IMPROVEMENT PLAN 2023

As part of the 2022-2024 Strategic Plan, the Annual Improvement Plan focuses solely on the goals and tasks allocated and/or created for 2022. This plan will ensure a continued commitment to providing a positive and nurturing learning environment that supports our school's mission and vision for the future.

Mission Statement

Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

Vision Statement

Merici College endeavours to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future.

Purpose Statement

To educate women so that they are empowered to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

Values

Fidelitas

Integritas

Communitas

Spes

Actions as aligned to 2022-2024 Strategic Plan are:

1. ## STRONG FAITH - ASPIRATION: TO BUILD A STRONG AND POSITIVE CATHOLIC IDENTITY, WHERE FAITH IS NURTURED AND ALL ARE EMPOWERED TO SERVE OTHERS.

Domain: Catholic Identity		
Strategy 1.1: Enrich charism and Catholic culture in the College		
Actions	Enablers	Evidence of Success
Action 1.1.1: Aligning student faith formation experiences to the Pastoral Care Program	Undertaking deep dive as part of Pastoral Care Program audit.	Tell Them From Me (TTFM) survey results and College generated survey feedback.
Strategy 1.3: Increase awareness and usage of prayer rooms		
Actions	Enablers	Evidence of Success
Action 1.3.1: Develop new spaces to align with the College's Catholic identity and practice.	Create spaces which are available to all. P&F fundraising	Qualitative feedback using College generated survey mechanisms.

Domain: Service Learning

Strategy 1.4: Build understanding and commitment to Social Justice activities.

Actions	Enablers	Evidence of Success
Action 1.4.1: Develop and implement student and staff reflection processes before, during and after service learning and social justice initiatives, as aligned to IB philosophies.	Develop Service as Action / CAS Reflections in SEQTA and Managebac.	Completed reflections in SEQTA and Managebac
Action 1.4.2: Investigate and establish ongoing reciprocal partnership with an indigenous/regional community to enable an immersion program.	Formalise relationship with new external provider	Australian Centre for Service Learning https://www.servicelearning.com.au
	Embedding reflective activities into class activities and greater focus on indigenous culture during religion classes.	Indigenous Immersion undertaken and student experience.

Domain: Faith Formation

Strategy 1.5: Formalise Professional Learning and Religious Education Accreditation for Staff.

Actions	Enablers	Key Performance Indicators
Action 1.5.1: Further developing staff faith formation program for professional learning regarding the application of Catholic Social Teaching and an understanding of synodality across the curriculum and within other areas of College life.	Designing and implementing the program.	Annual requirement of staff participation in Faith Formation activities is met by a minimum of 95% of staff. A minimum of 1 professional learning opportunity regarding the application of Catholic Social Teaching is conducted annually.

Strategy 1.6: Strengthen Youth Ministry opportunities for the student body		
Actions	Enablers	Evidence of Success
Action 1.6.2: Consolidate an ongoing Youth Minister position with defined scope of work reviewed annually	Promotion of existing programs such as Catholic Schools Youth ministry Australia (CSYMA) and Angela's Angels. Min. 1 day/ week with view to expand depending on appropriate resourcing.	Qualitative student feedback using College generated survey mechanisms.

Strategy 1.7: Promote parent engagement in faith formation activities		
Actions	Enablers	Evidence of Success
Action 1.7.1: Continue to develop and implement father/daughter and mother/daughter reflection opportunities to nurture relationships and strengthen engagement in faith formation.	Continue use of Parent's Day on 1 June as an opportunity for a community event. Partner with the parent community to foster parent faith formation activities.	A minimum of two family events are scheduled annually. Qualitative feedback using College generated survey mechanisms.

Domain: Mission in Curriculum		
Strategy 1.8: Implement contemporary Religious Education practices		
Actions	Enablers	Evidence of Success
Action 1.8.1: Further aligning the Christian Service Learning Program cross-curricula and mapping Action 1.8.2: Introduce and implement Christian Meditation practices for students and staff	Minimum hours of student service hours per annum could be reintroduced as a vehicle to support new frameworks. Implementation should coincide with the IB Accreditation processes. Staff training and formation in Christian meditation.	Minimum students meeting annual student service hour's requirement is 90% and feedback through TTFM survey. Implementation of Christian Meditation and it is established practice.

2. __POWERFUL LEARNING__ - ASPIRATION: AN EDUCATIONAL ENVIRONMENT THAT INSPIRES LIFE-LONG LEARNING, ENABLING EVERYONE TO ACHIEVE INDIVIDUAL EXCELLENCE.

