



Vision

Marymount College is a supportive Catholic educational community where we are committed to life-long and life-giving learning. We ensure that the Gospel values of respect, care, inclusivity, forgiveness, faith, hope and love are reflected in all aspects of College life.

Mission

• Fostering positive relationships based on inclusion, respect and tolerance • Growing resilience within a supportive school environment • Developing spiritual, academic, physical and creative gifts • Embracing the person and vision of Jesus • Following the example of Mary and St Francis

Values

Justice
Prioritising wellbeing, creating a caring community

Equality
Maximise learning growth for all our learners and developing staff through formation

Respect
Developing respect for self, others and the environment

Relationships
• Cultivating partnerships with parents, carers, the Burleigh Heads Parish and wider community

| Strategic priority | Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i> | Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i> | Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i> | Timeline: <i>"When do we want to get there by?"</i> | Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i> |
|------------------------------|---|---|--|--|---|
| Catholic identity | Staff will be co-enquirers of a contemporary Catholic worldview to support enhanced student and community dialogue. | <p>By the end of Semester 1: 90% of staff will have engaged with the ECSI data and understand our survey results.</p> <p>By the end of Semester 1: 95% of subject departments have linked a Catholic Perspective into one unit of work for each year level.</p> <p>By the end of Term 3: The Religious Education curriculum has developed a unit structure and program structure that aligns the BCE Curriculum, Catholic Perspectives, and links to authentic, contextual experiences with community links.</p> <p>By the end of 2024: 90% of the college community understand that Marymount college adopt a Christian open narrative who understand who they are and are open to this narrative being in a constant cycle of change.</p> <p>Staff will share their new knowledge in understanding a Catholic worldview through personal reflection at the end of 2024.</p> | <p>Professional development for all teachers with how to interpret the ECSI data.</p> <p>Collaborative sessions for department to look at alignment between existing units of work and Catholic Social Teachings.</p> <p>New contextualised professional Development that looks at community outreach for each term and how it aligns with the vision and mission of the Marymount community.</p> <p>Religious Education co-planning sessions with the APRE and CL Religion to increase knowledge of each year level curriculum in Religious Education.</p> <p>Share existing RSE Program with all staff to allow discussion in classes beyond the Religion Classroom.</p> <p>Provide visible examples of what 'Christian Open Narrative' is through exploring other schools curricular and cocurricular approaches.</p> | <p>Professional Development on ECSI data to be presented to staff by the end of Term 1.</p> <p>Collaborative sessions for departments to have occurred by the end of Term 2.</p> <p>New Contextualised professional development will be delivered in an inter school Professional Development Day in Term 1, that will then be connected in smaller sessions in the following 3 terms for 2024.</p> <p>Religious Education co-planning sessions with the APRE and CL Religion to be delivered in Semester 2.</p> | <p>APRE to lead the implementation of the Catholic Identity Strategic priority with support from the College Leadership Team.</p> <p>Utilise Religion Teachers as experts who can help lead changes in pedagogy across departments.</p> <p>APRE responsible for deliverables of these goals and ensuring targets are reached with support from the College Leadership Team.</p> |
| Learning and teaching | Please complete EIA (page 2) | | | | |

