



Prendiville
CATHOLIC COLLEGE

SERVE LEAD INSPIRE

2017 ANNUAL SCHOOL IMPROVEMENT PLAN

Updated Draft: 18 -Feb-2017



TABLE OF CONTENTS

Foreword	4
About Us	4
Our Name	5
Our Vision	5
Our Purpose	6
Our Beliefs	6
Our Values	6
Our Crest	7
Our Strategic Directions	8
Learning	9
Explicit Improvement Agenda	10
Analysis and Discussion of Data	11
Culture that Promotes Learning	13
Targeted Use of School Resources	14
Expert Teaching Team	16
Systemic Curriculum Delivery	18
Differentiated Teaching and Learning	19
Effective Pedagogical Practices	20
Engagement	21
Engagement with the School Community	21
Wider Community Partnerships	22
Accountability	23
Staff Wellbeing	23
Pastoral Care of Students	24
Financial and Facilities Management	27
Discipleship	28
Systematic Evangelisation Planning	28
Integrating Catholic Faith, Life and Culture	29

Foreward

“For a school to be Catholic, it must first be a good school. Otherwise it will be unable to fulfil its mission. With many other education traditions, the Catholic school’s concept of education will be the development of students from within, freeing them from that conditioning which would prevent them from becoming fully integrated human beings. The school must begin from the principle that its educational program is intentionally directed to the growth of the whole person”

(Bishop’s Mandate).

About Us

Prendiville Catholic College is a modern, progressive, co-educational, non-selective, secondary Catholic College located in Ocean Reef. The College is situated on a 10-hectare campus with outstanding facilities including a ‘state of the art’ Performing Arts Centre, large gymnasium, well-stocked Library and Chapel. Enrolment in 2017 is expected to be 1125 students across Years 7-12.

The College has a 30-year history of providing a contemporary, broad, quality education for students across a wide range of courses. We consider ourselves to be a leading school in providing for the diverse needs of students, an environment with a contemporary and proud Catholic culture, progressive pastoral care practices and innovative use of technology and implementation of 21st Century pedagogy. All students make use of iPads to access learning resources and follow course programs.

We are committed to providing the best quality education for our students through employing highly motivated, committed, enthusiastic, creative and skilled staff, who are well resourced to cater for the complex and diverse needs of our students. Most teaching staff hold at least one tertiary qualification with most holding a Bachelor degree or Graduate Diploma as their highest qualification. All staff participate in comprehensive professional learning experiences. Staff turnover is low and we have many staff with long service records over 10 years.

We choose to take an inclusive approach and not to specialise in any particular area, preferring to accommodate the strengths and interests of as many students as possible. Our programs include Gifted and Talented and Vocational pathways along with Literacy and Numeracy Support to cater for students’ individual needs. An Education Support Centre for students with disabilities was opened in 2011 and currently caters for approximately 55 students, including some with intensive support needs. The College is developing four senior school pathways to best cater for a broad range of student interests, learning styles and goals as they enter senior secondary education.

The College’s pastoral care structure is ‘House’ based with a high level of personalised pastoral care being provided to students, complemented by a variety of inter-house and inter-school sporting and arts competitions. The College employs a both a counsellor and psychologist as part of its Pastoral Care Team.

Over the past two years the College has participated in a process to profile its graduates. The Prendiville Graduate or Prendivillian aspires to ‘Serve with Pride, Lead with Confidence and Inspires people in a positive way.

Our Name

Dr Redmond Prendiville was Archbishop of Perth from 1933 to 1968. During this period there was a remarkable growth of Catholic primary and secondary education in Western Australia. Under his spiritual leadership, a Catholic education was made possible for the majority of Catholic families across the vast, lightly populated State. Archbishop Prendiville is fondly remembered for his pastoral concern for others.

In the spirit of Redmond Prendiville our College is committed to provide holistic, rigorous and broad learning experiences in a contemporary Catholic learning environment. This education will assist our students to achieve their greatest potential inspiring them to enrich their lives, contribute to community and to flourish in a diverse and ever changing society. Ours is an education that inspires the desire to see more, know more and be more.

Our Vision

Students Reaching their Greatest Potential

We recognise each child is special and unique, and we are committed to the personal excellence of each and every learner, regardless of their learning ability. The College constantly maintains a focus on providing the support for the intellectual development of every learner so each has the best possible chance to excel personally. Our vision is to help our students reach their greatest potential.

We value diversity and work to the challenge to meet every child where they are at in their spiritual, emotional, physical and intellectual development. We take a holistic approach to the development of our students, combining excellence in teaching and learning with strong pastoral care in a Christian learning environment that is faithful to a Catholic heritage. Our College provides opportunities for students to learn and grow in a variety of settings so that they may become active and productive participants in society.

We wish our students to live faith-filled and Christ-centred lives with compassion for others and a sense of social justice based on real world learning. We nurture our students to show mercy to others, promote justice and serve those in need as a demonstration of their Christian faith. Our students are encouraged to seek Christ in their personal and communal lives, to deepen their knowledge of the Catholic tradition, grow in their faith and seek opportunities to put their faith into action.

Our Purpose

Prendiville Catholic College is a contemporary Catholic secondary, co-educational College which provides a challenging education in an attractive environment. We will foster in young people the desire to know more, see more and “be” more. Ours will be an education that seeks Christ in our personal and communal lives.

Our purpose or mission is to provide a holistic, rigorous and broad curriculum, driven by contemporary pedagogy delivered in a 21st Century Learning Environment that creates lifelong, independent learners with the ability to think critically.

Our Motto

Christus Pastor Meus – Christ is my Shepherd

The College motto, Christ is My Shepherd, reflects a strong emphasis on pastoral care, evidenced by feedback from students and parents that students feel happy and safe.

Christus – In the Catholic School the message of Christ is central and the foundation of Catholic Education.

Pastor – Qualities such as love, trust, strength, security, compassion, friendship, warmth and acceptance are the type of qualities we aim to instil into our students.

Meus – A focus on the good that is in each and every one of us which means we must be committed to the needs and care of each individual all of the time.

