



Xavier Catholic College

School Annual Improvement Plan 2020

CATHOLIC IDENTITY

		STRATEGIC GOALS	STRATEGIES	ACCOUNTABILITIES	EVIDENCE OF SUCCESS
CATHOLIC IDENTITY	CI1.	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 Invite <i>Japalinga</i> to join some Tiwi staff meetings as opportunity for feedback and mentoring Develop Student Retreat Program in consultation with Tiwi leadership, Strong Women and Men and Father Pat Encourage more Parish connections to the school i.e. Father Pat providing a Gospel reflection regularly at Assemblies and Religious Education Coordinator attending community Parish gatherings. 	Religious Education Coordinator Deputy Principal Homeroom teachers and RE teachers CALT members Tiwi staff Father Pat	<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 Retreat Program developed Strong presence of Parish members in school, engaging with students and whole school community
	CI2.	Develop a combined schools' annual calendar of liturgical events, significant Tiwi cultural events and seasonal information 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 Religious Education Coordinator meetings to plan liturgical and prayer events for both schools Schedule regular meetings between Religious Education Coordinators, CALT members and Strong Men and Strong Women (SMSW) to guide Tiwi calendar input and culture planning and programs across campuses with built in evaluation tool Draw on CENT 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 	MCPS Religious Education Coordinator Principal CALT members SMSW Principal Consultant Manager Aboriginal and Islander Education Engagement and Workforce Development	<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 schools can better support Tiwi culture and Tiwi learning

CATHOLIC IDENTITY	CI3.	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	<ul style="list-style-type: none"> – 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 MSC/OLSH charism as part of articulation of school vision and mission – Survey staff to find out their needs and interests in this domain 	<p>Xavier and MCPS Religious Education Coordinators</p> <p>Xavier and MCPS Principals</p> <p>CENT Leader of Catholic Identity</p>	<ul style="list-style-type: none"> – Staff giving positive feedback through survey about Catholic Identity/Retreat Days – Staff confidently leading homeroom prayer, staff prayer and participating as readers etc. at liturgical celebrations
	CI4.	Ensure that the RE Curriculum is documented accorded to Diocesan Guidelines and is culturally relevant/contextual	<ul style="list-style-type: none"> – Ensure that all Year 7-9 units are documented and culturally appropriate to the Wurrumiyanga community – Develop differentiated teaching and learning tasks across all year level units of work. – Facilitate (where possible) Assistant Teachers who have completed CMT supporting students in the program offering Two Way Teaching and Learning and a Tiwi spiritual perspective 	<p>Religious Education Coordinator</p> <p>CALT</p> <p>Assistant Teachers with CMT qualifications</p>	<ul style="list-style-type: none"> – Diocesan approval of program – Student engagement in RE – Staff satisfaction with RE

LEADERSHIP

		STRATEGIC GOALS	STRATEGIES	ACCOUNTABILITIES	EVIDENCE OF SUCCESS
LEADERSHIP	L1.	Build the capacity of Leadership Team members in the domain of Educational Leadership	<ul style="list-style-type: none"> – Build the capacity of the team in the areas of strategic planning, goal setting, financial stewardship, sustainable performance, feedback and leading staff (including work on difficult conversations) – Provide leadership coaching through the services of John Marks and PD such as the Stronger Smarter Institute – Work as one Leadership Team with CALT to develop a school mission and vision statement – Continue to offer Leadership Team Members the opportunity and resources to take on acting roles 	Leadership Team Principal John Marks & Associates	<ul style="list-style-type: none"> – Leadership Team members articulating annual strategic priorities and key indicators of success and reporting on these each term to the Principal – Leadership Team members engaging in end of year review/reflection – Leadership Team members increasing their ability to operate effectively as a team – gather data about this once a semester, focusing on feedback in particular – Leadership Team members having more knowledge of each other’s portfolios and the confidence to act in other Leadership Team member’s roles – Leadership Team members gaining leadership positions once they leave Xavier Catholic College
	L2.	Build the capacity of Middle Leaders	<ul style="list-style-type: none"> – Develop a Middle Leadership Program that increases an understanding of leadership versus management – Use John Marks and Leadership Team who have attended the Brown Collective to deliver this program combined with one-on-one coaching – Embed the practice of professional growth conversations and an end of year review/reflection – Identify and develop aspiring leaders 	Leadership Team John Marks & Associates Middle Leaders	<ul style="list-style-type: none"> – Middle Leaders are running effective meetings, delivering in the areas of teaching and learning and wellbeing and successfully building team – Middle Leaders are able to engage in self-reflection and set annual goals – Middle Leaders are gaining leadership positions in other schools when leaving Xavier Catholic College
LEADERSHIP	L3.	Build a strong One Precinct partnership	<ul style="list-style-type: none"> – Scheduling regular meetings of Principals, Deputies, Curriculum Coordinators and Religious Education Coordinators of Combining Leadership Teams once a term; the focus being on Indigenous Workforce and Wellbeing/Positive Behaviour – Planning and executing collaborative events such as Sports Days, Transition Program and End of Term Assemblies Develop One Precinct MOUs regarding housing and canteen 	Combined schools’ Leadership Teams Principal Consultant Leaders of Learning	<ul style="list-style-type: none"> – Increased capacity of both leadership teams to deliver their vision and strategic priorities – Updated MOU – Increased sense of collegiality and community for all Leadership Team members

