## Our Lady’s College
### Annual Action Plan 2013

### Priority #3: Professional Practice and Collaborative Relationships

#### Broad Strategic Goal:

<table>
<thead>
<tr>
<th>Strategic Intents</th>
<th>Strategies</th>
<th>Possible support requested</th>
<th>Indicators of Success</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.</td>
<td>• Vibrant culture of collaboration which reflects the “Never See a Need” mentality.</td>
<td>• Support from Parish Associate, Parish Priest, Campus Minister, APRE and College Staff</td>
<td>• Developing further opportunities for partnership through Rosies, St V de Paul, Mary Immaculate Primary School and Annerley Nursing Home</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• More Involvement by families in the life of the College eg attendance at College events</td>
<td>• BCEO to assist with redesign of website</td>
<td>• Parent Information Evenings are held to inform and educate parents including a new initiative of the Year 12 Parent evening.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Investigate redesign of College website to ensure that parents are provided with up to date information on school events eg parent teacher interviews</td>
<td>• Marketing Committee (design input)</td>
<td>• Families are more involved in the life of the College eg new parents BBQ and P &amp; F Working Bees—use of email lists by the P &amp; F.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Strategies to improve the communication between the college and non-English speaking families are investigated so that they may be more involved in their daughter’s education</td>
<td>• College Secretary (maintenance of website)</td>
<td>• Improved attendances at Annual Reporting Processes eg PTS interviews.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Parent understanding of the requirements of senior schooling to be improved through reimagined parent information evenings.</td>
<td>• Support with communication to non-English speaking families</td>
<td>• Parent attendance at relevant school meetings is increased eg subject selection evenings.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Assessment schedules are provided to parents on the College website so they are better able to assist students with meeting deadlines.</td>
<td>• Counsellor, Pathways Co-ordinator, APA</td>
<td>• Continued enhancement of College webpage to include all parent notes and student assignments.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Communication between the College and families of non-English speaking families is improved.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Involvement of School Board in ratifying College policy.</td>
<td>•</td>
</tr>
<tr>
<td>3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.</td>
<td></td>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards,</td>
<td>• The Staff PD plan is utilised to incorporate elements of College of Teachers Standards.</td>
<td>• College Leadership Team, Middle Leaders, QUT lecturers</td>
<td>• All teachers met desired QCT standards for registration.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Staff plan PD to ensure all teaching staff</td>
<td></td>
<td>• All staff completed a log of planned professional development for each</td>
<td>•</td>
</tr>
</tbody>
</table>
### 3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.

- Staff are given opportunities for developing leadership through Acting Senior and Middle Leadership positions.
- Eligible staff apply for ET5 and ET6 positions
- PAR structures are developed to reflect BCEO Middle Leadership structure
- Staff (particularly middle leaders) engage in leadership professional development.
- Annual Goals and Professional Learning Plans are to be reviewed with staff to support Professional Development opportunities.

#### Denis Bridger
- BCEO Consultants
- Steve Francis
- Social Club (revamped)

- Completing of Professional development by staff in areas which strengthened their delivery of the curriculum and the use of available resources to their students
- A session was given to the induction of new staff at the beginning of the year.
- A mentor was assigned to all new staff at the College.
- A booklet was prepared to assist new staff to ensure an understanding of the expectations and routines of College life.
- Members of College Leadership Team and Middle Leaders have individual as well as team goals for the year.
- All Middle Leaders complete a departmental review to match goals with achievements.
- ET5 and ET6 Staff maintain status and complete annual review against predetermined criteria.
- Building Better Relationships (Twilight Inservice)
- Various inclusive functions organised

- Acting Positions were advertised as per BCEO policy
- Eligible staff have continued to apply and have gained ET5 and ET6 status.
- Staff have enrolled and undertaken Leadership PD.
- Staff continued to align and document PD Planning to School Renewal Plan and QCT Professional Standards.
- All teaching staff submitted Annual Goals and Professional Learning Plan in term 1

### 3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.

- Establishment of relevant committees within the school:
  - Pastoral Leaders;
  - Curriculum Leaders;
  - Religion Department meetings;
  - Subject area meetings;
  - ICLO meetings;
  - Learning Support meetings;

- Staff engage in regular meetings to further develop understandings of curriculum and effective pedagogy.
- Professional development opportunities were provided to staff at the College.
- Staff accessed professional develop opportunities at a cluster level at
3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.

- Develop stronger industry links through membership with SCIPS.
- STEP program is promoted to students.
- Increase strategic links with past pupils.
- Continue staff participation on P&F and College Board.
- Marketing of the College to continue to be improved.
- CRICOS registration is maintained.
- Involvement with Japanese visitors.
- Continue links with local members and community celebrations eg Sherwood festival.
- Continue with celebrations such as Visitors Day, Leaders Breakfast and Grandparents day.
- Community projects to be completed by each level raising awareness of social issues and raising funds for many Catholic organisations eg Mater Little Miracles, Book donations for the Mater Children’s Hospital and Caritas.
- Celebration of major cultural events to be held in the College.
- Week of Excellence promotes activities which display attributes of different cultural groups.
- Dance groups with a cultural bias continue to be celebrated within the life of the College.
- Partnerships with Primary Schools

