School Improvement Plan
2021–2024

[E1301 Catholic Regional College, St Albans]

Our Vision

At the College, we strive to live as people of faith and hope, people who are open to the wonder and possibilities that the Kingdom of God will bring. Central to our mission is Jesus' call to love one another as he loved us. His invitation is simple yet challenging. In our *community*, each person is sacred and unique, and therefore, is treated with dignity and *respect*. Diversity is one of our strengths and we strive to live together in harmony, giving each other *support*, *understanding*, and a *fair go*. Together, we work to build *positive relationships* and a safe and welcoming school environment, one where each person is free to *learn* and to achieve their personal best.

Our Strategic Intent

School improvement is a collaborative journey to develop *communities of practice and a* culture of *life-long learning*. It ensures that students, families and staff flourish, have ownership and agency of their learning, and are empowered to be the best they can be. *It is a journey that is enlightened by faith, animated by love and leading to hope* (HoH, Vision, p 5)

At the College, school improvement is responsive and dynamic, ensuring that change is holistic, evidence-based and sustainable. The 2021 – 2024 School Improvement Plan focuses on building *practices, systems and pedagogies* that enable each member of the community to *realise their full potential.*

Being the best we can be, with God's grace.

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Priority 1: Catholic Identity and Mission

Goal	Intended Outcome/s	Target/s
To provide opportunities to make sense of faith within contemporary life and culture.	That faith, Catholic identity and mission are nurtured, strengthened and re-contextualised.	The proportion of students in the Re-contextualising subclass on the ECSI data increases, and the proportion in the Values Education subclass decreases. The proportion of staff in the Re-contextualising subclass is maintained. All staff attain accreditation within five years of appointment and maintain this. Increase the positive response on questions about Catholic Identity in the CEMSIS student survey to greater that 50%.

Religious Dimension Sphere ☒	Learning and Teaching Sphere ☒	Leadership and Management Sphere ☒	Student Wellbeing Sphere ☒	School Community Sphere ☒

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Priority 2: Agency in Learning

Goal	Intended Outcome/s	Target/s
To create a dynamic and positive learning community.	That student ownership, engagement and achievement are enhanced.	**CEMSIS Surveys** *An upward trend is evident in student responses in relation to:* • Teacher – student relationships • School Engagement • School Belonging • School Climate • Learning Disposition • School Safety **Resilient Youth Surveys: Positive Mindset** *An increase in the percentage of students who are **ready to learn.*** **NAPLAN Relative Growth Data** • Increase the percentage of middle bands students achieving high growth in **Reading.** • Increase the percentage of middle bands students achieving high growth in **Writing** and decrease the percentage achieving low growth to 15% • Increase the percentage of students achieving high growth in **Numeracy** to 25% and decrease percentage of low growth to 20% or less.

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Priority 3: Individual and Collective Efficacy		
Goal	**Intended Outcome/s**	**Target/s**
To foster continuous school improvement through collaboration, data, feedback, research and shared leadership.	That staff capacity for leading learning is strengthened. That student learning and wellbeing outcomes are maximised.	**CEMSIS Data** Improvement in the following School Improvement Data: 1. Collective Efficacy. Move from our current score of 61% to the CEM average of 70% 2. Collaboration in Teams. Move from current 67% to 70%. 3. Professional Learning. Move from 68% to 70% **Student CEMSIS Data** 1. Rigorous Expectations. Move from 63% to 70% 2. Student Engagement. Move from 32% to 40%. 3. Learning Dispositions. Move from 53% to 60%. **Resilience Youth Survey** 1. Positive Attitude (Resilience). In the green. 2. Learning engagement (Protect). In the green

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Priority 4: Connections, Relationships and Partnerships

Goal	Intended Outcome/s	Target/s
To enhance family voice, agency and engagement. To foster a strong commitment to community, local and global.	That through collaboration between home and school, the learning and wellbeing of students is strengthened. That learning is authentic, develops social awareness, commitment to social justice and empowers students, staff and families to make a difference.	**CEMSIS Surveys** An increase in the return rate of CEMSIS surveys from families. Maintain the very positive feedback in relation to: • Family engagement • Barriers to engagement • School communication. An upward trend in evident in student responses in relation to: • Student Engagement • Student Voice • Learning Dispositions • School Belonging. An upward trend is evident in staff responses in relation to: • Student safety • School climate **Student Resilience Surveys** • Learning engagement data remains about the state norms at all levels.

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