



**“Go and bear much fruit,
fruit that will last”**

John 15:16



**GOOD CHRISTIANS AND GOOD CITIZENS
2018 ANNUAL IMPROVEMENT PLAN**

ANNUAL IMPROVEMENT PLAN 2018

Implementation Plan 2018 (major initiatives)

Directorate/Region/Team or School Name: **Marcellin College Randwick**

Goals/Objectives		Strategy				
Our Key Improvement	Major Action	Outcomes (what can you do, what are your intentions, deliverables)	How (will we do it, including financial and human resources)	Who: (responsibility)	When: (timeframe for completion)	Success Criteria: (markers of success, observable changes in practice, measures of progress named)
Strengthen the understanding of and commitment to the role of the Catholic school within the Church community	To grow and develop in the life of the College community, the tradition of St Marcellin Champagnat as a clear expression of the Good News of Jesus	<ol style="list-style-type: none"> Commit to further animating the Marist Association of St Marcellin Champagnat Further embed the Five Marist values into all aspects of College life Heighten the awareness of the Marcellin community to the broader Marist mission within the Catholic Church Promote domestic and international immersion and other Solidarity experiences for staff and students Refine and consolidate pedagogy and programming within the Religious Education curriculum consistent with the implementation of the broader teaching and learning agenda of the College 	<ol style="list-style-type: none"> Create opportunities for parents and the broader community to engage with the Marist Association Promote involvement with the Marist Association Make the Marist values more visible around the College Allocate a time during the year to dedicate to a Marist value Initiate a new program "Champagnat Address and Workshops" relating to the identity and mission of the College Continued support of MSA spirituality Create opportunities for involvement of the broader community with the Hermitage at Mittagong Provide opportunities for students to reflect on and to share their immersion and ministry experiences. Support the implementation of the new RE curriculum. 	DFM HM	<ol style="list-style-type: none"> End of Term 2 End of year End of Term 1 Each term June End of Year Term 2 Term 2 End of Term 4 	<ol style="list-style-type: none"> Attendance at a Marist association gathering for parents and the broader community <ol style="list-style-type: none"> Staff willingness to commit to membership of the Marist Association Allocate regular opportunities for staff to reflect / engage with the Marist Association Initialise the use of Posters/plaques used to promote our Marist values. <ol style="list-style-type: none"> The Lenten period allocated to the Marist Value of 'Simplicity' signified markers. Homeroom prayers, Assembly prayer and Staff prayer to be themed on a Marist value aligned with Church seasons. Allocate a day to an all school address, and follow up Year Group Workshops on the significance of the life and work of Marcellin Champagnat. <ol style="list-style-type: none"> Commit to Staff involvement in the Footsteps program, retreats, Staff Spirituality day Promote and organise trips for families to Mittagong Provide opportunities for Students to present to assemblies reflecting on their immersion experience <ol style="list-style-type: none"> Create opportunities for students to feedback to Year Groups on immersion experience. Evaluate the impact of immersion and ministry experience with students and staff. Develop new Stage 4 & 5 curriculum aligning with our commitment to the Newman Enrichment Stream and SCS Authentic Learning Framework. <ol style="list-style-type: none"> Provide strategies to enrich RE literacy

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Develop future Catholic school leaders and strengthen current leadership in our school	To position the College to have teachers working towards accreditation in each of the four levels of the Australian Professional Standards for Teachers in order to develop leadership capacity	<p>1. Further develop the PGIA process which was initiated in 2017</p> <p>2. Develop and implement a structure and process for Teacher Accreditation at the College</p> <p>3. Provide opportunities for aspiring leaders to develop and build capacity</p> <p>4. Create opportunities for staff to align with the Expert teaching model developed in 2017</p> <p>5. Provide further opportunities for staff to develop knowledge and skills in Gifted Education</p>	<p>1.1 Support middle leaders with further training to build capacity as mentors/coaches</p> <p>1.2 Identify opportunities for teachers to gain exposure to leadership experiences</p> <p>2.1 Coordination of the Teacher Accreditation process managed by the Director of Development and Communication</p> <p>2.2 Provide opportunities to ensure that there is clarity around the Teacher Accreditation process</p> <p>3.1 Commit to enrolling staff in the Aspiring Leaders courses presented by the Eastern Region SCS</p> <p>3.2 Support middle leaders to engage with mentors, and networks system wide.</p> <p>3.3 Commit to further engagement with MSA leadership courses</p> <p>4.1 Develop a school wide understanding of the Expert Teaching model.</p> <p>4.2 Support classroom teacher engagement with professional learning communities</p> <p>5.1 Commit to school wide training of staff in the area of Gifted Education and the Newman Program through school based training in GEO 1 and 2</p>	DH DDC DL	<p>1.1 End of Term 4</p> <p>1.2 End of Term 4</p> <p>2.1 End of Term 4</p> <p>2.2 End of Term 4</p> <p>3.1 End of Term 1</p> <p>3.2 End of Term 1</p> <p>3.3 End of Term 1</p> <p>4.1 End of Term 2</p> <p>4.2 End of Term 2</p> <p>5.1 End of Term 3</p>	<p>1.1.1 College Executive and Eastern Region L.O.L. work with Middle Leaders to embed the PGIA process</p> <p>1.1.2 Allocate regular meetings as PGIA Workshops</p> <p>1.2.1 Creation of opportunities for staff to ancillary leadership responsibilities</p> <p>1.2.2 Ancillary leaders contribute to relevant middle management meetings</p> <p>2.1.1 Inform staff on updates regarding Teacher Accreditation</p> <p>2.2.1 Ensure meetings are aligned to the Professional Standards and target the different levels of Accreditation</p> <p>2.2.2 Teacher Accreditation is embedded in professional practice at all staff professional learning opportunities</p> <p>3.1.1 Identify, enrol and support staff in Aspiring Leaders courses presented by the Eastern Region SCS</p> <p>3.2.1 Allocate regular meetings to facilitate middle leaders to work with their mentees.</p> <p>3.3.1 Identify and enrol staff to be involved in "Marist Educational Leadership programs and MSA Marist Leaders Next Gen1</p> <p>4.1.1 Clear definition and understanding of the Expert Teaching model</p> <p>4.2.1 Increased teacher involvement in Professional Development courses</p> <p>4.2.2 KLA Leaders to identify opportunities for professional learning</p> <p>5.1.1 Designate two Professional Learning days for staff in school based training in GEO 1 and 2</p> <p>5.1.2 Seek the support of Eastern Region Gifted Education officers in delivering professional learning to prepare for the Newman Program</p>

MARCELLIN COLLEGE RANDWICK

2018 STUDENT LEADERSHIP TEAM



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COLLEGE CAPTAIN
SPORT & SPIRIT



Jesse James
COLLEGE VICE CAPTAIN
SOLIDARITY



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Archie Steggall
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Andrew Chua
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Jeremy Quigg
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Keeghan Burke
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