L4.	Build the capacity and voice of CALT	<ul style="list-style-type: none"> – CALT members meeting fortnightly with Leadership team – CALT members assuming greater leadership within the school i.e. professional development of staff, training of new Assistant Teachers. – CALT includes more female representation 	Principal and Leadership Team Principal Consultant CALT members	<ul style="list-style-type: none"> – CALT members are taking on more active leadership roles in the school i.e. in the Culture and Activities Programs – CALT has 50% female representation
L5.	Build the capacity of Tiwi staff so that they can access appropriate pathways and grow professionally	<ul style="list-style-type: none"> – Further develop the position of Indigenous Workforce Coordinator and provide ongoing support and training for the person in this role – Develop work plans for each person that cover training and advancement – Offer increased PD for Tiwi staff – Build in opportunities for regular feedback from Tiwi staff 	Principal GOO Coordinator Manager Aboriginal and Islander Education, Engagement and Workforce Development Tiwi staff	<ul style="list-style-type: none"> – Assistant Teachers are able to work more authentically in partnership with the classroom teachers, developing their skills and utilising their talents – Tiwi staff are advancing appropriately through the classification levels – Tiwi staff are showing in surveys and feedback that they are feeling valued and happy in the workplace – Tiwi staff retention is very high
L6.	Be an exceptional leader in building staff capacity and offering high quality professional learning	<ul style="list-style-type: none"> – Promote self-reflection, goal setting and personal accountabilities for all staff – Offer professional learning to a wider range of staff not just teachers; utilise the SIP – Continue to grow a positive and proactive staff culture based on trust where everyone feels they belong – Develop a graduate training program for new teachers including formalized mentoring 	Leadership Team CENT staff	<ul style="list-style-type: none"> – Attract and retain quality staff – Steadily improve students outcomes – Graduates achieve full registration within two years – Retaining graduate teachers beyond one year at Xavier

TEACHING AND LEARNING

		STRATEGIC GOALS	STRATEGIES	ACCOUNTABILITIES	EVIDENCE OF SUCCESS
TEACHING AND LEARNING	TL1.	Increase staff capabilities in accessing, using and collecting further data	<ul style="list-style-type: none"> – Ongoing in-house PD for staff to learn how to navigate and manipulate data within GradeXpert – Develop assessments and corresponding maps to capture wellbeing data – Develop protocols to guide appropriate and ongoing use of the data wall, ensuring that it compliments GradeXpert 	Curriculum Coordinator Leaders of Learning Principal CENT – Education officers	<ul style="list-style-type: none"> – Data stored and updated regularly in GradeXpert – Staff access GradeXpert regularly to assist planning – Data wall is updated regularly and is featured in learning area meeting discussions
	TL2.	Increase teacher capacity to utilise best practice in facilitating positive learning environments	<ul style="list-style-type: none"> – In-house professional learning, drawing attention to key Visible Learning pedagogies, differentiation, metacognition strategies and Indigenous ways of knowing – Engage teachers in the PLC process to disseminate research and professional development to enhance Tiwi pedagogy – Develop teaching and learning audit tool informed by 8 ways pedagogy – Embedding instructional coaching practices at Xavier as the result of Gabrielle Lindsay being Xavier’s Instructional Coach in 2020 as part of the CENT program 	Curriculum Coordinator Leaders of Learning Principal CENT Education officers	<ul style="list-style-type: none"> – Evidence of visible learning, metacognition strategies in all classrooms e.g. learning intentions, vocab lists – Development and use of ‘8 ways’ audit tool
	TL3.	Develop and refine teaching and learning policy and procedures	<p>Development and refinement of the following documents:</p> <ul style="list-style-type: none"> – Policies <ul style="list-style-type: none"> - Literacy - Numeracy - Data - Two way planning and teaching – Plans (Including assessment schedules) <ul style="list-style-type: none"> - Literacy - Numeracy - Data – Begin consultation with staff and CENT support staff in drafting a pedagogical framework 	Curriculum Coordinator Principal Literacy and Numeracy Leaders of Learning CENT Education officers	<ul style="list-style-type: none"> – Development of documents previously listed – Documents produced collaboratively between staff and CENT Teaching and Learning staff

