



Xavier Catholic College

School Annual Improvement Plan 2019

Catholic Identity				
	Strategic Goals	Strategies	Accountabilities	Evidence of Success
Catholic Identity	CI 1. Build the capacity of students to engage in, and lead prayer, liturgies and other significant events in the Catholic calendar	<ul style="list-style-type: none"> - Develop structures within the school i.e. <i>Japalinga</i> to build student leadership capacity e.g. developing Year Level leaders and Senior leaders who can speak confidently at assemblies, liturgies, masses and special events; utilize CALT expertise for best way to do this - Developing a student-focused committee such as a Liturgy Committee or XCC Cultural Group 	XCC – REC XCC – DP XCC – Homeroom teachers and RE teachers CALT members	<ul style="list-style-type: none"> - Students (and/or RE classes) more confidently taking on leadership roles in prayer, liturgy & assemblies - Student committee scheduled and students participating on a regular basis
	CI 2. Increase student and staff opportunity for meditation and prayer time each day	<ul style="list-style-type: none"> - Structure 5 minutes of 'Dadirri' (we will find a Tiwi word) time into the start of p.5 each day; offer teachers and ATs a range of activities that they can do with students at this time 	XCC – REC XCC – School Psychologist XCC – DP	<ul style="list-style-type: none"> - Students asking for quiet time - Increased self-regulation in students with behavioural issues - Positive staff and positive students - Calmer more productive classes after lunch
	CI 3. Develop a combined schools' annual calendar of liturgical events and significant Tiwi cultural events and co-ordinate liturgical celebrations and culture days that are meaningful and relevant for students	<ul style="list-style-type: none"> - Schedule weekly cross campus REC meetings to plan liturgical and prayer events for both schools - Regular meetings between RECs, CALT members and Strong Men and Strong Women (SMSW) to guide Tiwi calendar input and culture planning and programs across campuses - REC to meet weekly with Principal 	XCC – REC MCPS – REC XCC – Principal CALT members SMSW Principal Consultant Manager Aboriginal and Islander Education	<ul style="list-style-type: none"> - A document that maps significant liturgical and Tiwi cultural events across both campuses -Regular feedback from CALT and SMSW about how these events and culture days are going and how the

		- Draw on CEO personnel and other resources to ensure prayer and liturgy is engaging and speaks to where students are at whilst respecting and integrating Tiwi spirituality, practice and culture	Engagement and Workforce Development	schools can better support Tiwi culture and Tiwi learning
	CI 4. Offer a range of formation opportunities for staff to enrich their understanding of Catholic identity and to build their capacity to lead prayer, particularly in the classroom	- Work with MCPS and Leader of Catholic Identity to plan enriching Staff Retreat/Catholic Identity Days as well as PD (accreditation) sessions - Deliver PD session on <i>How to Pray with Your Class</i> - Survey staff to find out their needs and interests in this domain	XCC, MCPS – RECs XCC, MCPS Principals Leader of Catholic Identity	- Staff giving positive feedback through survey about Catholic Identity/Retreat Days - Staff confidently leading Homeroom prayer and participating as readers etc. at liturgical celebrations
Leadership	Strategic Goals	Strategies	Accountabilities	Evidence of Success
	L 1. Build the capacity of Leadership Team members in the domain of Educational Leadership	- Structure agendas with revolving Chair and Observer; one LTM to be operational and one strategic per week - Use an array of leadership resources to upskill the team and to reflect on ways that the LT can improve the way it functions - This includes increasing access to professional reading and membership of educational institutions e.g. ACE - Use targeted PD where appropriate e.g. Brown Collective Course and ACEL conferences - Offer LT members the opportunity to take on acting roles	Leadership Team, Principal and Principal Consultant	- LT members setting annual strategic priorities and key indicators of success and reporting on these each term to the Principal - LT members having more knowledge of each other's portfolios and the confidence to act in other LT member's roles - LT members' increased ability to operate effectively as a team – could survey this or reflect on at points in the semester
	L 2. Build a strong partnership between the Leadership Teams at both campuses	- Principals of both schools to meet weekly - Combined Leadership Teams to meet once a term; this could focus on shared leadership development or another key strategic priority	Combined schools' Leadership Teams Principal Consultant	- Increased capacity of both leadership teams to deliver their vision and strategic priorities