Our Beliefs

As a Catholic school we are established on these beliefs:

- Jesus Christ, as revealed in the Gospels, is our model for life
- Reflection and prayer are central to a Catholic life
- The family is the core unit in Christian community
- Parents are the first and foremost educators of children
- Each person is worthy of respect, trust and dignity
- Gifts and talents are developed for the service of others

Our Values

We encourage each member of the College community to uphold the following values:

- Taking pride in oneself, pride in the College and pride in the achievements of others
- Living with integrity
- Displaying a sense of justice and service towards others
- Respect, tolerance, acceptance, forgiveness and compassion for others
- Aspiring to personal excellence
- Contributing to the College community
- Diversity of gender, physical or mental ability, culture and background is a strength to be respected

Each of our Houses has a specific value that it focuses on:

- Brigid – Compassion: St. Brigid was a woman of rare ability, strength and kindness, was an early feminist and was known for her hospitality and her generosity to the poor.
- Chisholm – Inclusion: Caroline Chisholm was a woman of vision, selflessness and perseverance who instilled in those around her a sense of equality, self-respect and generosity.
- Francis – Stewardship: St. Francis of Assisi viewed all of God's creatures as his brothers and sisters; his story is one of humility, stewardship of the earth and demonstrating a preference for the poor and the sick.
- McAuley – Service: Catherine McAuley founded the Sisters of Mercy to educate the poor, visit the sick and serve people in need; she had a close connection with the development of education in Western Australia and the provision of services for the needy.
- Romero – Liberation: Bishop Oscar Romero spoke out against corruption, the lack of democracy and human rights violations in El Salvador.
- Salvado – Outreach: Bishop Dom Salvado arrived in Australia with a vision to live and learn from the Indigenous people of the country at the same time as spreading the values of the Gospels.



Our Crest

The Prendiville Catholic College Crest is inspired by the Christian symbol of the cross. The horizontal bar of the cross is represented by stylistic images of waves and the wind. The colours of red, black and white are the College's original colours.

The Crest highlights our spirituality, is contemporary and is recognised in the awe and wonder of creation and the natural world. This contemporary design challenges our College to be adaptable, flexible and in tune with the times in all aspects of its education endeavour.



Prendiville
CATHOLIC COLLEGE

Our Strategic Directions 2016-2018 – ‘Beyond 30’

The College’s Strategic Plan: ‘Beyond 30’ is based around the strategic direction set by the Catholic Education Office of Western Australia (CEWA) for 2014-2016, which is encapsulated in the acronym

LEAD: Learning – Engagement – Accountability – Discipleship

The Strategic Plan also utilises the Quality Catholic Schooling (QCS) mandatory school review and improvement framework set by the CEWA. It describes the components that each Catholic school must incorporate into their strategic plan for each of the LEAD strategic directions. The following

LEARNING IS WHAT WE DO	Strategies	
Explicit Improvement Agenda Improve our strategies, plans, policies & procedures through an annual cycle of review & update	<ul style="list-style-type: none"> • Mission, Vision • Strategic Plan, ASIP • Targets • Community Surveys 	<ul style="list-style-type: none"> • Annual Report • Policies & Procedures • School Improvement Team • Code of Conduct
Analysis & Discussion of Data Use data to inform and support improved individual student outcomes	<ul style="list-style-type: none"> • Organisation • Processes • Assessment 	<ul style="list-style-type: none"> • Analysis & Recording • Mentoring
Culture that promotes Learning Maintain a stimulating learning environment that effectively motivates all students & teachers	<ul style="list-style-type: none"> • Recognition • Motivation • Participation 	<ul style="list-style-type: none"> • Behaviour • Affirmation • Age appropriate
Targeted Use of School Resources Utilise staff & facilities in a targeted manner to meet the diverse learning needs of all its students	<ul style="list-style-type: none"> • Student Diversity • Programmes 	<ul style="list-style-type: none"> • Learning Spaces • SEQTA • P Block
Systemic Curriculum Delivery Have a coherent, sequenced plan for curriculum delivery that ensures consistent teaching & learning expectations	<ul style="list-style-type: none"> • Western Australian Curriculum • Planning, Annual Review • Learning Area Meeting 	<ul style="list-style-type: none"> • Cross-curricular • Pathways for Success • Enterprise & Flexible Learning
Differentiated Teaching & Learning	<ul style="list-style-type: none"> • Testing • Learning Experiences 	
Every student in engaged, learning successfully & able to reach their full potential	<ul style="list-style-type: none"> • Classroom Environment • Differentiated Courses 	<ul style="list-style-type: none"> • Achievement Targets • Paideia Project
Effective Pedagogical Practices Implement effective 21st Century pedagogical practices to significantly improve student achievement	<ul style="list-style-type: none"> • Contemporary Practices • Teaching Strategies and Spaces • Staff Consultation Group 	<ul style="list-style-type: none"> • Learning Area specific focus • MyEd • Pedagogical Pilot Project

ENGAGEMENT IS ESSENTIAL	Strategies
Engagement with the School Community Provide multiple opportunities for Parents & Alumni to be actively involved in College life	<ul style="list-style-type: none"> • Board • P&F • Alumni Association • Primary school links • Volunteers • Parish
Wider Community Partnerships Actively seek opportunities to enhance student learning & wellbeing through partnerships with the wider community	<ul style="list-style-type: none"> • Professional • Sporting • Disabilities • Community HUB • Church • Universities • aCROSS the World project

ACCOUNTABILITY IS NOT OPTIONAL	Strategies
Staff Wellbeing Foster a collegiate atmosphere amongst staff that contributes to their wellbeing	<ul style="list-style-type: none"> • Workload • Wellbeing policy • Behaviour • Affirmation • Agreed Norms
Pastoral Care of Students Foster a collegiate atmosphere amongst staff that contributes to their wellbeing	<ul style="list-style-type: none"> • Transitions • College Identity • House Identity • Health & Wellbeing Programmes
Financial & Facilities Management Responsibly manage College finances & facilities in line with CEWA policy	<ul style="list-style-type: none"> • Minor Capital Development • Capital Development Plan • Maintenance • Additional Income

DISCIPLESHIP IS OUR CALLING	Strategies
Systematic Evangelisation Planning Ensure an appropriate Evangelisation Plan & Staff Formation Plan is always in place, current & reflected in daily practices	<ul style="list-style-type: none"> • Catholic Liturgies • Accreditation support program • Religious Education • Community Surveys • 'Living the Vision' • Faith, Story, Witness
Integrating Faith, Life & Culture Foster students who develop their values, life, culture and faith within a Catholic framework	<ul style="list-style-type: none"> • Christian Service Learning • Immersion Programmes • Incursions • Aboriginal Education • Retreat program • Outreach