Explicit Improvement Agenda

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| <p>Wellbeing</p> | <p>All staff will be confident in utilising the Universal social and academic supports of PB4L for all students. The focus is on creating a whole school positive learning environment, promotion of productive behaviours, consistent responses to unproductive behaviours and whole school data - informed decision making closely aligned with the College Vision and Mission Statement and Resilience project to enhance the culture of the school.</p> | <p>By the end of Term 1: All staff will have had overview of the PB4L and make a commitment to engaging PB4L in their lessons. A committee will be created with the AP Pastoral and various staff members to review the school goals and Vision and Mission Statement to ensure a common understanding of beliefs about behaviour for the school SBS Plan.</p> <p>A draft Matrix defining all setting and non-classroom settings for consistency across the college of school wide expectations based on School Values and ACARA Curriculum General Capabilities is developed.</p> <p>By end of Week 4 Term 2: The committee meets and reviews all feedback.</p> <p>By the end of Week 6, Term 2: A final matrix is developed,</p> <p>By the end of Week 8: the final matrix is published</p> <p>By the end of Term 2: Resources are organised and promoted with staff</p> <p>By the end of Term 3: Define and understand unproductive behaviours in Minor behaviours.</p> <p>By the end of Term 4: Review and analyse Behaviour and attendance Data (Engage and PBR) and a review of Matrix conducted in relation to the data analysis. All findings are presented to staff.</p> | <p>Professional Development with all staff to review the PB4L with connections to the SBS Plan and the College Vision and Mission Statement.</p> <p>Schedule and hold PB4L meetings (post agenda and minutes), Assign PB4L roles to Committee, schedule regular updates to staff on PB4L progress.</p> <p>Committee has scheduled meetings to formulate a matrix for all classrooms and non-classroom settings.</p> <p>The Matrix is distributed to Staff and students to provide feedback.</p> <p>Feedback is reviewed, and revisions made as necessary.</p> <p>The final matrix is published launched and displayed in every classroom and all settings of the school.</p> <p>Provide staff information about encouraging expected behaviours</p> <p>Teachers implement classroom feedback systems</p> <p>Create a flowchart for staff, students and parents that provides clarity for minor behaviours and how they are handled.</p> <p>The committee will conduct Walk and Talks to ensure consistency and offer support and coaching as necessary.</p> <p>Data collated, analysed and presented to the staff at a staff meeting. Review the PB4L and SBS plan utilising the data, staff and student survey results</p> | <p>Professional Development review of current PB4L in PD Days at the beginning of Term 1.</p> <p>Tier 1 Committee formed, rolls allocated, meetings conducted, and draft matrix designed. Regular updates provided to staff by the end of Term 1</p> <p>All revisions are made as required by the end of Term 2, week 6.</p> <p>Final Matrix is published by Term 2, Week 8.</p> <p>All resources are finalised and launched for staff by the end of Term 2.</p> <p>Minor and unproductive behaviours are defined, and feedback systems are implemented in the classroom according to the constructed Flow chart by the end of term 3.</p> <p>A review of is conducted of behaviour data and the matrix and flowchart are revised as necessary. Findings are presented to staff by the end of Term 4</p> | <p>AP Pastoral presents the review and the implementation of the Tier 1 committee.</p> <p>AP Pastoral and Tier 1 committee are responsible for constructing the draft matrix and keeping staff updated of progress.</p> <p>AP Pastoral and Tier 1 committee are responsible for revising and finalising the matrix and launching to staff and students.</p> <p>AP Pastoral and Tier 1 committee are responsible for ensuring feedback systems are in place in classrooms.</p> <p>AP Pastoral and Tier 1 Committee will conduct analysis of data and present a review to the staff</p> |
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Explicit Improvement Agenda

Marymount College

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Marymount College

Goal:

Using a coaching focus, staff at Marymount College will develop their pedagogy capabilities.

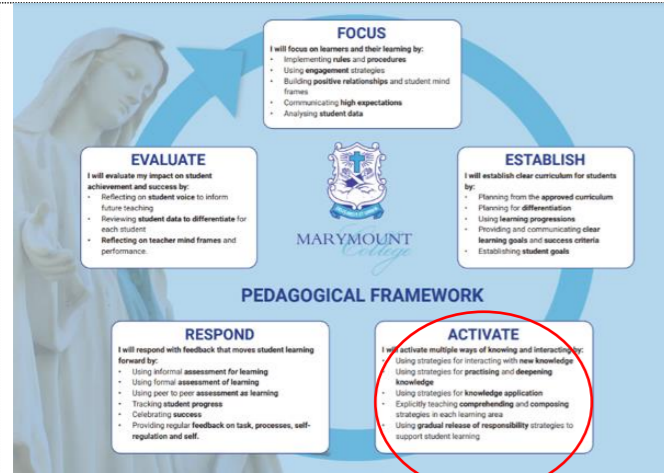
Success Criteria: (Success Criteria identify 4 to 8 observable characteristics of the intended future state for the school once this EIA has been achieved – describing what success looks like)

