

Ursula Frayne Catholic College



SCHOOL IMPROVEMENT PLAN 2015-2017

From Aspiration to Reality

Executive Summary



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The *Mandate of the Catholic Education Commission of Western Australia* and *Mandate Letter for all involved in Catholic Education (2009-2015)*, as promulgated by the Catholic Bishops of Western Australia, is the fundamental document for all involved in Catholic Education in Western Australia. The Bishops' *Mandate Letter* charges Catholic educators to foster the continuous development and improvement of Catholic schools and the need for Catholic schools to strive continually to be effective schools is made explicit.

In the spirit of a 'continuous development and improvement' model of management, the Ursula Frayne Catholic College Board undertook a consultative process during 2014 to establish the hopes, dreams and expectations for the College for the next three years. This School Improvement Plan is the result of the collective wisdom of the College community including the Board, Executive Leadership Team, Staff, Parents and Students and therefore reflects a collective view in relation to the future direction of the College.

The three-year plan is a significant development in the growth of the College and identifies the *Key Outcomes* for each of the components of our school *Vision* to meet the challenges ahead and continue to build a vibrant, engaging and inclusive *learning and faith community* for our students.

In keeping with the decision by the Catholic Education Commission of Western Australia for all Catholic schools/colleges to adopt the framework of **L.E.A.D.** – **L**earning, **E**ngagement, **A**ccountability and **D**isciplineship – the College has aligned its school improvement plan to these organisers that encapsulate the components of our school vision of a *learning and faith community*.

The key commitments that apply to all aspects of the College's school improvement agenda are:

- Building capacity for a sustained and contemporary Catholic identity and for the spiritual growth of our members
- Maximising the power of relationships and of wellbeing to influence the aspirations and learning behaviours of our students
- Continuing to expand and explore opportunities for distributed leadership at all levels and the professional growth of all staff
- Building a shared commitment to students becoming resilient learners with ambition, direction, confidence and capacity to be self-directing
- Building a shared understanding of purposeful learning and effective practice in learning and teaching programs and practices

- Building student and staff capacity for empathetic, compassionate and active local and global citizenship
- Building a shared commitment to sustainability, care for planet and stewardship of the local environment.

The Plan sets out the *Strategies* to be undertaken over the next three years to achieve our *Outcomes*. The document provides a primary source of material to guide the development of policies and programs for the College. It is a rich source of ideas and material to ensure that the College remains faithful to its motto, mission, vision and values. Here we have revitalised the mission and vision for the College and look forward to building upon the enduring values and traditions of Ursula Frayne Catholic College.

The Strategic Plan is presented in two formats:

1. Executive Summary; and
2. Working Version

It should be noted that the detail provided in the consultation phase is contained in the working version and will be referred to when implementing each initiative. Operational matters will be addressed and assessed outside the strategic planning process.

The School Improvement Plan 2015-2017 is commended to all associated with the provision of a quality Catholic education at Ursula Frayne Catholic College.

