MARCELLIN COLLEGE
ANNUAL IMPROVEMENT PLAN
2015
THE ANNUAL IMPROVEMENT PLAN
This document sets out the priorities of the College for the second year of the implementation of the College Strategic Improvement Plan 2014-2016, Good Christians and Good Citizens. These priorities are set within the context of the School Review & Improvement Framework Key Areas as determined by the Catholic Education Office, Sydney. The College reviews the Annual Improvement Plan throughout the year.

ANNUAL PLAN - COMMUNITY CONSULTATIONS
In forming the Annual Improvement Plan consultations with students, parents and staff took place. These consultations ran parallel in conjunction with meetings held to discuss priorities for the next Catholic Education Office Strategic Plan. Emerging from these discussions, and with Good Christians and Good Citizens as our foundational document, the priorities for 2015 are outlined in the following pages. This year seeks to build on the substantial progress made in 2014 as it relates particularly to the two new horizons identified in Good Christians and Good Citizens.

THE STRATEGIC IMPROVEMENT PLAN
The College Strategic Improvement Plan 2014-2016 Good Christians and Good Citizens is the product of wide reaching community consultations that commenced in the latter part of 2012 and then in 2013 with the MCR staff, parents, College Prefects, College Advisory Council and Old Boys Committee. As a result of these consultations the strategic direction of the College will contain two key components: New Horizons and Ongoing Priorities.

The two New Horizons are:
Citizenship & The Common Good
Active Learning in Collaboration

Ongoing Priorities include: A Catholic Community, Excellence in Teaching & Learning, Discipline & Student Well-Being, Extra-Curricular Opportunities and Parent School Community Partnership.

In developing this Strategic Improvement Plan, four key documents have informed the process. These documents are: How Effective is Our Catholic School?, Towards 2017 - An MCR community consultation, The Marcellin Graduate and the Melbourne Declaration on Educational Goals for Young Australians.

“He is a global citizen. He is called to reach out to others, to let go of any preoccupation with self.”
The Marcellin Graduate (#1 His Calling)
Good Christians and Good Citizens