1. LEARNING IS WHAT WE DO

1.1 Explicit Improvement Agenda

CLT Responsible Party: Principal

Objective: Improve our strategies, plans, policies and procedures through an annual cycle of review and update

Strategies

- We will adopt a holistic (whole of College) approach to developing strategic and other plans.
- We will review and update the College's Strategic Plan every 3-4 years.
- We will construct a strategic plan that is based around the framework set by the CEWA (currently LEAD and the QCS components).
- We will create an Annual School Improvement Plan (ASIP) each year that is based on the Strategic Plan.
- We will participate in an Action Learning Project facilitated by the CEWA's School Improvement team.
- We will set clear targets to track our progress.
- We will utilise community surveys (including the annual Catholic Schools Climate Survey) to gauge progress towards achieving each of our objectives.
- We will report annually on the progress the College has made against its strategic agenda and ASIP, including any mandatory government reporting requirements.
- We will periodically review and improve our College policies and procedures taking into consideration the CEWA review dates.
- We will use the College Vision, Mission and Values to guide our decision making.
- We will develop a Vision for Learning model for Prendiville Catholic College.

Targets

Measures of Success

2017 ASIP finalised by end Term 1, incorporating recommendations from School Improvement Team (SIT) and School Cyclic Review (SCR)	Timing
2016 Annual Report finalised by March 20	Timing
Annual policy and procedures review and update finalised by end Term 2	Timing
Annual QCS component review	Timing
2017 School Climate Survey or alternative completed by Term 3 (if available)	Timing
Complete Vision for Learning Model	Timing

Actions

Responsible Party: Principal

Timing

Complete 2017 ASIP	By end Feb
Develop plan to action recommendations from SIT and SCR	Term 1
Complete 2016 Annual Report	Term 1
Refine and implement Code of Conduct across the PCC community	By end Term 1
Review and update policies and procedures	Term 2
Develop plan to action recommendations from Action Learning Project	Term 2
Evaluate results of 2017 School Climate Survey (if available)	Term 3
Commence 2018 ASIP	Term 4
Support CLT members to consolidate their newly defined roles	By end Term 4
Complete Vision for Learning Model	By End of Term 2

1.2 Analysis and Discussion of Data

CLT Responsible Party: Deputy Principal Curriculum and Academic Standards

Objective: Use data to inform and support improved individual student outcomes	
Strategies	
<ul style="list-style-type: none"> We will establish an organisational structure and develop processes to track student achievement and engagement to better inform curriculum and learning development. We will collect and analyse school wide systemic data on student academic outcomes across all year groups, using both internal and external standards. We will ensure the assessment and recording of student progress is consistent with the School Curriculum and Standards Authority for senior school courses. We will measure and analyse changes in performance over years from standardised tests. We will report on overall school academic performance as well as the performance of students from identified groups. We will compare College performance with similar schools. We will refine the Curriculum leadership structure to accommodate the large number of Heads of Learning Area (HOLAs) and Subject Coordinators (SCs). We will set aside time for the discussion of data at both the whole school and faculty level. 	
Targets	Measures of Success
Teachers utilise data, including NAPLAN and PAT data, to assist with course programming and lesson planning	% of teachers using data for course programming and lesson planning
Early identification and intervention with all students who are at academic risk	No. of students identified, academic improvement
Early identification and intervention with all students who are underperforming	No. of students identified, academic improvement
Actions	Timing
Upload PAT data to College Dashboard	First half term 1
Analyse Y12 external exam results (WACE, ATAR, VET)	Before start term 1
Share and discuss 2016 WACE data with HOLAs, SCs and Y12 staff	Term 1
Conduct refresher training in use of WACE data for all Y11-12 teachers	Term 1
Identify Y12 students at risk of not achieving WACE result	Term 2
Prepare profiles of Y12 students at risk and distribute to relevant teachers	Term 1
Seek and support mentors for Y12 students at risk	From Term 1
Identify Y11 students at risk of not achieving WACE result	Term 3
Inform teachers of Y11 students at academic risk	Term 3

1.2 Analysis and Discussion of Data cont.

Actions	Timing
Inform teachers of students who are weakest and strongest in NAPLAN literacy	Term 3
Hold refresher training update on how to access NAPLAN data for all teachers	Term 3
Discuss strategies to improve literacy and numeracy across the school based on NAPLAN results	Term 3
Review progress of Y11 students at academic risk	Term 4
Incorporate areas for improvement into 2018 ASIP	Term 4

HOLA - Head of Learning Area; SC - Subject Coordinator

1.3 Culture that Promotes Learning

CLT Responsible Party: All Deputy Principals

Objective: Maintain a stimulating learning environment that effectively motivates all students and teachers

Strategies

- We will strive to make learning more interesting and enjoyable to enhance student learning and motivation.
- We will encourage and recognise student participation in curriculum related activities within and beyond the College.
- We will monitor behavioural issues and ensure appropriate action to support teachers and students.
- We will closely monitor patterns of absenteeism and proactively intervene where necessary through follow up by Pastoral Care Advisors in consultation with House Coordinators.
- We will introduce a system of Awards to honour personal excellence through a Student Awards and Recognition Team (StAR)

Targets

Measures of Success

Overall attendance rate above 93%

Attendance rate

Reduce number of students who are chronically absent by a further 10%

No. of students

Behavioural management practices and procedures understood by all teachers and consistently applied

Level of understanding, no. of teachers

Actions

Timing

Clarify and reinforce behaviour management procedures with HCs

Start Term 1

Implement the Colours and Honours award system

From Term 1

Recognise student personal excellence in Assemblies

From Term 1

Compile attendance data and report attendance rate every half term

From Term 1

Follow up students absent for more than 2 days in a row or 1 week per term

From Term 1

Organise homework help sessions for younger students with support of Academic Captain

From Term 1

Raise academic profile of PCC through Facebook, Yearbook, Newsletter

From Term 2

HC – House Coordinator

1.4 Targeted Use of School Resources

CLT Responsible Party: Director of Diversity and Excellence

Objective: The College utilises its staff and facilities in a targeted manner to meet the diverse learning needs of all its students

Strategies

- We will establish an organisational structure and devote specific resources that respond to student diversity.
- We will ensure that school wide policies, practices and programmes are in place to assist in identifying and addressing individual student's learning needs.
- We will design and implement a College wide response to student diversity and excellence, including giftedness.
- We will integrate the Catholic context into Education Support and Learning Enhancement programs.
- We will review and plan courses catering for the differing needs of students.
- We will ensure all learning spaces are appropriately utilised to the full extent possible.
- We will continue to develop contemporary learning spaces to enhance student-learning experiences.
- We will continue to develop a rich digital learning environment and ensure the effective use of technology to enhance learning.
- We will continue to develop and use of SEQTA as our learning management system to enhance teaching and learning.
- We will develop an Enterprise Learning Pathway (FlexED) for disengaged students.
- We will identify disengaged students early.