Donna Di Bartolomeo
College Board Chair

Geoff Mills
Principal

OUR MISSION

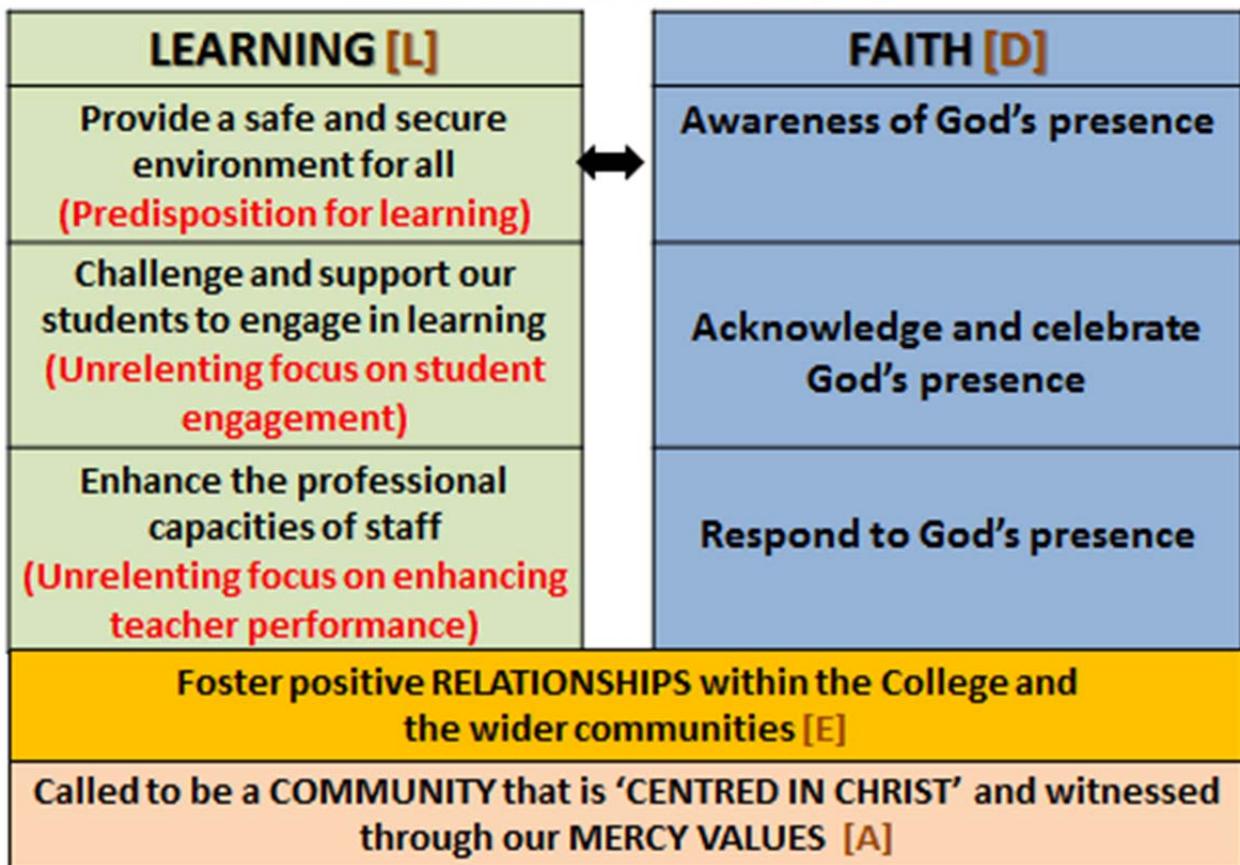
Ursula Frayne Catholic College is a K-12 coeducational College in the tradition of Catherine McAuley.

Our Mission is to empower all students in the pursuit of excellence in their life long learning journey.

OUR VISION

In accordance with our Motto and Mission, our Vision is to provide a vibrant, innovative and contemporary *learning and faith community* that aspires to develop the whole person spiritually, intellectually, physically, socially and emotionally.

Vision for UFCC



Key: [L] Learning, [E] Engagement, [A] Accountability, [D] Discipleship

The components are interdependent and must all work together in order to achieve the vision.

LEARNING

Context

The College is committed to developing students who:

- are motivated and engaged in learning
- are reflective, independent and curious learners
- persist to achieve their potential
- ask and investigate critical questions on a diverse range of topics
- are equipped to engage actively in local and wider community contexts.

The achievement of these commitments is contingent in large part on:

- maintaining a caring and supportive culture for the whole College community where students feel safe and happy; and all members of the College community are valued and respected.
- the College recruiting and nurturing quality teachers who are highly skilled, enthusiastic, innovative and able to inspire students.
- the provision of facilities, learning spaces, gathering areas, external spaces and landscaping that are conducive to effective learning and teaching, relationship building and community cohesion.
- fostering student leadership.

Learning programs and pedagogy are informed by student achievement data and by evidence-based, innovative practice that inspire high levels of learner engagement and achievement and the College's *Digital Learning Statement (2014)*.

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
PROVIDING A SAFE AND SECURE ENVIRONMENT FOR ALL (Predisposition for learning)	Focusing on well-being through the promotion of a healthy, well-balanced lifestyle for students and staff.	<i>Support given to initiatives that promote a well-balanced lifestyle for students and staff.</i>
	Providing enhanced pastoral care through the development of student self-awareness, self-confidence, resilience and leadership.	<i>Review existing pastoral care programs to ensure responsiveness to student needs.</i>