1. All teachers will know and understand the elements of our Marymount Model of Pedagogy.
2. All teachers will know and understand the purpose of ACTIVATE as part of the College Pedagogy.
3. All teachers will be provided support and resources of ACTIVATE as part of the College pedagogy to improve their teaching and learning activities/programs.
4. All Senior students and teachers of senior classes will use effective study skills to improve their study techniques, increase motivation, build confidence, and lift exam performance.
5. All students will have increased engagement due to differentiated activities embedded in Teaching and Learning Programs.
6. All 7/8 students will experience, and staff will have a detailed understanding of the co-planning and co-teaching process.
7. A process for Teacher Observations and CL walk-throughs and providing allocation of time and sharing of practices to promote reflection and celebration.

| Actions | Targets | Responsibilities & Accountabilities | Timelines |
|---|--|---|--|
| <p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p><i>What will be the expected outcome/impact?</i></p> | <p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p> | <p><i>Who is responsible for this action?</i></p> <p><i>Who will need to be involved?</i></p> <p><i>How will we monitor against school targets to know we are on track to success?</i></p> | <p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <p><i>What milestones are anticipated?</i></p> <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p> |
| <p>Pedagogy Focus</p> <p>Action 1</p> <p>Strengthen the understanding of all teaching staff on Marymount's Model of Pedagogy - ACTIVATE</p> | <p>Senior Study Skills</p> <ul style="list-style-type: none"> - Implement strategies to improve exam study skills in the Senior School. - All students in year 10-12 using the Elevate study methods. | <p>AP Curriculum, Senior Outcomes leader and CLs to lead.</p> | <p>Term 1</p> <p>Week 1-2</p> <p>Pedagogy Leader to meet with Curriculum Leader of English and Humanities to organise 'Building Consistent Collaborative Capacity' (BCCC) timetable.</p> <p>PAT longitude test administered.</p> |
| | <p>Year 7 & 8 Literacy and Numeracy Lessons</p> <ul style="list-style-type: none"> - Co-planning and co-teaching is implemented in all Year 7/8 English and Mathematics Classrooms each term. | <p>AP Curriculum and Numeracy and Literacy Specialists to lead. Teachers to co-plan with specialists in PPCT.</p> <p>Fortnightly meetings with Specialists for feedback and updates reported at CLT meetings.</p> | <p>Week 3-4</p> <p>Numeracy and Literacy Specialists meet with Year 7/8 classroom teachers to co-plan Term 1 lessons.</p> <p>Pedagogy Leader begins to work with English and Humanities classroom teachers.</p> |

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1. Gradual Release
 2. Using strategies for practising and deepening knowledge
 3. Using strategies for knowledge application
- Provide a visible copy in every classroom
 - Precision pedagogy (resources – strategies that maximise impact)
 - Pedagogy Leader to provide support and resources
 - Celebrating and sharing practise amongst all staff.

PLC Focus
Action 2

Implement teacher observation and walk-throughs:

- AP to communicate the focus of teacher observation.
- Engagement with the process of teacher observation and reflection.
- Provide a copy of 'reflection' worksheet for all teaching staff.

Teaching & Learning Programs

New V9 Year 7 programs to include:

- Variety of reading / literacy / numeracy activities
- Universal Design for Learning
- Differentiation
- Moderation process.

Year 7 programs audited by AP curriculum at the beginning of the year and end of term 2.

Coaching

- All KLA's access Pedagogy Leader in faculty classrooms to support, coach, and mentor staff.
- CLs to complete walk-throughs and meet with AP curriculum once a term to discuss EIA targets and performance.
- Each term the Pedagogy Leader will share and celebrate pedagogy observed in the classroom.

PLC's

- Every teaching staff member will observe a minimum of one teacher each term and complete the observation reflection process.
- Every teaching staff member will implement a minimum of one T & L strategy to address NAPLAN and PAT data analysis.

AP Curriculum and CLs to lead.

Teachers have opportunities during PPCT, faculty, and staff meetings.

CLs to approve units of work and AP curriculum to check.

Student voice survey to gauge engagement levels at the end of units of work.

Pedagogy Leader to timetable lessons with CL's and classroom teachers. Teachers to co-plan with Pedagogy Leader.

Weekly meetings with Pedagogy Leader for feedback and updates reported at CLT meetings.

Pedagogy Leader to facilitate PLC agenda and updates reported at CLT meetings.

CLs to chair each PLC group.

PLC - Teacher observations to begin.

Elevate Study Sensei workshop for year 10 students.