T&L	TL4.	Continue to build and investigate new ways to build parent engagement	<ul style="list-style-type: none"> – Continue to implement report distribution days in Term 2 and 4. Review the effectiveness of these days – Develop and implement a format for a parental engagement day in community in Term 1 and 3 – Collect data on community perceptions of teaching and learning at Xavier to reveal new avenues for parental engagement 	Principal Leadership Team	<ul style="list-style-type: none"> – Continue to collect data on students and families who attend community engagement days – Xavier staff plan and attend report distribution/engagement days – 1 per term – Develop and implement a culturally appropriate tool to collect qualitative data from community about teaching and learning at Xavier
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VET AND CAREERS

		STRATEGIC GOALS	STRATEGIES	ACCOUNTABILITIES	EVIDENCE OF SUCCESS
VET AND CAREERS	VC1.	Continue to develop the Employment Pathways (EP) program as a legitimate alternative senior pathways	<ul style="list-style-type: none"> – Refine planning documentation for Employment Pathways curriculum – Develop an EP report template that better reflects the learning students undertake in class – Collaborate with Department of Education Employment Pathways team to develop assessment and record keeping schedules to allow Xavier students to access EP certification 	Curriculum Coordinator Principal EP Coordinator	<ul style="list-style-type: none"> – Successful attainment of EP certificate by EP students in two – three years – Development of key documents – scope and sequence, unit plans (including assessment), academic report layout – Strong student interest in EP Program in 2020
	VC2.	Continue to engage students with post schooling training and employment services throughout their senior schooling.	<ul style="list-style-type: none"> – Continue Stage 1 camp and attending CDU open day as well as exploring options to send students to interstate university immersion programs – Continue to engage with CDU, IYMP and TITEB. Invite these organisations to work with Xavier students throughout the year to build student confidence in accessing services – Create a post Year 12 action plan that guides staff and students in the next steps as students conclude Year 12 studies – Work with The Smith Family to support students in developing post-school pathways through programs such as Experiential Mentoring 	Curriculum Coordinator Principal EP Coordinator Community Stakeholders	<ul style="list-style-type: none"> – Students becoming more confident about accessing post-school options – External organisations such as CDU and IYMP conduct information sessions onsite at Xavier – Development of a document outlining actions taken by staff and students upon Year 12 completion
	VC3.	Develop a sustainable and achievable ATAR pathway within the NTCET stream as an alternative accelerated option for students.	<ul style="list-style-type: none"> – Develop two-year cycle for Stage 1 and Stage 2 subject offerings. – Work in collaboration with NTSDE to develop additional ATAR compatible courses that suit Tiwi students. 	Curriculum Coordinator Principal NTSDE – Student Coordinator	<ul style="list-style-type: none"> – Document pathway options, including colour-coded pattern checks to show accelerated pathway that starts in Year 11. – Learning and Assessment Plan written for new Stage 2 subjects

