanding of and support for policies and current legislation in the areas of harassment and child protection and monitor closely complaint handling protocols and procedures consistent with the Integrity in Ministry document.	Further develop Parent Nights and encourage participation	HF, PP, DPPC, WBO	2020
That the House System is strong and effective;	Students fully participate in all aspects of the education program **Further development of our House system** • Debating and public speaking competitions • Master Chef Competitions etc. • Service Learning • Student Leadership Processes **Student Court** • Develop Student Court • Training Sessions with service provider • Implement Processes	100% of Students participating in the Service-Learning Program Organise a Workshop for Yrs 11 and 12 Students Set due dates and checkpoints Each term there will be a House competition that is related to areas other than sport Mascots will be displayed around the school Clear expectations of the House Captains- more involvement in the running of the school Active checking of Service Learning through Yr. 11 and 12.	DPPC and HC	2020

Key Area **Community & Culture (internal to our College)**				
Goal	**Action**	**Performance Measures** *(links to targets in SSP)*	**Leadership & Resources**	**Timings**
Continue the development and implementation of a coordinated family engagement program which addresses spiritual, educational, social, cultural and parenting issues.	**Improve Family engagement across all aspects of the College:**	• The appointment of a Family Liaison and Well Being Officer. • Change name tags from Visitors to Family Members. • Use the welcome "Dear Families". • Commissioning mass we commission families as well, as first educators. • Invite families to Professional Learning opportunities. • Ask Families to welcome new families at College Tours. • Increase opportunities for families to be involved in a full range of activities. • Send draft planner to P & F Members first before public distribution	HC, DP-PC with Food Tech Leading Teacher Head of English P	2020
The College will continually strive to communicate and be in relation with those that need us. Policy development that reflects the above and gives clear direction to the manner in which we communicate on a day to day basis.			HC, P	

Improve communication so all participants feel heard and whose opinions are actively sought and taken into consideration. The Leadership Team will undertake communication skill training assisting them in role modeling faith-based responses when challenged.			
That MCC will be a place where the Holy Spirit works through our communion with each other and Christ. That all Staff are afforded the opportunity to identify their own spiritual and professional learning needs; allowing for a personal connectedness to Christ, through activities that are designed to unite and bond them in our communion and mission. That the culture of staff mentoring, and peer support is enhanced.			

That the College Parents & Friends Association and College Board will be regularly invited into College meetings, formation activities and in-service days; allowing for a shared understanding of our vision and mission;			P, DP-PC with P & F Assoc President and Committee	2020
Opportunities are developed for the College to celebrate and bond as a community.	**MCC Musical – 2020 High quality performance**	Stage the 3rd musical (biannual event) Invite the elderly from Seniors Village to attend along with feeder primary schools	The Arts Coord	2020
Maintain support for students to be actively involved in National and Global environmental, humanitarian and Social Justice issues and Programs.	*Students involved in:* • *World Youth Day* • *Australian Youth Festival* • *World Challenge* • *Kokoda trail* • *Ski Trip* • *etc*			
Maintain quality dialogue and involvement with Parish, Pastor and Primary Feeder Schools.	• College involvement in Plenary Council • Further develop the College's transition program and liaison with local feeder primary schools to secure the enrolment and smooth entry of students from primary school to Year 7 and recognise prior learning.			

That the Aboriginal and Torres Strait Islander Education Workers and Defence Transition Mentors are actively included in College curriculum planning and the organisation of other major school events.				

