



Marist-Sion College, Warragul

STRATEGIC IMPROVEMENT PLAN: 2020 - 2023



Mission

Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion. Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.

Vision

Our vision is that all students will:

- put faith into action,
- value learning for life and
- flourish as people.

Strategic Intent

- Every leader is an instructional leader.
- Every teacher is an expert teacher.
- Every student is achieving at least 12 months literacy and numeracy growth each year.

Improvement Domain - CIRE

Improvement Dimension 1 - Catholic Identity and Religious Education

GOAL: That students develop post-critical belief.

INTENDED OUTCOMES	SUCCESS CRITERIA - QUALITATIVE AND QUANTITATIVE	KEY STRATEGIES
1.1 That there is a clear and consistent articulation of Catholic Identity in Catholic Education.	Improve the Staff Catholic Culture.	Develop teachers' understanding of recontextualisation, the progression of learning in the RE Curriculum To 'Live in Christ Jesus', an inquiry pedagogy and enhancement of Catholic identity. Enable students to recognise that our actions and good works are inspired by our Catholic identity by making links to the Christian story, our shared charisms and Catholic social teaching.
1.2 That teachers/students are assisted to a post critical belief stance.	Improve the Student Catholic Culture Insight SRC data annually.	Develop staff understanding of recontextualised prayer, liturgy and scripture to encourage symbolic thinking in students. Provide students, staff and community with a variety of religious images, traditional and contemporary.
1.3 That dialogical relationships are developed in our diverse community.	RE planning shows evidence of dialogical activities. Student Catholic Culture data improves.	Promote interfaith experiences. Provide Professional Learning to support RE staff to create spaces of dialogue in their RE classroom. Support staff to use Scripture dialogically in the classroom.

Improvement Domain - Learning and Teaching

Improvement Dimension 2 - Expert Teacher Practice

GOAL: Every teacher is an expert teacher.

INTENDED OUTCOMES	SUCCESS CRITERIA - QUALITATIVE AND QUANTITATIVE	KEY STRATEGIES
2.1 That we have a shared understanding of effective learning and teaching that is evidence based and informed by data.	Teacher Confidence; Quality Teaching and Engaging Practice Indicators strengthen.	Develop teachers' capabilities to implement evidence based teaching through coaching and collaborative practices.
2.2 That teachers have a deep knowledge of the VCAA Learning Progressions.	Student Engagement in Learning and Teaching and Learning: Student motivation, learning confidence, desire to learn, stimulating learning and eagerness to learn indicators strengthen.	Provide opportunities for development of teachers' knowledge and application of VCAA progression levels to extend student achievement.
2.3 That teachers use a variety of assessment to target the learning needs of individual students.	Teacher curriculum document identifies progression levels and teaching programs outline the below standard, at standard and above standard teaching and learning activities.	Develop and embed Growth Based Reporting.
2.4 That students experience a safe and positive school environment.	Student Behaviour indicators and Student Management indicator strengthen and are more aligned.	Implement the Whole School Approach to Positive Behaviour Support (WSAPBS) and Restorative Practice following suitable Professional Learning for staff.

Improvement Domain - Learning and Teaching

Improvement Dimension 3 - Improved Student Outcomes**GOAL: Every student is achieving at least 12 months' growth each year.**

INTENDED OUTCOMES	SUCCESS CRITERIA - QUALITATIVE AND QUANTITATIVE	KEY STRATEGIES
3.1 At least 12 months' Literacy and Numeracy growth for every student each year.	Curriculum Documentation and Reporting across the curriculum reflects progression levels in literacy, numeracy and other learning areas. At least 12 months' Literacy and Numeracy growth each year, based on data including PAT, NAPLAN and VCE data.	Teachers plan for and deliver Literacy and Numeracy strategies across the curriculum.
3.2 Teachers help students to monitor and manage their own learning and to set goals for future learning.	Improved Insight SRC measures for Engagement in Learning and Teacher Relationships.	Establish teacher/student relationships that allow growth and achievement to be measured formatively through regular non-judgmental learning conversations.
3.3 Leaders and teachers have the capacity to read, interpret and respond to data for school and student performance, using research-based interventions and collate evidence to quantify improvements.	All students will achieve a minimum of a 12 month growth annually across subjects. The VCE median is 30 (or higher) in 2021 and 2022, and 31 (or higher) in 2023. Graduates access a wide range of vocational and academic pathways which are aligned with their aspirations.	Opportunity for teaching teams to review data and collaborate, plan, develop and target teach in response to students' current needs. Ongoing professional learning and collegial engagement which help skill teachers in the use of data, evidence-based strategies and evaluation.

Improvement Domain - Leadership

Improvement Dimension 4 - Leadership for Learning

GOAL: Every leader (informal and formal) understands and practises Instructional Leadership.

INTENDED OUTCOMES		SUCCESS CRITERIA - QUALITATIVE AND QUANTITATIVE	KEY STRATEGIES
4.1	That school leaders create the conditions in which evidence-based teaching practice including High Impact Teaching Strategies (HITS) is developed to build teacher expertise.	Teacher Confidence, Quality Teaching and Engaging Practice Indicators strengthen.	Develop a whole school culture in which staff know, understand and enact the school's priority of ensuring the success of each and every student, supported by ongoing professional learning.
4.2	That leaders and teachers work to build mutually respectful relationships across the school community.	Teamwork, Empowerment and Ownership are more balanced and stronger in the Engagement Pillar. Improve the Student Wellbeing Aggregate Indicator by 2 points per year. Student Motivation Indicator strengthens and is in more alignment with Pastoral Care and Respect for Students Indicators.	Develop and implement a Pastoral and Wellbeing Curriculum guided by the Positive Education (PERMA - Positive Emotion, Engagement, Relationship, Meaning, Achievement) theory of wellbeing.

Improvement Domain - Leadership

Improvement Dimension 5 - Resources

GOAL: School resources are prioritised to promote student outcomes.

INTENDED OUTCOMES		SUCCESS CRITERIA - QUALITATIVE AND QUANTITATIVE	KEY STRATEGIES
5.1	That student outcomes drive the allocation of school resources.	Annual improvement in Insight SRC measures: Student well-being aggregate indicator, school improvement focus, teacher confidence, respect for students, engaging practice, quality teaching, team work, ownership and empowerment.	Decisions regarding school resourcing including staffing, professional learning, scheduling and other areas will be focussed on improving student outcomes.
5.2	That employment, induction and professional development practices reflect a focus on the expert teacher in a Catholic school.	Teacher Confidence, Quality Teaching and Engaging Practice Indicators strengthen.	Professional development and collaborative processes focus on the development of expert teachers and improvement of student outcomes. An induction program is established for all incoming teachers to support the development of expert teacher practice, with each beginning teacher having ongoing support from an accredited mentor.