				<ul style="list-style-type: none"> - Updated MOU - Increased sense of collegiality, community and wellbeing for all Leadership Team members
	L 3. Build the capacity of Assistant Teachers so that they can more actively assist in a classroom and are more knowledgeable about behavior management strategies	<ul style="list-style-type: none"> - Investigate ways that XCC could resource someone to work with the ATs to deliver this type of training; possibility of this being cross campus training -Work out how we can offer release time to ATs and Teachers to work together to plan lessons; extension of AT hours? 	<p>XCC – Principal XCC- DP (workforce development funding) XCC – Teachers</p>	<ul style="list-style-type: none"> - ATs are able to work more actively in partnership with the teacher in the classroom - ATs are more confident in handling negative student behaviours
	L 4. Build capacity of CALT as a leadership body within the school	<ul style="list-style-type: none"> - CALT to meet weekly with Principal, DP and REC - Explore possibility of a XCC Strong Men Team to complement Milimika - Regular cross campus meetings with Milimika and this new leadership group 	<p>XCC – Principal and LT members Principal Consultant CALT members</p>	<p>Weekly meetings of CALT and various XCC Leadership Team Members</p> <ul style="list-style-type: none"> - Twice a term meetings with XCC and MCPS CALT and cross campus leadership Teams - Minimum of once a term meetings of a Strong Men Leadership Group at XCC
Teaching and Learning	Strategic Goals	Strategies	Accountabilities	Evidence of Success
	TL 1. Develop staff capacity to utilise GradeXpert to its full potential, incorporating student tracking and triangulation of student performance	<ul style="list-style-type: none"> - Ongoing in-house PD for staff to learn how to navigate and manipulate data within GradeXpert - XCC to explore what other measures can be captured in GradeXpert e.g. soft data triangulated against academic 	<p>XCC – CC XCC – DIP XCC – Principal XCC – Lit&Num coordinators</p>	<ul style="list-style-type: none"> - Data stored and updated often in GradeXpert - Planning reflects responding to students' needs

	<p>TL 2. Increase teacher capacity to utilise best practice visible learning strategies within classrooms</p>	<ul style="list-style-type: none"> - In-house professional learning, drawing attention to key VL pedagogies such as those of Hattie and Sharratt - Engage teachers in sense-making activities and reflections on Visible Learning at the whole school level as well as within learning areas to develop XCC best practice teaching pedagogies 	<p>XCC – DIP XCC – CC XCC – Principal Secondary Consultant DIP Consultant</p>	<ul style="list-style-type: none"> - Evidence of Visible Data in all classrooms e.g., learning intentions, vocab lists
	<p>TL 3. Develop a sustainable whole school action research model that responds to areas of student need within the classroom</p>	<ul style="list-style-type: none"> - Deliver outline developed by DIP + CEO critical friend late 2018 - Monitor output and refine process as needed 	<p>XCC – DIP XCC – CC XCC – Principal Secondary Consultant DIP Consultant</p>	<ul style="list-style-type: none"> - Assessment developed in Action Research Projects - PLCs (and the ARP) are working effectively to engage teachers in reflection on their practice – survey once a semester and end of year reflection
	<p>TL 4. Refine the learning area PLC process to be more responsive to student learning needs</p>	<ul style="list-style-type: none"> - Provide regular staff professional learning and support to deepen understanding of the PLC process - Monitor output of each learning area (through curriculum documentation) and refine process as needed - Change planning requirements to be more coherent with PLC process 	<p>XCC – Principal XCC – DP XCC – CC</p>	<ul style="list-style-type: none"> - Teachers show evidence of strong differentiation in their planning
	<p>TL 5. Develop and implement a whole school professional learning schedule, that is in line with the current pedagogical research and best practice</p>	<ul style="list-style-type: none"> - Look for themes that emerge from PLC process, staff feedback, external recommendation - Plan coherent and sequential professional learning that is responsive to needs of XCC teachers in 2019 	<p>XCC – CC Principal Leaders of Learning Areas Secondary Consultants</p>	<ul style="list-style-type: none"> - Semester planners for professional learning that are in line with current curriculum development and educational research
	<p>TL 6. Explore and implement new reporting guidelines and report template, to meet the needs of the largely EALD school community</p>	<ul style="list-style-type: none"> - Investigate GradeXpert as an alternative reporting platform - Explore current system level reporting policy to determine scope for change at XCC 	<p>XCC – CC XCC – DIP XCC – Principal Consultants</p>	<ul style="list-style-type: none"> - Students and parents able to make sense of their reports and seek feedback