Targets

Measures of Success

New ConnectEd senior school pathways implemented from Term 1	Timing
State of the art therapy room available within the ESC by end Term 1 "Learning beyond the classroom" initiatives introduced for those students needing further extension by Term 1	Facility in place, timing
Review and modification of PCC Padaia Program by end Term 2	Timing, all needs met
Form partnership with Francis Jordan Primary School to integrate Y6 gifted and talented students into the Padaia Program	Partnership agreement, timing
Learning Enhancement focus clearly understood by College staff by end year	Understanding, timing
Implement cost effective, efficient and engaging relief teacher process by end Term 1	Cost, efficiency, student engagement timing

Actions

Timing

Commence implementation of FlexED senior school pathway	From Term 1
Continue University and Gateway learning pathways	From Term 1
Deliver staff information sessions to highlight College focus on improving literacy and numeracy across the whole cohort	From Term 1
Review allocation of resources to ensure individual student learning needs for literacy and numeracy can be identified	From Term 1

1.4 Targeted Use of School Resources cont.

Actions	Timing
Review allocation of Education Assistant time with Heads of English and Mathematics, plus Learning Enhancement Coordinator	Term 1
Design and create sensory and behavioural therapy room within the ESC	From Term 1
Implement "Learning beyond the classroom" initiatives	Term 1
Review relief teaching models and develop improved model	Term 1
Trial, monitor, evaluate and amend new relief teaching model	From Term 2
Review, modify and plan new courses for Gifted and Talented Padaia Program	Term 2
Network with other schools to improve pedagogy, plus teaching and learning approach for Padaia Program	Term 2
Review effectiveness of FlexED pathway and make adjustments	Term 2
Design LinkED pathway for implementation in 2018	Term 3
Incorporate areas for improvement into 2018 ASIP	Term 4

ESC – Education Support Centre

1.5 Expert Teaching Team

CLT Responsible Party: Assistant Deputy Principal

Objective: Build a school wide, professional team of highly able teachers who take an active leadership role beyond the classroom

Strategies

Professional Learning

- We will appoint a Professional Learning Team (PLT) to develop a professional learning policy and implement a professional learning plan that is research-based and reflects contemporary trends in education.
- We will make the professional learning plan explicit to staff at induction and available via the school policy portal.
- We will ensure all graduate teachers will take part in the two-year Beginner Teacher Programme developed at Prendiville Catholic College.
- We will promote developments in curriculum, teaching and learning that drives excellence.
- We will ensure teachers are aware and actively support the WA Professional Standards for Teaching as outlined by the Teachers Registration Board of WA.
- We will place a high priority on the ongoing professional learning of all staff and provide staff with the opportunity to develop their teaching and leadership capacity.
- We will introduce school based professional learning (PL) opportunities.
- We will network with other schools to develop pedagogy, teaching and learning programs.
- We will build the leadership capacity of all teaching staff, including Teaching and Learning Assistants.

Evaluation and Improvement

- We will place a priority on attracting, retaining and developing the best possible teachers
- We will introduce Educator Impact as a method for staff evaluation against the Australian Institute for Teaching and Learning (AITSL) standards as a way to highlight areas to focus on in Individual Professional Learning Plans.
- We will work as teams to analyse student work and create teaching strategies for improving student learning.

Mentoring and Coaching

- We will develop a culture of collaboration, sharing and showcasing best practice.
- We will develop and implement a mentor or buddy system to assist new staff, as a tool to understand the policies and procedures of the College.
- We will develop and implement a program for coaching and mentoring graduate and beginner teachers, Middle Management, leaders and staff who have been identified with an area of weakness.
- We will welcome classroom and teacher visits, followed by constructive feedback and targeting areas for professional learning.
- We will develop a coaching culture.

1.5 Expert Teaching Team cont.

Targets		Measures of Success
Implement College LIFE - Aspiring College Leadership Program from Term 1		Program delivery, Timing
Implement PCC Beginning Teacher Program from Term 2		Program delivery, Timing
Remaining 50% of staff to have commenced an initial cycle of Educator Impact (2 year cycle) by end of Term 1		Timing, % of staff involved in Educator Impact
Increase amount of PL time in Learning Area meetings to 25% by end of year		% of meeting time for PL
Introduce 3 school based PL opportunities after school hours		No. PL opportunities
Comprehensive professional learning plan completed by end of year		Plan, Timing
Actions	Responsible Party: Assistant Deputy Principal	Timing
Mentor new teachers and new HOLAs		From term 1
Monitor amount of PL time in Learning Area meetings		From term 1
Implement College LIFE – Aspiring College Leadership Program		From Term 1
Enrol second cohort in Educator Impact program		Start of Term 1
Review CEWA Beginning Teacher Program and interstate programs to shape the PCC program.		Term 1
Investigate working and networking with neighbouring Colleges on the beginning teacher program.		Term 2
Finalise design of College LIFE professional learning program		Term 2
Finalise design of PCC Beginning Teacher Program		Term 2
Communicate College LIFE and Beginning Teacher Programs to staff		End Term 2
Implement PCC Beginning Teacher Program		From Term 3
Appraise Middle Leaders in Y2 and Y5 of their contract		Term 1 and Term 2
Review and update PCC Beginning Teacher and Aspiring College Leadership Programs		Term 4
Consolidate PL Committee for 2018		Term 4

HOLA - Heads of Learning Areas; LIFE – Leadership, Inclusion, Formation and Education; PL – professional learning

1.6 Systemic Curriculum Delivery

CLT Responsible Party: Deputy Principal Curriculum and Academic Standards

Objective: The College has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations

Strategies

- We will ensure all teachers and leaders are familiar with the Australian Curriculum.
- We will provide professional development to build staff skills in curriculum planning and development.
- We will develop a comprehensive Prendiville Catholic College Curriculum Plan.
- We will ensure that Learning Area meetings focus in part on curriculum delivery.
- We will focus on improving literacy, numeracy across the entire school cohort.
- We will increasingly link individual curriculum topics through cross-curricular skills.
- We will review Year 10 curriculum to meet needs of students and the WACE.