“Try to grow perfect; help one another. Be united; live in peace, and the God of love and peace will be with you.” 2Cor13:11
<table>
<thead>
<tr>
<th>Key Improvements</th>
<th>Intent/Strategies/Resources</th>
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</table>
| NH 1.1 A focus on Citizenship.          | 1.1.1 Create further opportunities for students in deepening their understanding and appreciation of Citizenship & the Common Good.  
1.1.2 Explore the possibilities of recognising students as Good Christians and Good Citizens as determined by the College Prefects.  
1.1.3 Promotion of the College theme and *The Marcellin Graduate* across all communication channels and publications of the College.  
1.1.4 Implementation of strategies that seek to deepen an understanding and appreciation of *The Marcellin Graduate* through the Pastoral Program.  
1.1.5 Develop further the integration of the Peer Support Program with the pastoral care needs of the school.  
1.1.6 Continued emphasis of Peer Support program to include the ‘Big Brother’ model, peer mentoring and training of peer support leaders.  
1.1.7 Further consolidation of the breadth and depth of leadership roles of the College Prefects.  
1.1.8 Further embed a more prominent College House System that is integrated into, and connected with, the life of the school. | EXEC  
CPTS  
PD  
PD  
PMG  
PMG  
PMG  
SM |
| NH 1.2 Religious Education that is contemplative and inspirational. | 1.2.1 Consolidate the teaching of the Year 10 program.  
1.2.2 The REC to lead and animate teachers in their capacity to provide prayer and meditation experiences.  
1.2.3 Staff to be in-serviced in meditation. (Peer mentoring)  
1.2.4 Implementation of the new Year 8 RE curriculum with an ongoing dialogue of evaluation.  
1.2.5 Explore further options in the Catholic Studies curriculum  
1.2.6 Seek ways to formalise the relationship between parish and school in the delivery of the RE curriculum. | IL  
IL  
IL  
IL  
IL  
IL |
| NH 1.3 A whole school solidarity mindset. | 1.3.1 Continue to broaden the scope and diversity of immersion experiences for staff and students.  
- Introduction of an immersion experience to India and Central Australia.  
- Continuation of the Bowraville and Thursday Island immersion.  
- Engage returning students with Marist Youth Ministry.  
1.3.2 Access new opportunities for Year 8 and 9 to be involved with Social Justice initiatives.  
1.3.3 Explore ways to integrate the Australian Bishops statement on Social Justice ‘A Crown for Australia’ into the Solidarity initiatives at the College.  
1.3.4 A reimagining of the role of the Solidarity Prefect to promote Solidarity initiatives amongst the student body.  
1.3.5 Continued development of the Home Service Program.  
1.3.6 Create avenues for leadership opportunities for staff in Solidarity initiatives.  
1.3.7 Continue to consolidate existing relationships with local primary schools and community in Solidarity. | PK  
PK  
PK  
PK  
PK  
PK |
| NH 1.4 The development of the College as a faith community. | 1.4.1 Further building Year groups as faith communities through connections with a local Priest.  
1.4.2 Use of the CEO Authentic Learning Toolbox Professional Learning Module on Sense of the Sacred so as to inform reflection on practice at MCR.  
1.4.3 Staff to participate actively in the Australian Marist Community suite of programs, pilgrimages and forums to include the Marist Association of St Marcellin Champagnat.  
1.4.4 Engagement of students in the wider Marist community as it relates to Marist Connect, youth festivals and forums.  
1.4.5 Explore the options available in providing a model for youth ministry, particularly how this relates to the Remar movement.  
1.4.6 Engagement of MCR ex-students by Marist mentors with the aim of connecting to Marist Young Ministries and their young adult communities. | IL  
IL  
IL  
IL  
IL  
PD  
PD |
## Key Improvements

### NH 2.1 Collaborative Learning Spaces

- **Intent/Strategies/Resources:**
  - 2.1.1 Utilisation of the new learning spaces in the Devlin Centre to enhance the opportunity for collaboration among learners.
  - 2.1.2 Ongoing engagement of staff in the redesign of general learning areas with a view to enhancing collaborative learning.
  - 2.1.3 Provide further opportunities for collaborative teaching where teachers develop confidence and competence by engaging with one another in a classroom setting.

### NH 2.2 Collaboration within various groups.

- **Intent/Strategies/Resources:**
  - 2.2.1 Continued emphasis on seeking ways to deepen an understanding of various collaborative models and their application in practice.
  - 2.2.2 Broaden opportunities for collaboration of students with one another.
  - 2.2.3 Continuation of a collaborative approach when KLA groups meet, where these meetings serve to further enhance the professional learning of teachers.
  - 2.2.4 CEO personnel utilised across all KLAs to strengthen the capacity of MCR staff to initiate collaborative learning experiences, and further development of Australian Curriculum.
  - 2.2.5 Continued collaboration among the Marist network of schools in the Eastern Region in developing opportunities for quality teaching and learning.

### NH 2.3 A reimagining of the design and delivery of the curriculum.

- **Intent/Strategies/Resources:**
  - 2.3.1 KLA leaders to explore opportunities where teachers are to be engaged in different modes of delivering the curriculum to maximise student exposure to teacher knowledge, skills and values.
  - 2.3.2 Continue to explore a range of avenues where student achievement is presented.
  - 2.3.3 Establish opportunities that allow for a more intentional focus on Numeracy across Stages 4 & 5.
  - 2.3.4 Examine the current practices in place in relation to how Assessment is designed, implemented and reported.
  - 2.3.5 Use of the CEO Authentic Learning Toolbox Professional Learning Module on Assessment so as to inform reflection on practice at MCR.
  - 2.3.6 Continue to investigate opportunities that will enhance the delivery of VET and enrich the ongoing engagement with Career options.