- SCIPS
- TAFE
- Universities
- Past Pupils Association
- P & F
- Pastoral Board
- Marketing Committee

- Regular inclusion of articles about the College in local newspapers.
- Effects of new marketing strategy are obvious in community engagement and enrolment numbers.
- Open Day initiative for week end access by working parents and wider community.
- Visitors’ day and grandparents days are well attended.
- Community participation in College events eg Deaf society.
- Involvement in Community events eg Sherwood Festival.
- Leaders lunch.
- Hosting of Japanese students by families within the community.
- Links formed to enhance student outcomes eg Worklinks and TAFE.
- Attendance at major College events by local Politicians and by members of the College community at government organised forums eg Lord Mayor’s Student Committee.
- Pastoral Co-ordinators ensured that community projects are completed at each year level to support a variety of Catholic charities.
- Celebration of major cultural events included in the College Calendar eg Harmony Day.
- Enthusiastic support for the cultural activities—participation in community festivals by this group.
- Week of excellence draws on the wider community to ensure a range of activities.
- Dance groups participated in many of the major College events.
3.7 A safe, healthy and productive school environment for students, staff and community.

- Year Level groups to have informative sessions during weekly pastoral care lessons and on fortnightly year level assemblies re bullying, the use of computers and cyberbullying, harassment, violence and conflict resolution.
- Counsellor to work both proactively and reactively to provide individual and group meetings about bullying and its impacts on teenage girls—especially in the area of cyberbullying.
- Year 8 Camp to have a focus on belonging to a group—to attempt to build a group who both trust and respect each other.
- Cyberbullying sessions for Years 8, 9, 10 and 11.
- Weekly meeting of Pastoral team to highlight behavioural issues such as bullying, student issues that require conflict resolution and to ensure that the required approach reflects a commonality through the year levels but that is moderated by the age and stage of the student.
- Pastoral Co-ordinators and Counsellor continue to report back to staff on students at risk and year level issues each Monday morning at staff briefing.
- The continued decrease in class load for Pastoral Co-ordinators to ensure a more visible presence at lunchtimes—encouragement to be involved in the playground each day.
- Encouragement of the Counsellor and the Campus Minister to be more involved in informal discussions with students in the playground at break times.
- Big Sister group to undergo training to assist in their support role to ensure that Year 8 students have an understanding of the structures provided in the College for student support.
- SRC meetings include mentoring for students to assess and report incidents of inappropriate behaviours that are being exhibited on a whole year level rather than individual basis eg the year 8 use of the locker room as a change room.
- Pastoral activities are maintained during week of excellence.
- Integration of Student Leadership committees for 2012 reflecting a model that better caters for the needs of the College.
- Reinforcement of positive behaviours by all.

- Generation Next
- Guidance Counsellor
- Pastoral Co-ordinators
- Deputy Principal
- Campus Minister

- Incidences of bullying reduced within the school.
- A cohesive and happy Year 8 group in 2013.
- Friendship issues in each year level resolved quickly and with success.
- Week of Excellence included year level Pastoral Activities.
- Student issues are highlighted at weekly pastoral meeting giving a greater understanding of concerns throughout the entire school community.
- Pastoral Co-ordinators, Counsellor and Campus Minister are more visible and accessible to students at breaktimes.
- Staff have a wider understanding of student issues.
- Big Sisters and the SRC have a greater role in mentoring the younger students in the issues surrounding a safe and supportive school environment.
- Student Leadership Team involves and motivates the student body in each of the student committees.
- Pastoral Co-ordinators and Counsellor are fully conversant with the Behaviour Support Plan.
- All staff are walked through the College expectations in the nuts and bolts section at the beginning of the year with the understanding that all students are informed of these on their first day of school for 2012 (a handout sheet/access to computer link is provided with these for all staff).
- Meetings with individual students continue to occur with the DP, Pastoral Co-ordinators and Counsellor.
- Records are maintained of any student who is involved in a plan or a suspension by the relevant party.
- The SBS system was used to record issues of behaviour management that require suspension either in school or at
members of the College Community.

- Counselling of any students whose behaviour is considered inappropriate.
- Continue to implement individual behaviour support management plans.
- Records maintained by Deputy Principal of any students suspended from school and these to be recorded on the SBS system.
- Records maintained by Pastoral Coordinator of any individual behaviour plans written for their particular year level.

- A variety of learning and assessment strategies implemented in classrooms which better meet the individual learning needs of students with disabilities and from diverse cultural backgrounds is integrated by each department.

3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.

- Investigate alternate methods of developing strategic links with primary schools.
- Use of Week of Excellence, Feast Day and Catholic Education Week activities to enhance connection with primary students.
- Provide opportunities for primary feeder schools to engage with the College through the use of the College bus.

- Primary Feeder Schools
- College staff
- BCEO Consultants

- Students from the College more involved in neighbouring schools eg Drama classes visiting local BCEO schools with shows during WOE, Early Childhood classes visiting BCEO schools for practical lessons, BCEO schools visiting for lessons during WOE.
- Attendance at BCEO school fetes.
- Leadership Team attending important school events at local BCEO primary schools.
- College Bus used to transport students from feeder Primary schools to OLC.
- OLC Staff to attend relevant meetings and to adhere to BCEO policy.