Domain: Learning Frameworks		
Strategy 2.1: Refine the International Baccalaureate for MYP and DP Programs		
Actions	Enablers	Evidence of Success
Action 2.1.1: Refine the 3-year Teacher Professional Development Program that includes MYP and DP curriculum requirements for design and delivery, approaches for teaching and learning and Middle Leader program. Action 2.1.2: Develop visible IB MYP and DP strategies in all classrooms throughout the school. Prepare for IB Registration 2024	Consider skills and training relevant to the International Baccalaureate available in existing staff and in future recruitment processes. Use the coaching program to share classroom practice and celebrate and share IB MYP and DP strategies across the school.	Upskilling and training staff in identified areas in published PD program document. Continued Implementation of IB training as part of new staff induction process. Documented sharing of IB MYP and DP practices at faculty, IB and staff meetings. Students understand and use IB language in classrooms.
Strategy 2.2: Train staff in and embed practices in Catalyst Program and SEQTA		
Actions	Enablers	Evidence of Success
Action 2.2.1: Train third wave teachers in Catalyst HITP Action 2.2.4: Implement MacLit Spelling Mastery programs - literacy intervention	Enrol and complete the Catalyst HITP program. Train identified staff members in MacLit and Spelling Mastery programs.	Third wave teachers graduate from the Catalyst HITP program. HITP strategies are evident in every classroom.

Action 2.2.5: Implement ACARA v9	Create MacLit and Spelling Mastery intervention program schedule. Faculty teams work collaboratively to finalise and implement new curriculum.	Student surveys indicate the impact of HITP strategies on learning. Students graduate MacLit and Spelling Mastery program with improved reading/spelling performance. ACARA v9 in documentation and taught by EOY
Strategy 2.5: Create and trial innovative feedback techniques for teachers and students.		
Action 2.5.2: Develop and implement a framework for staff reflection, coaching and feedback that informs professional learning, leadership development and supports succession planning.	PL&D Framework that encompasses goal setting, reflective practice, action and annual professional conversations. PLCs established. Coaching program aligned to Catalyst program Tailored professional learning suite for leaders. CECG resources for support staff, teachers and leaders.	TTFM data: improvement in staff feeling supported and developed professionally. First and second wave HITP teachers experienced coaching program and building skills using feedback received.

3. <u>**THRIVING COMMUNITY**</u> - **ASPIRATION: A CONNECTED COMMUNITY THAT CULTIVATES COMPASSIONATE RELATIONSHIPS, WELLBEING AND THE WHOLE PERSON**

Domain: Student Engagement and Wellbeing		
Strategy 3.2: Promote student engagement and support mechanisms		
Actions	Enablers	Evidence of Success
<u>Action 3.2.1:</u> Develop scope & sequence of the pastoral program. <u>Action 3.2.2</u>: Embed the use of SEQTA to track and inform decision making related to student well-being. <u>Action 3.2.3</u>: Develop and Implement a community-based Indigenous Reconciliation Action Plan (RAP)	Review existing programs, audit of resources and content. House Coordinators & staff to complete training in mental health and selected pastoral topics such as school refusal and e-Safety. Parent/student review and feedback. Review reporting capabilities of SEQTA and align to student needs. Use of SEQTA as a platform for pastoral lessons. Clarify role and function of Indigenous Contact Teacher and Narragunnawali Group. Develop RAP: connect with experts and Indigenous experts in the process.	• Scope & Sequence Document that details Year Level & Whole School lessons & programs: in place and benign used. • TTFM data from parents and students in pastoral domain remains positive or stranger than previous year. • Reduction in presentations of school refusal, improvement in themes reported by School Counsellors and fewer critical behavioural issues. • Document use of IB language in the pastoral care program with a focus on ATL's. • Focus group creation and/or survey. • Successful development of agreed practice document of SEQTA use. • RAP completed, implemented and reviewed by December 2024.

Domain: Parent and Community Engagement

Strategy 3.3: Establish mechanisms to increase parent engagement, involvement and consultation across the school

Actions	Enablers	Evidence of Success
Action 3.3.1: Continue to develop opportunities for parental volunteers and systems to support transparency of voluntary activities and to advertise other community engagement activities.	Review current communication options and transparency of key information for parents on SEQTA and consider trialling new methods (eg Online forum for ongoing feedback or teacher/parent communication).	Dissemination of communication. Facilitation of Parent and Friends Committee. Date measures over 80% of parents engaging in SEQTA usage.

Strategy 3.4: Expand engagement of the Alumni in current school activities.