		- Develop guidelines for reporting at XCC that delivers reports that are suitable and meaningful for an EALD audience	CEO EALD Coordinator	
VET and Careers	VC 1. Develop a sustainable and responsive model for the delivery of the Employment Pathways curriculum	<ul style="list-style-type: none"> - Liaise with CEO Teaching and Learning staff alongside other schools implementing the curriculum to refine XCC delivery - Strengthen connections with community stakeholders – TITEB, Land + Shire Councils, Clinic to create an ongoing web of support around XCC students - Enrich and contextualise Employment Pathways curriculum through VET certificates and work experience opportunities - Refine planning documentation for Employment Pathways curriculum 	XCC – VC XCC – Principal VET consultant CDU	<ul style="list-style-type: none"> - Successful graduation of EP students in two – three years - EP students being supported by community organisations as they progress through this program e.g. work experience or work based apprenticeships - Strong student interest in EP Program in 2020
	VC 2. Increase awareness of, and engagement with post-secondary pathways	<ul style="list-style-type: none"> - Strengthen connections with community stakeholders e.g. TITEB, Land + Shire Councils, Clinic - Create connections with off-island organisations, in particular Charles Darwin University - With all stakeholders, plan and implement opportunities to expose students to options available to them post-secondary school 	XCC – VC CEO VET Coordinator XCC - Principal XCC - EP Coordinator Community Stakeholders	<ul style="list-style-type: none"> - Students becoming more confident about accessing post-school options - A strong partnership is developed with CDU

	VC 3. Cert II Community Service + Cert II Health Support Services: Finish 2018 cohort and develop pathways post qualification.	<ul style="list-style-type: none"> - Work with small groups of students in blocks to finish outstanding tasks - Utilise CEO health trainer to take students for block delivery - Liaise with TITEB, Julanimawu health centre and other external providers to develop post-secondary pathways 	XCC – VC CEO VET Coordinator Health Centre	<ul style="list-style-type: none"> - Completion of Certs for 2018 cohort - XCC graduates entering Health Worker training post school
Pastoral Care and Well Being	Strategic Goals	Strategies	Accountabilities	Evidence of Success
	PCW 1. Continue to develop a Wellbeing program that is age, culture and gender appropriate, based upon contemporary research, policies and trends and community consultation	<ul style="list-style-type: none"> - Map current program, what is working well and identify gaps (include community representatives in this process) - Address gap of healthy relationships and sexuality education as well as a specific focus on developing a Tiwi adolescent mental health toolkit 	XCC – DP XCC – Homeroom Teachers Community members (Strong Men and Women, Red Cross, CFF, PM&C) School Psychologist CEO Wellbeing team XCC - Inclusion Support Coordinator	<ul style="list-style-type: none"> - Increased school attendance figures - More active levels of student participation in wider life of the school - Decrease in lockdowns and suspensions - Decrease in violent and aggressive behaviours at school - More referrals to psychologists; more family engagement with school and with support agencies - Greater range of school-community partnerships to support XCC students