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
		<i>Explore opportunities to to enhance the formation of student leaders in the College.</i>
	Providing an attractive learning and working environment that is reflective of the need for sustainability and care of our planet; contemporary facilities and learning spaces that will support 21 st century approaches to learning.	<i>Develop a Master Plan for both campuses that is reflective of environmental sustainability and guide the development of a new five year Capital Development Plan, Maintenance Plan and Landscape Plan.</i>
	Exploring all avenues to increase the space available on both campuses, taking full advantage of all opportunities to further develop our buildings grounds and facilities.	<i>Follow-up the recommendations from the Exploration of Future Options for Ursula Frayne Catholic College undertaken the College Board in 2013.</i>
	Providing high quality transition programs for students as they move into each sub-school.	<i>Review current transitional arrangements into each sub-school.</i>
CHALLENGE AND SUPPORT OUR STUDENTS TO ENGAGE IN LEARNING (Unrelenting focus on student engagement)	Promoting effective use of ICT to enhance learning outcomes.	<i>Follow-up the recommendations from the Digital Learning Statement developed during 2014.</i>
		<i>Implement SEQTA as the College’s integrated Learning Management System.</i>
	Forming stronger partnership between staff and students that caters for individual difference, fosters a passion for independent learning and achievement of full academic potential.	<i>Continually review the diverse educational needs of students and provide multiple opportunities to students requiring support.</i>
		<i>Provide specialised learning programs and opportunities for students.</i>

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
	Providing an ethical and inclusive early childhood (K-2) curriculum, informed through National Quality Standard (NQS).	<i>Follow-up recommendations from the NQS assessment.</i>
	Ensuring a culture that reflects a genuine care for the earth	<i>Develop a College plan focussed on the promotion of environmental sustainability.</i>
	Maintaining a strong commitment to an extensive program of co-curricular activities.	<i>Review of before and after school offerings.</i>
		<i>Enhance the promotion of opportunities for student involvement across the College.</i>
	Developing an effective whole-school approach to reporting that provides meaningful feedback about individual student progress.	<i>Use data effectively to inform the teaching and learning process and to improve student performance.</i>
		<i>Utilise SEQTA to provide timely, current, information about student progress.</i>
ENHANCE THE PROFESSIONAL CAPABILITIES OF STAFF (Unrelenting focus on enhancing teacher performance)	Supporting and resourcing staff to grow professionally and to engage collaboratively in a culture of high expectations, performance and professional learning.	<i>Provide professional learning which assists teachers in the design and delivery of high quality learning programmes.</i>
		<i>Enhance our whole school approach, K-12, by increasing collaboration across the learning areas, sharing resources and expertise between our two campuses.</i>
	Teaching in ways which reflect an understanding of how students learn.	<i>Continue to inform and educate staff about the standards and expectations in relation to students with specific needs.</i>
		<i>Use data to inform pedagogies that enhance student learning, well-being and resilience.</i>

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
	Strengthening workplace recognition, collegiality and general staff well-being	<p><i>Enhance the induction processes for new staff, particularly those employed during the year.</i></p> <p><i>Further develop cross-campus professional and social networks for staff.</i></p>

Performance Measures:

The following information will assist in assessing the achievement of the Outcomes:

- The achievement of Capital Development, Maintenance and Landscaping Plans.
- The extent to which the goodwill and generosity of spirit is maintained (via feedback from the College community and the witnessing of relationships).
- Standards of student behaviour (via feedback for the College community, behaviour records and with witnessing of behaviour).
- The extent of student/staff satisfaction with their experiences at the College.
- Literacy and numeracy levels (including external comparisons).
- Outcomes from the National Quality Standards for Early Childhood education.
- Aggregated student performance data across all subjects.
- Improved Year 12 results and student post school destinations.
- Capacity to attract and retain quality staff.
- Teaching staff actively involved in capacity building activities such as peer observation and coaching, post –graduate studies and cross-campus collaboration.
- Level of parent and student satisfaction (via surveys and interviews).

DISCIPLESHIP

Context

As a Catholic school in the Mercy tradition there is a commitment to providing students with learning programs and experiences based on:

- Gospel values – in particular the values of compassion, justice and respect
- the Catholic faith – its stories, teachings, worship and traditions
- the Mercy ethos

These commitments are realised not just in and through Religious Education (RE) programs but in experiences that students have in all areas of school life and is enhanced through the College's *Evangelisation Plan (2013-2018)*.

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
AWARENESS OF GOD'S PRESENCE	Providing staff with opportunities for spiritual and intellectual growth to build confidence, commitment and cohesion to enact the College's vision of being a learning and faith community.	<i>Implement strategies from the College's Evangelisation Plan (2013-2018).</i>
ACKNOWLEDGE AND CELEBRATE GOD'S PRESENCE	Providing engaging and meaningful experiences of prayer and reflection across the College community.	<i>Implement strategies from the College's Evangelisation Plan (2013-2018).</i>
RESPOND TO GOD'S PRESENCE	Providing opportunities for students to positively respond in a manner that reflects and understanding of Catholic tradition to contemporary needs	<i>Implement strategies from the College's Evangelisation Plan (2013-2018).</i>
		<i>Develop the Christian Service Learning Program to include students in the Junior School.</i>

Performance Measures:

The following information will assist in assessing the Outcomes:

- The level of participation in liturgies, retreats, rituals and registrations for Sacramental Programs.
- The extent of achievement of the College's Evangelisation Plan.
- The capacity to recount the Ursula Frayne story, the Mercy and Edmund Rice traditions.
- Performance in the Bishops' Religious Education Literacy Test.