Actions	Enablers	Evidence of Success
Action 3.4.1: Embed opportunities to engage College Alumni in the current school community, through: • Sponsorship of student scholarships • Maintain and further develop communication systems with Alumni	Promote Alumni achievements on the College web and social media sites and scan all yearbooks onto the College website could increase awareness of Alumni to the College community. Build a networking platform for ex-students and ex-staff.	Communication with Alumni established. Increase Alumni communications and participation.

Strategy 3.5: Build on connections with single-sex boys schools

Actions	Enablers	Evidence of Success
Action 3.5.1: Explore opportunities to engage the Marist and St Edmunds student community to work together with Merici students in leadership, sport, social justice and productions.	School and House Captains could promote social and academic activities. Facilitation of joint activities and events for the purpose of faith formation and student wellbeing	Facilitation and organisation of inter school events and programs. Increased participation of Merci students in organised activities.

4. <u>SUSTAINABLE FUTURE</u> - ASPIRATION: ETHICAL PRACTICES ENSURE SHARED RESPONSIBILITY FOR THE STEWARDSHIP OF ALL RESOURCES.

Domain: Marketing and Communications		
Strategy 4.1: Embed a communications approach to sustain the College's reputation, enrolment target and diversity.		
Actions	Enablers	Evidence of Success
Action 4.1.1: Maintain and implement a comprehensive communications strategy and plan that includes a social media strategy, consideration of other media promotions, engages the College community in positive messaging to both internal and external stakeholders. This is in line with the Strategic Marketing and Implementation Plan.	Promote the activities of the College. Promote co-currricular opportunities. Promote student academic achievements. Promote the activities of the IB. Educate the parent community on the value and components of the IB. Establish contact with prospective families through the organisation of Open Day Enrolling Now events. Update marketing/promotional written, visual and video materials	Expand visibility of the College within the school and wider communities, enhancing the prospects of enrolments. Up-to-date websites. Organisation of Open Day Enrolling Now campaign events.

Domain: Facilities and Infrastructure

Strategy 4.2: Maintain and improve facilities and supporting resources to enable best practice in teaching and learning.

Actions	Enablers	Evidence of Success

Action 4.2.1: Continue facility upgrade program, including :-
 	
 • Refurbishment of classrooms, (GRR)
 • Reception and entrance foyer
 • Year 12 common room
 • Multi-Function Courts (subject to MP)
 	
 Demountables - for increase enrolments
 	
 Action 4.2.3: Master Plan
 	
 Finalisation of a new master plan
	Maximise funding and financial opportunities.
	
	 Consultation with college community and design agencies
	
	 Architects, OZTAL and
	
	 CE - Finance and Infrastructure service team, Office of the Director
		The following staff and parent survey measures remain at or above;
		     "Our school is well maintained"
		
		 The following parent survey measure remains at:
		     "I am happy with the school's facilities"
		
		 Completed Masterplan in place with Stage 1 in project planning phase

Domain: Financial Sustainability		
Strategy 4.3: Ensure financial status sustains the desired educational offering.		
Actions	Enablers	Evidence of Success
<u>Action 4.3.1</u>: Investigate and assess financial resourcing including Gov and CE funding, maximising existing revenue streams, and exploring new ones for the College, including: • Continue lobbying CE for financial assistance in College's transition to reduced funding levels as a result of Gonski 2.0. Additional Choice and Affordability Funding (CAF - $1.2m) received in 2022 • Model funding and revenue scenarios towards a 3 Year plan for school fees to address shortfalls in light of Gonski 2.0 funding and help position the college in the ACT market. • Nuture and embed retail activities / Separate Business Units (SBUs) • Venue hire, • Catering and canteen (EDP) • Uniform Shop • to maximise return on capital investment.	Existing financial management practices actively assess College financial status and estimate future operating revenues and costs to inform the need for fee increases to sustain desired educational offerings. Communication Strategy developed in Action 4.1.1 could direct promotional opportunities for the College to increase revenue streams. CECG training and facilitation of this process IT expertise accessed for hybrid alternative to MAZE	Maintain per student income at current levels. Achieve operating surpluses of around $500 per student to build cash reserves to pay down debt and develop site and facilities. Uniform Shop: Achieve sales of $200,000+ p.a. with an average gross mark-up of 35% on cost of goods sold, and a net profit contribution to the college of $35,000. Consolidate portfolio of venue hirers with a full calendar of bookings. Infographic showing placement in market based on school fees for promotional purpose. All school financial reports - for CE, Executive and College Board are derived directly from Tech1.

Action 4.3.3: Financial Transformation - In partnership with CE - Successful roll-out Compass and Tech 1 Financial Accounting System		