Key Area **Service to the Wider Community & Beyond**				
Goal	**Action**	**Performance Measures** *(links to targets in SSP)*	**Leadership & Resources**	**Timings**
Engages the College community in Social Justice, Outreach and Service (Justice in the School Community; Action for Justice; Reflection on Action for Justice); Develops strong connections with and service to the wider community and beyond.	**Continue the development of the Service-Learning Program** • *Develop student interest in community service activities* • *Students involved in Social justice e.g. Relay for Life; St Vincent DePaul; etc* **World Challenge** - *Expedition for 2022* • Preparations for next expedition complete • PD and course requirements complete	Develop effective College celebration events such as: • Harmony Day • Indonesian Study Tour to develop acceptance of all cultures as global citizens.	DP-PC & HC	2020 and ongoing
Develops a range of partnerships across the wider community and views these partnerships and agreements as service to the Broader Community Unites the College with the community and for the community; Encouraging MCC's availability as a built resource for the community. Develop MacKillop values within the broader community.	Continue the coordinated approach to building partnerships with the wider community. • Effective networks with Community Groups. • Further develop MacKillop Saints' Sporting Association as a fully functioning Sporting Association. • Through the RTO's Scope to offer courses to other Colleges.	Develop a Community Use Calendar Revitalise the MK EVENTS Calendar Revitalise the Code of Conduct for User Groups	Vanda Rands and Office Team P	2020 2020

The Principal is responsible for:

- Developing and implementing the philosophy and Mission of the College;
- The development of policies reflecting the Mission (setting expectations);
- The overall safety and wellbeing of students; and,
- Curriculum development and opportunities for all students.

Deputy Principal - Pastoral Care is responsible for:

- Leadership: Collaborates and supports Principal in all Leadership matters;
- Catholic: Maintains Catholicity of College by living it;
- College Community: School Events involvement; and,
- PC Program encompassing Behaviour Management: Engage and support staff in facilitating effective BM and PC.

Deputy Principal – Academic Studies is responsible for:

- Develop the vision for curriculum across the College
- Engage Middle Managers in the curriculum debate/conversation
- Effective use of teacher resources
- Develop expert pedagogy and practice

Assistant Principal Religious Education is responsible for:

- In partnership with the Principal lead Catholic identity in the College;
- Head of Curriculum for Religious Education;
- Organise and present whole school Liturgies and Masses In partnership with Liturgical Music Coordinator; and,
- Lead the Retreat Team in organising the Retreat Programs for Year 7, 10 and 12.

Head of Middle Years is responsible for:

- Works under the direction and leadership of the Deputy Principal- Academic Studies and in co-leadership with Subject and Pastoral Coordinators in the development; implementation, monitoring, evaluation and renewal of holistic, student centred curriculum that brings to life the vision of the school;
- Support of teachers and school staff in their roles as facilitators of student learning, managers of curriculum and agents of change in the middle years; and,
- A channel of communication between all partners in the processes of teaching and learning- Principal,Deputy, Subject and Pastoral Coordinators, Parents, Staff and the wider community.

Senior Years Cooordinator is responsible for:

- To ensure all SACE dates are implemented in a timely manner;
- To monitor all senior years students NTCET completion status;
- To effectively collect data from the senior years teachers, students and parents/carers to inform 'best practices'; and,
- To implement professional learning to improve the teaching, learning and assessment across the senior years in collaboration with the whole College.

Director of Information Technology, Teaching & Learning is responsible for:
- Management of IT infrastructure and systems across the College;
- Implementation of learning and teaching tools;
- As of Head of VET IT co-ordinate the training program and trainers for relevant certificates; and,
- As the Academic Coordinator of IT, support the team with resources and ongoing support.

Office Manager is responsible for:
- Managing and delivering the operations of the student services department;
- Pastoral Care of Support Staff;
- Maintaining and managing the student data base – directing staff to update and input data; and,
- Participating as a member of the leadership team to support the Principal to deliver the best education possible to our students.

Table 1: Clusters and Sub clusters Identified by Parramatta Diocesan Schools Board

Cluster Sub clusters

Religious faith & spiritual development
- Christian faith development
- Integration of faith with life
- Catholic identity

Personal integration Self-image
- Interpersonal skills
- Outlook

Social responsibility Social conscience
- Knowledge of global issues
- Better society

Life-long learning Academically equipped
- Embracing technological change
- Understanding of society

http://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1247&context=ce