ENGAGEMENT

Context

The College is committed to strengthening its connections between the current school community, former students and staff, the Sisters of Mercy and the Christian Brothers. The community of the Town of Victoria Park, as an important part of the heritage of the school and its future, is another focal point for community outreach. The school community is consulted where appropriate with opportunities provided for staff, parents and students to meet and discuss significant issues. The College has a wonderful ‘story’ to share. The challenge is to do this more effectively in order to invite and prompt a response from perspective families to engage with the school.

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
FOSTER POSITIVE RELATIONSHIPS WITHIN THE COLLEGE AND THE WIDER COMMUNITIES.	Providing parents with opportunities to be fully immersed in all aspects of College life to achieve the best outcomes for their children.	<i>Through collaboration and consultation provide opportunities to address significant issues that impact on student learning and faith development.</i>
		<i>Identify parent expertise and employ strategies to involve them in building community.</i>
	Ensuring the on-going sustainability of enrolments by effectively promoting a strong profile to reflect the College’s a dynamic and vibrant learning and faith community.	<i>Review the style and methods of communication currently in use in the College.</i>
		<i>Identify and adopt strategies that will further enhance the College’s approach to marketing, public relations and communication.</i>
		<i>Celebrate the success of Frayne students with the wider community.</i>
		<i>Explore the use of digital technologies to enhance communication with all members of the school community.</i>

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
	Nurturing a strong and vibrant College that embraces multiculturalism and supports students from all backgrounds.	<i>Promote reconciliation through increased enrolments of indigenous students.</i>
		<i>Enhance the inclusive culture of our College through the acceptance and celebration of students from diverse backgrounds.</i>
		<i>Undertake a review of the College's scholarships.</i>
	Sharing the unique story of the College with students, staff, parents and visitors to the College.	<i>Explore ways to enhance the Mercy tradition within the College.</i>
		<i>Explore ways of acknowledging the contribution of the Christian Brothers to the history and culture of the College.</i>
		<i>Develop a framework that will enhance the Mercy and Edmund Rice traditions through the naming of buildings, the naming and promotion of factions/Clusters and increasing religious symbols around the College.</i>
	Connecting with past students and inviting their continued interest in the life of the College.	<i>Develop a model to facilitate further engagement by former students utilising, where appropriate, contemporary forums and methods of communication.</i>

Performance Measures:

The following information will assist in assessing the Outcomes:

- Increased levels of authentic participation of parents throughout the College.
- Increased levels of authentic participation of former students in the life of the College.
- Increased enrolments of student from diverse cultural backgrounds, especially children from Aboriginal and migrant backgrounds.

ACCOUNTABILITY

Context

All members of the school community are challenged to be open and receptive to the unique gifts and talents of each other. Each individual student and staff member is challenged to make the best use of their talents through active participation in leadership and service roles within the College. As a *learning and faith community* we aim to ensure that the charism of the Sisters of Mercy permeates the culture of our College.

The College will work to ensure:

- the delivery of good stewardship in line with Gospel values.
- the future of the College through strong governance within Catholic canonical structures.
- the financial viability of the College.
- that the College is not only resourced for the present, but to ensure that it has long term viability.
- a quality Catholic education at an affordable price.

VISION COMPONENT	KEY OUTCOMES	STRATEGIES
CALLED TO BE A COMMUNITY THAT IS 'CENTRED IN CHRIST' WITNESSED THROUGH OUR MERCY VALUEs.	Ensuring the College is an inclusive community in which the achievement of all students is acknowledged and celebrated.	<i>Review the ways in which student achievement and contributions are formally acknowledged.</i>
	Providing effective, safe and functional management of staff, finances and risk.	<i>Ensure financial sustainability by increasing enrolments on the Duncan Street campus while maintaining the strengths of the College's culture and student outcomes.</i>
		<i>Optimise funding availability through special programs and grants.</i>
		<i>Progressively review the staff structure in line with growth.</i>

Performance Measures:

The following information will assist in assessing the Outcomes:

- Initiatives in this component will be evaluated against our five core Mercy values of *compassion, excellence, hospitality, respect and justice*.
- The extent to which the College is financially sustainable in the longer term.
- The achievement of enrolment targets.
- Compliance with legislation, Government and Catholic Education Office requirements.