	PCW 2. Develop a set of positive expectations and behavior guidelines and accompanying stages and consequences. Work cross campus on these guidelines and consequences	<ul style="list-style-type: none"> - This includes the development of documents supporting students' return to school i.e. return to school plans, safety plans and in class behavior management plan. - Introduce a mandatory meeting with wellbeing team member after serious behavioural issue at school e.g., aggression or violence 	XCC – DP XCC – Principal XCC – Homeroom Teachers School Psychologist	As above
	PCW 3. Build staff knowledge of mental health issues and complexities facing Tiwi young people e.g., attachment disorders, depression, suicidal ideation, poor self-regulation	<ul style="list-style-type: none"> - Run targeted PD for staff by school psychologist and Health Centre staff - Give staff strategies for responding to students with mental health issues 	XCC – DP XCC – Principal School Psychologist Teachers	<p>Happier students with less negative behaviours</p> <p>Calmer less disrupted classes</p> <p>More confident teachers</p>
	PCW 4. Work in partnership with the community to strengthen wellbeing of our students	<ul style="list-style-type: none"> - Investigate and trial different ways to engage more with parents, guardians and families e.g., Welcome BBQ in Term 1, different models of Parent Teacher Interviews - Build the reputation of XCC in the community through increased visibility e.g., using social media platforms and a fortnightly newsletter 	XCC – DP XCC – REC XCC – Principal Community organisations XCC is in partnership with	<ul style="list-style-type: none"> - More parents/carers at school activities - Increased willingness of parents to engage in conversations about their children at school - Positive feedback about FB and newsletter
Community and Culture	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	CC 1. Development of a Tiwi Language and Culture (TLC) program in conjunction with MCPS	<ul style="list-style-type: none"> - Develop A TLC Scope and sequence incorporating special celebrations, ceremonies - Regular consultation with CALT, TLC teacher and REC 	XCC – REC MCPS – REC MCPS and XCC CALT members, Strong Tiwi Men and Women and local Tiwi organisations	<ul style="list-style-type: none"> - Completion of a TLC Scope and Sequence - TLC program is run regularly at school - CALT members assess success of program

	<p>CC 2. Continue to develop a positive working relationship with families, elders and Traditional Owners</p>	<ul style="list-style-type: none"> - Newsletter and FB communications - Family events such as family BBQ - Attend Parish council meetings 	<p>Principal Leadership Team REC</p>	<ul style="list-style-type: none"> - Students and families feel culturally at home in school environment and strong in culture, faith and learning
	<p>CC 3. Create a culturally engaging school environment</p>	<ul style="list-style-type: none"> - Encourage some two way learning activities including bilingual books, signs and artwork in classrooms and shared areas - Display Tiwi words/phrases in home rooms - Staff learn Tiwi sign of the cross and basic Tiwi greetings - Repaint front door art by original artists - Create new Tiwi murals for three new Junior classes - Display student art at main reception - With help from Strong Men and Strong Women and students have the Pukamani Pole area refashioned to be a vibrant spiritual gathering place 	<p>CALT and ATs Strong Men and Women Students, EP? XCC – DP, REC</p>	<ul style="list-style-type: none"> - Calmer classrooms as students feel more relaxed - Students and families feel culturally at home in school environment

Finance, Facilities and Resources	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	FFR 1. Work in partnership with RSAS to focus on improving student attendance at XCC	<ul style="list-style-type: none"> - Work in a strategic partnership model with RSAS, Red Cross and TITEB to promote attendance and highlight what XCC is offering its young people - Plan for school activity days in Term 3 to encourage students back after Bush Break 	XCC – Principal and Leadership Team RSAS and Yellow Shirts; Cathy Freeman Foundation; Red Cross	<ul style="list-style-type: none"> - Increased student attendance - Maintaining attendance in Terms 3 and 4
	FFR 2. Develop a facility development plan in conjunction with the CENT Infrastructure team	<ul style="list-style-type: none"> - Work on a range of plans for infrastructure development at XCC including planning for a new reception area, more shaded walkways, improved sports' areas, refurbished demountable currently used for EP and GOO and refurbished staff eating area 	XCC – Principal and Leadership Team XCC – Finance Officer CEO Infrastructure	<ul style="list-style-type: none"> - Evidence of a staged facilities development plan
	FFR 3. Manage resources prudently in order to get the best possible outcomes for XCC students	<ul style="list-style-type: none"> - Collaborative working relationship with CEO Finance Team - Build capacity of LT members to understand budgetary requirements and processes and to analyse school financial data 	XCC – Principal and Leadership Team CEO Finance Team XCC – Finance Officer	<ul style="list-style-type: none"> - A sustainable budget that can deliver better outcomes for students