



Marist-Sion College, Warragul 2021 Annual Implementation Plan Summary



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:

- be invited to 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 Dimension	Goal	Intended Outcomes
1 Catholic Identity and Religious Education	1. That students develop post-critical belief.	1.1 That there is a clear and consistent articulation of Catholic Identity at Marist-Sion College. 1.2 That teachers/students are assisted to a post critical belief stance. 1.3 That dialogical relationships are developed in our diverse community.
2 Expert Teacher Practice and Improved Student Outcomes	2. Every student is achieving at least 12 months' growth each year, through expert teaching.	2.1 That teachers have a shared understanding of effective learning and teaching that is evidence based and is informed by data. 2.2 That teachers use the VCAA Learning Progressions effectively to enhance learning at Years 7 and 8. 2.3 That teachers use a variety of assessment to target the learning needs of individual students. 2.4 That every student achieves at least 12 months' Literacy and Numeracy growth each year.
3 Leadership for Learning	3. Every leader (informal and formal) understands and practices Instructional Leadership.	3.1 That leaders 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. 3.2 That school leaders create the conditions in which evidence-based teaching practice is developed to build teacher expertise.
4 Child Safety	4. Every member of staff contributes to the provision of a safe and suitable environment.	4.1. That professional development, employment and induction practices promote a culture of child safety in a Catholic school. 4.2 That students experience a safe and positive school environment. 4.3 That leaders and teachers work to build mutually respectful relationships across the school community.
5 Leadership: Resources	5. School resources are prioritised to promote student outcomes and child safety.	5.1 That student needs and outcomes drive the allocation of school resources.

Child Safety in Catholic Schools:

The following principles are inherent in the teachings and mission of Jesus Christ, with the sanctity of each individual human being at the heart of the Gospel.

1. Catholic schools are places where the sacred dignity of each person is recognised, respected and fostered.
2. Catholic schools take an integrated and collaborative approach to building and strengthening safe and respectful school communities.
3. Catholic schools are places where young people feel safe and in reality are safe.
4. Children and young people in Catholic schools are aware of their right to be safe, are empowered to have a voice about safety and know how to raise concerns.

Data: There are many types of data that support student learning. Academic and demographic information—as well as information from assessments (formative, summative and diagnostic), teacher observations, and student actions.

Dialogical: A dialogical Catholic school engages in dialogue between faith and culture, and does not just proclaim the Catholic faith to people with other perspectives. It takes seriously the variety of voices, visions and practices in its midst. Different understandings are welcomed, valued and listened to as a way to enrich dialogue between people. A dialogical Catholic school gives preference to the Christian message.

Effecting learning and teaching: Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. They believe every student is capable of achieving success at school and they do all they can to find ways of making each student successful. Effective teachers:

5. Draw out and work with the pre-existing understandings that their students bring with them.
6. Teach some subject matter in depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge.
7. Focus on the teaching of metacognitive skills, integrating those skills into the curriculum in a variety of subject areas.

Effective learners:

1. Take responsibility for their own learning.
2. Actively engaged in their learning.
3. See themselves as successful learners.
4. Learn from mistakes.
5. Use a range of strategies.
6. Is skilled in collaboration.
7. Understands her/his learning and plans, monitors approaches and strategies for the goals and context. and reflects on their learning.

Evidence based: Evidence-based teaching involves the use of evidence to: (1) establish where students are in their learning; (2) decide on appropriate teaching strategies and interventions; and (3) monitor student progress and evaluate teaching effectiveness.

Expert Teachers: Dr John Hattie identified 5 major attitudes and beliefs of Expert (highly effective) Teachers:

1. Expert teachers identify the most important ways to represent what they teach;
2. Expert teachers create an optimal classroom climate for learning;
3. Expert teachers monitor learning and provide feedback;
4. Expert teachers believe all students can reach the success criteria; and
5. Expert teachers influence a wide range of student outcomes not solely limited to test scores.

Flourishing: As a key idea in positive psychology, flourishing offers a broad understanding of happiness and wellbeing. Developing one's individual wellbeing and satisfaction with life *and* ways to contribute to the wellbeing of others, can greatly improve people's quality of life. Research reflects that flourishing is the result of paying careful attention to building and maintaining the six aspects of the 'PERMAH' model:

Positive emotions
Engagement
Relationships
Meaning
Accomplishments
Health.
(Seligman, 2011)

Instructional Leadership: The following are key characteristics of Instructional Leaders:

1. Their number one focus is maximising student achievement, which is evident in decisions and resourcing;
2. They set school goals which are clear and concrete and effectively measure the school's progress;
3. They actively promote and participate in teacher learning;
4. They have high expectations for teachers; and
5. They establish a positive learning climate, with minimal disruption.

Post-Critical Belief: Post Critical Belief involves belief in a transcendent God, along with awareness of critiques of belief. Post critical belief is characterised by an ongoing process of reinterpretation where an individual is continuously searching for religious significance and meaning, but maintaining a strong belief in God. Post-Critical Belief recognises that God is mystery, one which can never completely be described by limited human language.

PL: Professional Learning.

Recontextualised: Elements of the mission of the school including - prayer, liturgy and scripture, which express the Catholic faith in ways that are authentic and meaningful for our time and place. Our changing cultural context should be integrated into 'being Catholic' so that it remains recognisable, credible, and meaningful for contemporary people.

Restorative Practice: Recognises that the ability to manage relationships is central to lifelong learning. The Socratic Method (asking questions) encourages self-reflection, creates a safe space to be heard and challenges negative behaviour in the context of its impact on others. Through dialogue it reinforces being respectful, being responsible and being safe by repairing harm and building healthy relationships to promote positive behavioural change.

Student Outcomes: Student outcomes typically refers to either (1) the desired learning objectives or standards that schools and teachers want students to achieve, or (2) the educational, societal, and life effects that result from students being educated. In the first case, student outcomes are the intended goals of a course, program, or learning experience; in the second case, student outcomes are the actual results that students either achieve or fail to achieve during their education or later on in life.

VCAA Learning Progressions: Learning Progressions outline a sequence of indicators of increasingly sophisticated understanding and skills in curriculum areas, literacy and numeracy. The Learning Progressions can be used as a tool to facilitate a deeper understanding of skill development. They can be used to support all teachers in Victorian schools in developing a comprehensive view of skills and how they can be developed over time. They support teachers to understand individual students' development and they can assist teachers in developing targeted teaching and learning programs.