Targets

Measures of Success

Implementation of revised Year 10 courses, timetable and curriculum	Timing
All Head of Learning Areas (HOLAs) and Subject Coordinators (SCs) have reviewed their curriculum plans during Term 1	Timing
Devote 25% of time in Learning Area meetings to curriculum planning over the course of the year	% of meeting time for curriculum planning
All Year 9 students improve on their Year 7 NAPLAN results	% of students who improve

Actions

Timing

Implement changes to Year 10 curriculum	From Term 1
Monitor amount of ongoing curriculum planning time in Learning Area meetings	From Term 1
HOLAs & SCs review curriculum plans for all years to ensure they meet requirements	Term 1
Issue a checklist of program requirements to staff	Term 1
Review Curriculum Committee membership and activities	Term 1
Counsel Year 10 students and parents in choice of Year 11-12 pathways	Term 1
Compare Year 7 and Year 9 NAPLAN results for all students	Term 3
Audit and check a random sample of programs	By end Term 1

HOLA – Head of Learning Area; SC – Subject Coordinator

1.7 Differentiated Teaching and Learning

CLT Responsible Party: Director of Diversity and Excellence

Objective: Every student is engaged, learning successfully and able to reach their full potential

Strategies

- We will utilise standardised testing to assess where students are in their learning and identify any skills gaps and misunderstandings.
- We will design and deliver a range of learning experiences to cater for the variety of learning styles, as well as differences in culture and backgrounds.
- We will maintain a learning environment that is inclusive, stimulating, intellectually rigorous and addresses the learning needs of individual students across the spectrum of abilities.
- We will advise teachers on strategies, programmes and support necessary to effectively include students with special needs in their classrooms.
- We will implement courses catering for the differing needs of students.
- We will provide professional learning opportunities for teaching staff to develop their differentiation skills.

Targets

Measures of Success

Year 7-10 standardised testing conducted in Science, Maths and English in Term 1

Timing

Year 7 and 8 standardised testing conducted to identify any students who are Gifted and/or Talented in Term 1

Timing

All IEPs, CAPs and BMPs are of a consistently high standard by end Term 4

Standard of plans, timing

Actions

Timing

Provide guidance on the development of effective learning plans for students who receive special education services

From Term 1

Provide advice and professional support services to teachers

From Term 1

Conduct Y7-10 standardised tests in Science, Maths and English

Term 1

Identify Y7 and 8 Gifted and/or Talented students

Term 1

Document IEPs, CAPs and BMPs in SEQTA and ensure parental access

Term 1

Review current individualised planning procedures and practices

Term 2

Develop process to welcome and transition gifted and talented students into Y7

Term 3

Incorporate areas for improvement into 2018 ASIP

Term 4

Complete Vision for Learning model for Y7-12 learning journeys

By end Term 4

IEP – Individual Education Plans, CAP – Curriculum Adjustment Plans, BMP – Behavioural Management Plans

1.8 Effective Pedagogical Practices

CLT Responsible Party: Principal, Deputy Principals Foundation, Formation and Graduation Years

Objective: Implement effective 21st Century pedagogical practices to significantly improve student achievement

Strategies

WHOLE SCHOOL

- We will finalise a Vision for Learning model from years 7 to 12.
- We will clearly outline and define for all staff what is meant by contemporary Pedagogy and all that it encompasses.
- We will keep abreast of innovations in contemporary best practice by providing opportunity for selective staff to participate in high end professional learning and collaborate with other WA schools.
- We will set clear expectations concerning the use of effective teaching strategies and feedback processes to identify areas for improvement.
- MyEd will be trialled in year 8 classes.
- We will participate in the CEWA pedagogical pilot project.
- We will maximise use of the new library 'learning common' and proposed P Block refurbishment to cater for independent learning for Year 11 and 12, including during relief classes.

Targets

Measures of Success

Teachers in each year group have enhanced their pedagogical practice

Investigate a number of alternative timetable structures

Innovative, creative teaching experiences for Y7 & Y8 students

Improved and effective use of technology across the school community

Actions

Timing

Continue to build on contemporary and innovative pedagogical practice	From Term 1
Trial introduction of MyED in Y8 English (and other Learning Areas if interested)	From Term 1
Review and update course names to be more contemporary	By end Term 1
ICT Committee to investigate future use of Technology at the College	Term 2
Create a number of viable alternative timetable structures for future use	Term 2
Investigate what Y7 & Y8 students find to be effective teaching and learning	By end Term 3
Establish viable pathway to meet compulsory Digital Technology requirements	By end Term 3
Investigate, expose and model innovative teaching practices for Y7 & Y8 students	By end Term 4

2. ENGAGEMENT IS ESSENTIAL

2.1 Engagement with the School Community

CLT Responsible Party: Business Manager and Community Engagement Officer

Objective: Provide multiple opportunities for Parents and Alumni to be actively involved in College Life

Strategies

- The P&F to complete their own vision, purpose, objectives and strategies as part of building our community.
- The P&F to continue the cycle of events conducted in 2016 as well as exploring new avenues for Parent engagement and fundraising
- We will continue to develop an active Alumni Association that encourages former Prendivillian's to remain connected with the College.
- We will create and Alumni area on the new College website
- The Community Hub will provide access for a variety of uses by the wider community

Targets

Introduce at least 1 new Alumni event by the end of the year

Measures of Success

No. of events

Actions

Plan one Alumni event for Semester 1

Timing

Term 1

Review effectiveness of new website content and structure

Term 2

Through the Alumni seek professionals to participate in careers expo

Term 3

Incorporate areas for improvement into 2018 ASIP

Term 3

2.2 Wider Community Partnerships

CLT Responsible Party: Business Manager

Objective: Actively seek opportunities to enhance student learning and wellbeing through partnerships with the wider community