PASTORAL CARE AND WELLBEING

		STRATEGIC GOALS	STRATEGIES	ACCOUNTABILITIES	EVIDENCE OF SUCCESS
PASTORAL CARE AND WELLBEING	PCW1.	Develop and embed a strengths-based wellbeing program that is age, culture and gender appropriate, based upon contemporary research, policies, trends and community consultation	<ul style="list-style-type: none"> – Review contemporary findings that may be appropriate to the local context. – PCW committee develop a wellbeing program based on 2019 observations, SDQ data, feedback from all staff, students, community needs and external organisations/agencies. – PCW committee members to work collaboratively with Assistant Teachers and Homeroom teachers to develop and deliver the Pastoral Care sessions. – School psychologist to develop MindUp lessons relevant to our context. 	PCW Committee – Deputy Principal, Inclusion Support Coordinator, Psychologist, HPE Coordinator CENT Wellbeing team	<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 Xavier students
	PCW2.	Review and adapt Tiwi-classroom structure across curriculum areas based on precinct positive expectations and positive behaviour guidelines	<ul style="list-style-type: none"> – Working alongside MCPS to create positive expectations and positive behavior guidelines utilizing similar processes and language – Classroom observations across all curriculum areas to review the implementation and adaption of the Tiwi-classroom – Working with curriculum areas in the further development of the Tiwi-classroom structure – PCW Committee to create the positive expectations and behavior guidelines and identify clear process and frameworks regarding: <ul style="list-style-type: none"> - Return to school - Safety plans - Positive behavior plans – Gather data from surveys of students and staff to assess improvement in wellbeing and positive behaviours 	Leadership Team PCW Committee – Deputy Principal, Inclusion Support Coordinator, Psychologist, HPE Coordinator All staff CENT Wellbeing Team MCPS LT	<ul style="list-style-type: none"> – Decrease in escalated behaviour by students – Positive school culture evident in classrooms, assemblies, liturgical celebrations, community events and culture days – Increased teacher satisfaction and staff retention

PASTORAL CARE AND WELLBEING	PCW3.	Develop a contextually appropriate Student Case Management system and reintegration to schooling procedures	<p>Implementation and/or development of:</p> <ul style="list-style-type: none"> – Student enrolment/re-enrolment policies and procedures including safety plans where appropriate following suspension or long period of disengagement from schooling – Procedures to track student movement to/from Tiwi College, passive students (which needs to be prevented) and movements to other schools in the NT or other states. – Partnerships with NT organisations and agencies to assist with student welfare – Streamlined online processes of recording case notes by staff and storage of student data – Deputy Principal to meet weekly with school psychologist – Deputy Principal to meet weekly with Inclusion Support Coordinator – Pastoral Care and Wellbeing Committee to meet weekly 	<p>Leadership Team PCW Committee – Deputy Principal, Inclusion Support Coordinator, Psychologist, HPE Coordinator</p>	<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
	PCW4.	Increase staff wellbeing and promote staff resilience	<ul style="list-style-type: none"> – Creation of a staff wellbeing and activities committee – Survey staff’s emotional and social wellbeing to determine areas that could be targeted for improvement – Run targeted PD for staff by school psychologist and Clinic Staff 	<p>Leadership Team School Psychologist Staff Wellbeing Committee</p>	<ul style="list-style-type: none"> – Staff retention – Decrease in staff sick leave
	PCW5.	Increase student enrolments and attendance	<ul style="list-style-type: none"> – Analysis of school data to identify patterns, trends and inform approaches i.e. track funerals in 2020 against overall student attendance and individual student attendance – Improve student case management in partnership with RSAS, Engagement Officers & Territory Families and other organisations/agencies not yet identified – Review impact of changes to College timetable and attendance in Semester 2 in comparison to Semester 1 of 2019. 	<p>Leadership Team PCW Committee – Deputy Principal, Inclusion Support Coordinator, Psychologist, HPE Coordinator Administration Staff Stakeholders</p>	<ul style="list-style-type: none"> – Increase in enrolments – Increase in student daily attendance – Decrease in the number of students becoming passive on the roll

PC&W	PCW6.	Embed practices to ensure the Serenity Space is functioning effectively	<ul style="list-style-type: none"> - Develop a set of intentions and goals for Serenity Space - Develop a set of policies and procedures to ensure the Serenity Space is operating to its fullest capacity - Use data to track the effectiveness of the space - Train staff who are operating the space 	Deputy Principal Inclusion Support Coordinator School Psychologist Inclusion Support Teacher, Inclusion Support Assistant All staff	<ul style="list-style-type: none"> - Students are utilizing the space in accordance with the intentions of the room - Disruptive behaviours are reducing - Student attendance is increasing
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COMMUNITY AND CULTURE