Commence study skills in year 10.

Week 5-10

Numeracy and Literacy Specialists co-teach with Year 7/8 classroom teachers.

Staff meeting – Pedagogy Leader shares and celebrates the implementation of a variety of pedagogy in English and Humanities.

By the end of term 1 Year 11 and 12 students are utilising the study skills and there is an improvement in exam results.

CLs to meet with AP curriculum to discuss faculty walk-throughs.

PLC – Sharing of pedagogy practise from Teacher observations.

Term 2
Same timeline as Term 1

Term 3
Week 1-2

Pedagogy Leader to present NAPLAN data analysis to CLT.

Pedagogy Leader to meet with Curriculum Leader of Science and Maths to organise 'Building Consistent Collaborative Capacity' (BCCC) timetable.

Week 3-4 Faculty meeting

CLs facilitate in their faculty meeting, staff analyse and discuss NAPLAN and SRS data using PMI table.

PLC - Teachers are given time to analyse their individual class data and set targets for improvement.

Numeracy and Literacy Specialists meet with Year 7/8 classroom.

Teachers to co-plan Term 3 lessons.

Pedagogy Leader begins to work with Science and Maths classroom teachers.

Week 5-6 Staff meeting

Summary of data and strategies are presented for teachers to choose from to address the trends.

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| <p>Action 3</p> <p>Data Literacy / Numeracy</p> <ul style="list-style-type: none"> - Promote investigation of NAPLAN and PAT results with emphasis on band position and targeted growth - Analyse student reading, writing, and numeracy outcomes and growth targets through exploration of evidence: <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <p>SEE APPENDIX B</p> </div> <ul style="list-style-type: none"> - The Pedagogy Leader will lead Data Analysis, discussion, and action plan <ul style="list-style-type: none"> * Staff meetings to monitor progress with the teaching staff. | <p>NAPLAN writing and numeracy</p> <ul style="list-style-type: none"> - NAPLAN writing results – SEE APPENDIX B | <p>Teachers to timetable in their lessons and activities the expected practices for reading, writing, or numeracy.</p> <p>Teacher to set professional goals (PDP) in alignment with this EIA and evidence uploaded.</p> <p>Time allocated in staff meetings.</p> <p>Specialists to analyse data and plan for discussion during staff, faculty, and PLC meetings.</p> | <p>PLC – Teachers are to select, implement, and plan formative assessment for the strategy in response to the data for the remainder of the term.</p> <p>Week 5-10</p> <p>Numeracy and Literacy Specialists co-teach with Year 7/8 classroom teachers.</p> <p>Staff meeting – Pedagogy Leader shares and celebrates the implementation of a variety of pedagogy in Science and Maths.</p> <p>CLs to meet with AP curriculum to discuss faculty walk-throughs.</p> <p>Week 9-10</p> <p>CL’s share and celebrate T & L strategies implemented in response to the data and evidence of impact.</p> <p>Term 4</p> <p>Same timeline as Term 3</p> |
| | | | |

| Business as usual | |
|-----------------------|--|
| Catholic Identity | <ul style="list-style-type: none"> - Prayer at the beginning of every lesson. - Prayer Roster. - Professional development for spiritual formation. - Prayer as a standing item in staff meetings. - Continue to tell our story at assembly and liturgical events. - Continue to evaluate sacred spaces in the school to communicate our dual charism and ensure it is visually represented. - Liturgical events continue to be of a high standard to ensure student and staff engagement in Catholic tradition. |
| Learning and Teaching | <ul style="list-style-type: none"> - Student voice lesson/unit surveys. - Moderation process including various methods of cross marking, blind marking, and collaborative marking. - Feedback using WWW and EBI so that students know and can articulate their next steps in learning. - Retaining of student summative work to use for improvement – work samples. - Classroom expectations/non-negotiables. - PLCs will continue. - Numeracy and Literacy blocks (year 7 + Year 8). - Deconstruction of criteria sheets – either as a class or individually with students (student friendly language). |
| Wellbeing | <ul style="list-style-type: none"> - Staff Wellbeing Twilight/PD |

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- Staff wellbeing surveys.
- Student wellbeing/pastoral surveys.
- Pastoral programs.
- RSE days.
- Year level commendation certificates.
- Mission and Vision Statement.