Strategies

- We will develop a Community Hub that encourages the wider community to participate in activities at Prendiville after hours
- We will build alliances and networks with professional communities beyond the College, including service agencies and organisations related to post school options.
- We will promote active involvement of parents and the community in support for students with disabilities.
- We will actively link in with the wider Church agencies, the regional parish and the local community.
- We will explore the potential for mutually beneficial partnerships with local universities.
- We will connect with a Catholic School in each country through the aCROSS the World project.
- We will seek out community business and educational partnerships
- We will explore the viability of developing industry links

Targets

Measures of Success

Increased number of events in the Redmond Theatre

Timing and number of activities

A business model is established for use of College Facilities

ATAR Excel runs first sessions

Increase in activities are conducted that bring wider community into the College

The HUB links to FlexED Gallery visits and coffee club

Partnership formed with Joondalup Resort

Partnership formed with Leeuwin Estate

Partnership formed with Tertiary Insitutions

Actions

Timing

Explore further opportunities to expand and develop the Community Hub

From Term 1

Arrange work placements for Education Support students

Term 1

Approach leading industries to develop partnerships

Term 1

Implement MOU for Education Support with ECU

Term 1

Plan further aCROSS the World deliveries

Term 1

Partnerships explored with Notre Dame and Edith Cowan Universities

Term 2

Explore links and partnerships with Joondalup Golf Resort

Term 2

Plan for aCROSS parish activities

Term 1

ATAR excel is advertised to the wider community

Term 1

3. ACCOUNTABILITY IS NOT OPTIONAL

3.1 Staff Wellbeing

CLT Responsible Party: Assistant Deputy Principal

Objective: Foster a collegiate atmosphere amongst College staff that contributes to staff wellbeing

Strategies

- We will ensure that all staff understand the accountabilities and responsibilities of each member of the College Leadership Team.
- We will require College leaders to review the workload of each staff member under their supervision on an annual basis.
- We will ensure that we have clearly defined College policies and procedures that support staff wellbeing.
- We will develop consistent standards for staff behaviour in and out of the classroom (staff norms).
- We will continue to provide forums for groups of staff to discuss common areas of interest and concern, e.g. Heads of Learning Areas (HOLAs).
- We will seek additional ways to acknowledge and affirm staff contributions to the College.
- We will continue to invite staff to be on short term working parties for special projects.

Targets

Measures of Success

At least 2 'Prendville Pulse' staff feedback sessions per term	No. of sessions
One informal Head of Learning Area (HOLA) meeting per term with Principal	No. of meetings
Implement recommendations for Staff Wellbeing from School Improvement Team (SIT) by end year	Completed recommendations, timing
Review and update Staff Wellbeing strategies by end of year	Strategies, timing, ASIP

Actions

Responsible Party: Principal

Timing

Communicate role of Harassment Coordinators to staff via SEQTA	Start Term 1
Schedule Term 1 and 2 Prendville Pulse sessions	Start Term 1
Ocean Views weekly staff communication email	From Term 1
Clarify roles and expectations of Classroom teacher and Pastoral Care Advisor	Term 1
Communicate QCS intent of Staff Wellbeing to staff	Term 3
Schedule Term 3 and 4 Prendville Pulse sessions	Before Term 3
Review strategies for Staff Wellbeing	Term 3
Incorporate Staff Wellbeing strategies into 2018 ASIP and budget for 2018 Staff Wellbeing program	Term 4
Develop College Staff Professional Dress Code	Term 1
Communicate College Dress Code to Staff	Term 1
Develop guidelines for teacher behaviour, and expectations in the classroom and PCG	Term 3
Investigate ways to recognise staff	Term 3

3.2 Pastoral Care of Students

CLT Responsible Party: Director of Mission, Identity and Pastoral Care (whole of school), Deputy Principals Foundation, Formation and Graduation Years

Objective: Continuous improvement of pastoral care services to ensure that all students achieve their best in a safe, nurturing, diverse and healthy learning environment

Strategies

- We will continue to develop processes to welcome new students to the College and assist with transition so that students feel a sense of belonging in the PCG, House, Year Level and College communities.
- We will provide new opportunities to develop pride in and understanding what it means to be a "Predivillian" in PCG, House, Year Level and College communities.
- We will provide greater support for and empowerment of Pastoral Care Advisors and House Coordinators to continue to develop positive relationships with students and parents.
- We will further increase opportunities in the House to celebrate success for individuals and groups across a wider range of areas in College life.
- We will introduce a proactive student wellbeing programme that addresses the spiritual, social, physical, psychological and emotional wellbeing of students.
- We will deliver high quality psychological services that meet the demand from students.
- We will continue to provide opportunities to train staff to recognise the presence of emerging mental health issues in order for early intervention to be effective in preventing deterioration and affecting learning.

Targets

Measures of Success

Implement the Pastoral Care Program from Term 1	Timing
Develop a plan by end of Term 2 for PCA's and House Coordinators that enables them to foster more positive relationships with students and parents	Timing
100% of House Coordinators renewed or completed mental health literacy and awareness training by the end of the year	% of House Coordinators
Implement at least 1 additional opportunity to develop and demonstrate pride and understanding about what it means to be a 'Predivillian' by the end of the year	Timing
United and inclusive Pastoral Care Team established by end of 2017	Timing

Actions: Whole of School

Timing

Finalise plans for 2017 Pastoral Care program	Before Term 1
Rollout of the 'Welcome to House' initiative, in the form of Welcome Cards	Before Term 1
Implement Peer Support Program	Term 1
Implement Year 7 Wellbeing Program	Term 1
Implement the community theme of BIG HEARTEDNESS	From Term 1
Develop Year Level retreats affiliated with an action and House theme	Term 1
Align HEAD, HEART, HANDS motto with Y7 & 8 retreats	Term 1
Trial Y8 retreat linked to theme of Stewardship and Francis House	Term 1
Develop initiatives linking Pastoral Care with RE, community outreach, liturgies and retreats	Term 2
Review ways for PCAs and House Coordinators to foster student relationships	Term 2