### NH 2.4 Greater utilisation of ICT learning platforms - Sharepoint/Google.

- **Intent/Strategies/Resources:**
  - 2.4.1 Further consolidation of the Google platform as a means of engaging both staff and students in delivering the curriculum.
  - 2.4.2 Optimise the current M-Learning structure so as to enhance the efficient management of curriculum resources.
  - 2.4.3 Further develop the capacity of Sentral in managing student pastoral and curriculum data.

### NH 2.5 Working with other schools in cooperative learning strategies.

- **Intent/Strategies/Resources:**
  - 2.5.1 Further strengthen the relationship with primary and secondary colleagues to better understand curriculum, teaching practice and learning styles.
  - 2.5.2 Explore ways to strengthen the partnership with sister school Brigidine.
  - 2.5.3 Further enhance the breadth and depth of pastoral information in relation to Year 6 students enrolling at MCR and how this will impact on their learning.

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### INNOVATION IN TEACHING & LEARNING AT MCR

At Marcellin we seek to develop collaborative learners where a spirit of innovation guides our teaching and learning. An innovative approach is not adopted solely to embrace what’s new, rather it is sought as a means to inspire a community of learners to reach beyond what they imagine is possible. We are challenged to think creatively, knowing that part of the process involves possible failure, out of which will come resilience and further energies and support, that ultimately leads to outstanding things.

“There is a wonderfully energetic spirit within him and he readily shares this spirit with others.”

*The Marcellin Graduate (#4 Spirited)*
At the heart of the Marcellin Graduate is a love for God and a deep sense of respect for others, self, family, friends and all those in the College community.

*The Marcellin Graduate (#2 A Respectful Man)*

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### OTHER PRIORITIES

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<th>Key Improvements</th>
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<tbody>
<tr>
<td>OP 1.1   Spiritual Formation</td>
<td>1.1.1 Continue to look at ways to enhance the development and capacity of teachers as Religious leaders, educators and active members of the MCR community.</td>
<td>IL</td>
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<tr>
<td>OP 2.6   Study Skills</td>
<td>2.6.1 Consolidation of the existing ‘Back to Basics’ and existing structured study skills program as it relates to Stage 6.</td>
<td>PD</td>
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<tr>
<td>OP 3.1   Respect: A focus on what it means to be a fine young man</td>
<td>3.1.1 Further opportunities to strengthen new and beginning teacher understanding and ongoing application of College expectations and procedures.</td>
<td>PB</td>
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<td>OP 3.3   Staff and Student Welfare</td>
<td>3.3.1 Continued consolidation of collaboration between staff and the College Counsellor in relation to student wellbeing. 3.3.2 Explore the range of options as modelled in other school contexts that seeks to formalise an MCR approach to staff wellbeing.</td>
<td>PB</td>
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<td>OP 3.4   Behaviour Management</td>
<td>3.4.1 Continue to look at the creation of a staff structure to support the Year Coordinators in their pastoral roles. 3.4.2 Continued emphasis on further skilling staff in their capacity to manage student behaviour.</td>
<td>PB</td>
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### CODE OF CONDUCT

- **Respect for our faith**
  Acknowledge the faith journey of each person and share positively in the faith life of our school

- **Respect for others**
  Value differences in other people and respect all who work in the Marcellin community

- **Respect for self**
  Value the talents we have and achieve to the best of our ability

- **Respect for learning**
  Contribute to a safe, orderly and productive learning environment. Interact respectfully with teachers and peers

- **Respect for the College**
  Be proud of the College and show consideration for the property of others and of the College
This is a working document for the Executive and staff at MCR. It nominates specific members of the Executive and other staff who have overall responsibility for an area of the plan. It will be used intentionally by all staff in determining their MyPL (annual) goals. This document is available for public circulation.