Appendix A – Benefits of Coaching

| Numeracy and Literacy Specialist | PLC | Pedagogy Leader | CL's | HAT |
|----------------------------------|-----------------------------------|-----------------|---------------|------------------------|
| Co-planning Co-Teaching | Teacher Obs & Data Analysis | BCCC | Walk throughs | Learning Walks & Talks |

1. Supports staff to communicate effectively
2. Work collaboratively as part of a team, negotiate, and resolve conflict
3. Global citizens - behave ethically and sustainably in their professional and personal lives
4. Lifelong learners - adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas
5. Emotional intelligence - self-aware
6. Reflective - reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development.

Appendix B

*** 2023 - The gap between SRS outcomes and NAPLAN**

| NAPLAN | Reading | Writing | Numeracy |
|-----------------|---------|---------|----------|
| Year 7 top band | 17% | 11% | 5% |
| Year 9 top band | 15% | 22% | 2% |

| SRS | ENGLISH | MATHS |
|------------------|---------|-------|
| Year 7 'A' Grade | 5% | 26% |
| Year 9 'A' Grade | 7% | 22% |

* NAPLAN Results spread, percentage of students in upper and lower bands for writing and numeracy

| NAPLAN | Reading | Writing | Numeracy |
|----------------------|---------|---------|----------|
| Year 7 Exceeding | 17% | 11% | 5% |
| Year 7 Strong | 63% | 55% | 70% |
| Year 7 Developing | 17% | 28% | 23% |
| Year 7 Needs Support | 3% | 6% | 2% |

| NAPLAN | Reading | Writing | Numeracy |
|----------------------|---------|---------|----------|
| Year 9 Exceeding | 15% | 22% | 2% |
| Year 9 Strong | 55% | 46% | 67% |
| Year 9 Developing | 25% | 27% | 26% |
| Year 9 Needs Support | 5% | 5% | 5% |

* Adaptative PAT results Year 7 & 8

| | | | | |
|---------|---------|---------|---------|---------|
| PAT - M | 145-154 | 135-144 | 125-134 | 115-124 |
|---------|---------|---------|---------|---------|

Target Results for 2024

| NAPLAN | Reading | Writing | Numeracy |
|----------------------|---------|---------|----------|
| Year 7 Exceeding | 15% | 15% | >5% |
| Year 7 Strong | 60% | 60% | 70% |
| Year 7 Developing | 20% | 20% | 20% |
| Year 7 Needs Support | <5% | <5% | <5% |

| NAPLAN | Reading | Writing | Numeracy |
|----------------------|---------|---------|----------|
| Year 9 Exceeding | 15% | 15% | >5% |
| Year 9 Strong | 60% | 60% | 70% |
| Year 9 Developing | 20% | 20% | 20% |
| Year 9 Needs Support | <5% | <5% | <5% |

Building reading, writing, and numeracy strategies

- Inference comprehension (both literacy & numeracy)
- Problem-solving skills (numeracy)
- Summarising (Literacy)

PAT-M & PAT-R

- PAT-M and PAT-R adaptative results
 - * Year 7
 - * Year 8

| | | | | |
|---------|---------|---------|---------|---------|
| PAT - M | 145-154 | 135-144 | 125-134 | 115-124 |
|---------|---------|---------|---------|---------|

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| Year 7 | 4% | 32% | 45% | 19% |
|--------|----|-----|-----|-----|
| Year 8 | 5% | 37% | 44% | 14% |

| PAT - R | 150+ | 140-149 | 130-139 | 120-129 | 110-119 |
|----------------|-------------|----------------|----------------|----------------|----------------|
| Year 7 | 5% | 17% | 41% | 29% | 8% |
| Year 8 | 5% | 26% | 48% | 15% | 6% |

| Year 7 | >5% | 35% | 50% | 10% |
|--------|-----|-----|-----|-----|
| Year 8 | >5% | 40% | 45% | 10% |

| PAT - R | 150+ | 140-149 | 130-139 | 120-129 | 110-119 |
|----------------|-------------|----------------|----------------|----------------|----------------|
| Year 7 | >5% | 20% | 45% | 25% | <5% |
| Year 8 | >5% | 25% | 45% | 20% | <5% |

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