Targets: Foundation Years (7-8)	Measures of Success
All new students transition with confidence to PCC	Student survey
Students develop a sense of belonging and safety at PCC	Student survey
All Year 7 students transition with confidence to PCC	Student survey
All Year 7 students feel welcomed and comfortable in their new routine at PCC	Student survey
All Year 7 and 8 students are familiar with the community theme of BIG HEARTEDNESS	Student survey
All Year 7 students participate in Pastoral Care programs in Term 1.	Student survey
All Students display growth in personal independence	Student survey
Implementation of Christian Service Learning Opportunities for Year 7 and 8 students.	Student survey
Actions: Foundation Years (7-8)	Timing
Continue to build upon the Year 7 Orientation evening and Orientation Day	By end of Term 4
Investigate improvements for Year 7 Camp	By end of Term 4
All Year 7 students, receive communication from their 'Welcome to House' card	By start of Term 1
Year 7 students to attend Year 7 camp and build new friendships	By end of week 4
Implementation of new ways to affirm, acknowledge and recognise Year 7 and 8 students via PCG time, House Assemblies, Commendations and Direct Messages.	By end of Term 1
All Year 7 students to participate in Peer Support Program and Wellbeing Program (Term 1)	By end of Term 1
All Year 7 students and their families to attend the Community Building evening 'Year 7 Night on the Green'	Week 5 Term 1
Both Year 7 and Year 8 students to display personal growth, encourage pastoral care advisors to monitor this where feasible	Ongoing
Alignment of HEAD HEART HANDS motto into Year 7 and Year 8 Retreat	Term 1
Link Year 8 retreat to align with Francis House and the theme of Stewardship	
Every Year 7 and 8 child will be familiar with what the representation of HEART is at PCC.	End of week 3
Targets: Formation Years (9-11)	Measures of Success
All new students transition with confidence to PCC	Student confidence level
Students display growth in personal independence	Completion of assignments, flexibility, personal goal setting
Students display higher levels of aspiration, commitment and enthusiasm	Student attitudes
All Y10 students are well prepared to make informed Y11-12 course selections by end Term 3	Student and parental feedback, timing
Greater efficiency in providing information to deal with year to year transitions	Information, timing

Actions: Formation Years (9-11)	Timing
Provide intensive, individualised support to all new students and their parents	Term 1
Explore models for student personal goal setting	Term 2
Explore strategies for increasing independence and engagement with HOLAs	Term 2
Improve student communication via assemblies, direct messages and forums	From Term 1
Find new ways to affirm, acknowledge and recognise students	From Term 2
Work with Student Council on strategies to inspire students	From Term 2
Review Careers program for Y10 students	Term 3
Maximise info sharing at Y10 parent information night and Y10 assemblies	Term 3
Follow up with students after course selection counselling process	Term 3
Review information sharing processes (including timing) that support transitions between years (such as reports, booklists)	Term 4

Targets: Graduation Year 12	Measures of Success
All new students transition with confidence to PCC	
Students display growth in personal independence	
Students display growth in personal resilience	
Students display growth in personal wellbeing	
Students display higher levels of aspiration, commitment and enthusiasm	
Greater efficiency in providing support to deal with post schooling options	
All Year 12 students are well prepared to make informed post Secondary schooling options by end of Term 2	
Increased support for Year 12 in transitioning to Post Secondary Schooling options	
All Year 12 students to achieve graduation from PCC	

Actions: Graduation Year 12	Timing
Yr 12 Mentoring	By end of Term 1
Career Guidance through SIL	By End of Term 1
Psychologist and Counsellor support	By End of Term 1
Improve student communication via assemblies, direct messages and forums	By End of Term 1
Find new ways to affirm, acknowledge and recognise students particularly in their final year at the College	By End of Term 1
Work with Student Council on strategies to encourage senior leaders to inspire their younger peers	By End of Term 2
Maximise info sharing at Y12 parent information night and Y12 assemblies	By End of Term 1
Follow up with students after post schooling opportunities counselling process	By End of Term 2

3.3 Financial & Facilities Management

CLT Responsible Party: Business Manager

Objective: Responsibly manage College finances and facilities in line with CEWA policy

Strategies

- We will maintain a five-year Capital Development Plan in line with CEWA mandated policy.
- We will develop a 3 Year Financial model
- We will involve the College Board in establishing, amending and implementing the Capital Development Plan.
- We will develop and implement a comprehensive maintenance program for all College facilities.
- We will investigate ways to promote and use the College facilities as a community hub in order to raise additional income from hiring out College facilities to the community outside of school time, e.g., Performing Arts Centre.

Targets

Measures of Success

Capital Development plan finalised	Timing
Three Year Financial Model developed	Timing
2018 Maintenance schedule complete by end of the year	Timing
Reorganisation and refurbishment of the Admin and Finance Area	Timing
Refurbishment of P Block	Timing
Expand and develop opportunities for the Community Hub	Timing
Investigate possibilities with T Block refurbishment	Timing
Refurbish Community Engagement Office	Timing
Complete E Block Garden Area	Timing
New office accommodation for the Language Learning Area by the end of the 2017	Timing
Complete Signage project	Timing

Actions

Timing

In conjunction with the Board develop a 5 Year CDP	Term 2
Develop a 3 Year Financial model	Term 3
Finalise P Block refurbishment	Term 3
Detailed plan for 2017 - 2018 maintenance and refurbishment activities	Term 1
Plan and cost refurbish Admin and Finance area	Term 2
Complete school signage and naming of buildings	By end Term 2
Prepare whole of school budget for 2018	Term 4
Prepare maintenance schedule for 2017 – 2018	By end Term 1
Research T Block refurbishment	By end of Term 2

4. DISCIPLESHIP IS OUR CALLING

4.1 Systemic Evangelisation Planning (2017)

CLT Responsible Party: Director of Mission, Identity and Pastoral Care

Objective: Ensure that an appropriate Evangelisation Plan and Staff Formation Plan is always in place, current and reflected in daily practices at the College

Strategies

- We will clearly articulate the fundamental importance of the Catholic ethos to all members of the College community.
- We will invite Parents and Friends and the external community to participate in Catholic liturgies.
- We will actively and publicly promote the College Values, Motto and Beliefs as a Catholic school and a community of faith.
- We will develop a Staff Formation Plan.
- We will develop and implement a School Support Plan (SSP) in conjunction with CEWA, to assist with professional learning in the area of Religious Education and formation of College staff.
- We will appoint two Subject Coordinators in the RE learning area, to provide support in curriculum development and assist with the formation of College staff.
- We will ensure all teaching staff and non-teaching staff are aware of the expectations to have Accreditation to Work in Catholic Education.
- We will increase the number of staff accredited to teach Religious Education.
- We will increase the number of specialist RE teaching staff and reduce the number of other staff teaching RE.
- We will develop initiatives to link RE to other Learning Areas with cross-curricular activities.
- We will support the development of House Coordinators as faith leaders, working with them to plan Patrons' Days.
- We will support implementation of CEWA initiatives such as the 'Living the Vision'.
- We will continue to implement the Faith Story and Witness programme.