		STRATEGIC GOALS	STRATEGIES	ACCOUNTABILITIES	EVIDENCE OF SUCCESS
COMMUNITY AND CULTURE	CC1.	Development of a Tiwi Language and Culture program	<ul style="list-style-type: none"> – Explore ways that Tiwi language and culture can be embedded across the curriculum 	Religious Education Coordinator CALT members Strong Tiwi Men and Women and Tiwi Stakeholders <i>Japalinga</i>	<ul style="list-style-type: none"> – CALT members, staff and <i>Japalinga</i> assess success of program – Increasing levels of community and parental engagement with the school
	CC2.	Increase school attendance	<ul style="list-style-type: none"> – Explore and possibly establish a One Precinct Schools' Advisory Council/Board – Grow our culture of high expectations and high expectations relationships – Implement uniform policy – Try new ways of engaging students and parents using evidence based research – Analyse school data to identify patterns, trends and inform approaches – Include regular feedback from students about what works in terms of their engagement and desire to attend – Expand community partnerships and relationships to include all major stakeholders in the community – Work with The Cathy Freeman Foundation and the Michael Long Learning and Leadership Centre to more effectively maximize student outcomes and student attendance. This will include a critical analysis of the current camps and rewards programs – Showcase to the community what we are doing well – Put protocols in place (MOU) between Tiwi College and Xavier regarding student movement 	Leadership Team Director, CENT CALT Staff Students Principal, Tiwi College Community Stakeholders	<ul style="list-style-type: none"> – Advisory School Council is established – Higher levels of family involvement in the education of students – Rates of suspension and lockdowns continue to decrease – Attendance increases and reduction in number of students going passive – More stakeholders attend school functions – Facebook followers continue to grow – MOU between Tiwi College and Xavier is in place

COMMUNITY AND CULTURE	CC3.	Create a culturally engaging school environment	<ul style="list-style-type: none"> – Cultural competence sessions are part of induction along with regular professional development e.g. Debra Dank, Tiwi cultural awareness training by Tiwi leadership, self- reflections on Chris Sara readings and Stronger Smarter philosophy. – All Grow Our Own program recommendations are implemented following 2019 review. – Encourage two way learning activities including bilingual books, digital resources, signs, vocabulary and artwork in classrooms and shared areas – Tiwi language classes for non-Tiwi staff – With help from The Keeping Place and the Strong Men and Strong Women, refashion the Pukamani Pole area into a vibrant spiritual gathering place 	<p>CALT and Assistant Teachers</p> <p>Strong Tiwi Men and Women</p> <p>Students</p> <p>Principal</p> <p>Deputy Principal</p> <p>Religious Education Coordinator</p>	<ul style="list-style-type: none"> – Staff participating in cultural learning and self- assessment through cultural competency sessions – Calmer classrooms as students feel more relaxed – Students and families feel culturally at home in school environment – GOO students successfully complete teaching degree and are employed as teachers in a supportive transition program by end of 2020
	CC4.	Develop a Reconciliation Action Plan	<ul style="list-style-type: none"> – Develop a Reconciliation Action Plan across One Precinct 	<p>Religious Education Coordinator and RAP Committee</p>	<ul style="list-style-type: none"> – Reconciliation Action Plan developed and launched by the end of Semester 1

FINANCE, FACILITIES AND RESOURCES

		STRATEGIC GOALS	STRATEGIES	ACCOUNTABILITIES	EVIDENCE OF SUCCESS
FINANCE, FACILITIES AND RESOURCES	FFR1.	Work in partnership with all community stakeholders to focus on improving student attendance	<ul style="list-style-type: none"> – Work in a strategic partnership model with RSAS, Red Cross, Engagement Officers, Territory Families, Cathy Freeman Foundation and other local organisations/corporations (see other strategies in the SAIP regarding attendance) – Plan for Bush Camp in Term 3 to encourage students back after Bush Break 	Principal and Leadership Team RSAS, Engagement Officers and Territory Families Cathy Freeman Foundation Red Cross Other Stakeholders	<ul style="list-style-type: none"> – Increased student attendance – Maintaining attendance in Terms 3 and 4
	FFR2.	Develop a One Precinct Master Plan	<ul style="list-style-type: none"> – Work on a range of plans for infrastructure development at Xavier including a new staff workroom, new staff kitchen/lounge, refurbished General Learning Areas and an Indoor Sports Hall – Initiate a long term plan to address lack of teacher housing 	Principal and Leadership Team Business Manager CENT Infrastructure	<ul style="list-style-type: none"> – Development of a Master Plan
	FFR3.	Manage resources prudently in order to get the best possible outcomes for Xavier students	<ul style="list-style-type: none"> – Collaborative working relationship with CENT Finance Team – Build capacity of Leadership Team members to understand budgetary requirements and processes and to analyse school financial data 	Principal and Leadership Team Business Manager CENT Finance Team	<ul style="list-style-type: none"> – A sustainable budget that can deliver better outcomes for students