Targets

Measures of Success

Weekly morning mass open to Parents & Friends from Term 1	Timing
Onsite accreditation courses commenced from Term 1	Timing
No. of RE teaching staff reduced by 50% (28 staff in 2015 reduced to 14 in 2017)	No. of RE teaching staff
100% of staff teaching RE are accredited	% of staff accredited
Cohesive and rigorous RE team in place by end of year	Team formation, timing
Ministry team (RE, House, Outreach, Pastoral staff) have a cohesive and unified approach by end year	Level of collaboration, consistency of practice

Actions

Timing

Promote and monitor weekly Mass attendance (including Parents and Friends)	From Term 1
House themed masses at specific Wed morning masses	From Term 1
Any new specialist RE teachers obtain accreditation	Term 1
Any new staff obtain accreditation to work in Catholic Education	Term 1
Review Staff Formation Plan	Term 1
Review School Support Plan (SSP) with CEWA to assist RE professional learning	Term 1
Implement any changes to Staff Formation Plan	Term 2
Implement any changes to SSP	Term 2
Review Y10 RE program to ensure academic rigour required in Y11 & Y12	Term 3
Deliver Faith Story and Witness program over 3x2 hours sessions	By end Term 4
Incorporate areas for improvement into 2018 ASIP	Term 4

4.2 Integrating Catholic Faith, Life and Culture (2017).

(Educating at the Margins and Engaging with the most vulnerable and marginalised in our society. New component from 2017).

CLT Responsible Party: Director of Mission, Identity and Pastoral Care

Objective: Foster students who develop their values, life, culture and faith within a Catholic framework

Strategies

- We will develop the Christian Service Learning (CSL) program to reach a wider age range of students and offer a broader set of service opportunities.
- We will develop a high functioning Christian Service Learning portal at the College that will encourage students to independently monitor opportunities and nominate themselves to be involved in programs..
- We will develop a larger variety of immersion programs specific to senior students at the College, including an overseas immersion program.
- We will ask CEWA to facilitate another School Support Programme (SSP) to develop a new outlook and approach to Christian Service Learning Models at the College.
- We will develop a strong 'Be of Service' rapport between mainstream students and students of diversity in the Educational Support Centre.
- We will invite people of other faiths, cultures into the College to work with students.
- We will use the Community Aboriginal Consultant to support the development of an Aboriginal Education program.
- We will actively promote and canvas for additional Aboriginal student enrolments.
- We will develop an Aboriginal Education program in line with CEWA policy that creates an understanding and appreciation of Aboriginal people, their histories, cultures and spirituality.
- We will develop the Christian Service Learning programme to reach a wider age range of students and offer a broader set of service opportunities.
- We will develop a high functioning Christian Service Learning Portal where opportunities for Service Learning will be advertised. This portal will also allow students to sign up for activities electronically such as Baking Kitchen and St Vincent De Paul's, Mission Appeals.
- We will develop staff relationships through staff based immersion and staff professional development opportunities
- We will propose the development of an Aboriginal Community Engagement Project which will allow a larger group of students to form relationships with students from a different school. The Service Learning Coordinator will work with the Outreach Committee to coordinate and plan a new immersion program with 'brother school'.
- We will develop a Service Learning Programme that will build a strong rapport between mainstream students and students of diversity in the Education Support Centre.
- We will develop an Aboriginal Education program that creates an understanding and appreciation of Aboriginal people their histories, cultures and spirituality
- We will redevelop the year 8 retreat to explore the theme of Stewardship and Aboriginal Spirituality and Community Service in the field of Stewardship.

Targets

Measures of Success

All Y8 students participate in the CSL program from Term 1

Timing

Restructure Year 8 Retreat to align with Service Learning and Aboriginal education.

No. of Aboriginal students

Targets cont.	Measures of Success
40 students involved in service to the Education Support Centre	No. of students
Involve Education Support Centre in Service Learning through activities with YCS group.	% of students
3 incursions by other faith or culture groups to the College by end of year	Timing
Total of 10 Aboriginal students enrolled at PCC for 2018	Timing
50% of upper school students involved in Aboriginal cultural awareness program by the end of the year	Number of students
Planning for Y7-9 CSL programs completed by the end of year	
Review of Y10 and 11 CSL programs completed the end of year	
Each House identifies with specific Faith in Action theme by end 2017	
Actions	Timing
Monitor use of CSL Portal by Year 8 students	From term 1
Advertise options for students to serve in the Education Support Centre	From term 1
Develop YCS Initiative that focuses on inclusion of students in the Education Support Centre	From Term 1
Plan incursions, cross-curricular and localised immersions for the year that promote understanding of other faith or culture groups	From Term 1
Work with Aboriginal Community Consultant and Geckos Coordinator to develop a new localised immersion program	Term 1
Conduct Aboriginal cultural awareness training for 50% of students	Term 1
Conduct Aboriginal cultural awareness training for all new staff	Term 2
Further develop Aboriginal education program and enrolment strategies	Term 3
<i>Implement new Service Learning Programme for year 7 (Term 1)</i>	Term 4
Develop Year 7- 9 CSL programs that incorporate Pastoral House Group themes	Term 4
Review Years 10 & 11 CSL program	By end Term 4
Plan training, activities and CSL programs for 2018	By end Term 4
Incorporate areas for improvement into 2018 ASIP	By end Term 4
Link initiatives, RE, retreats and liturgies to support community outreach	By end Term 4

CSL - Christian Service Learning





Prendiville
CATHOLIC COLLEGE

Prendiville Catholic College is a contemporary Catholic Secondary, Co-educational College, which provides a challenging education in an attractive environment. We will foster in young people the desire to know more, see more and "be" more. Ours will be an education that seeks Christ in our personal and communal lives.