
- Justice - Compassion - Service - Excellence - Dignity



2021 SCHOOL IMPROVEMENT PLAN PROGRESS REPORT

Catholic Identity



Mercy Charism

Develop a cohesive, consistent and whole-school approach to fostering the personal and spiritual growth of students in the life and mission of the Church underpinned by the charism of the Mercy sisters.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> • Include intercessions/ invocations on school prayers 	<ul style="list-style-type: none"> • SEQTA – Daily Notices to reflect this • Staff to use in their student and parent meetings 	<ul style="list-style-type: none"> • School website to have the updated prayer • Present in Organisers in 2022 • Evident in Staff meetings and Assemblies
<ul style="list-style-type: none"> • Scope and sequence for K-12 Retreat/House Days will focus on a Mercy Heritage program. 	<ul style="list-style-type: none"> • A finished scope and sequence of Retreats linked with House days for K-12 	<ul style="list-style-type: none"> • Ministry Team to present to all staff the scope and sequence for Retreat Days and House Day activities. • Ministry Team to present scope and sequence to Parent Council in Term 4 • Placed on website



Faith Formation

Foster the faith formation of each member of our College so that our community are empowered to be courageous, articulate, faith-filled contributors to a more just world.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> • Professional learning series, two hours per term with Vincent Restifo. Focus on Lent, Confirmation, Corpus Christi and Advent • Action/plan on improvements to make visible in primary 	<ul style="list-style-type: none"> • TRBWA and Ongoing Renewal Certificates • Feedback from staff 	<ul style="list-style-type: none"> • Primary Action plan for what with occur in the primary in 2022. • Ongoing renewal hours certified by CEWA
<ul style="list-style-type: none"> • Deepening the Catholic identity of Mercy College through the composition of a school song through music made public. 	<ul style="list-style-type: none"> • A school song is created and shared with the community 	<ul style="list-style-type: none"> • School song sung at major celebrations – Mercy Day, Harmunity, ACM • Played at ex-staff sundowner in Term 3 • School song on website



Sacramental Community

Offer opportunities for the College community to intentionally participate in the sacramental life of the Church.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> • Student lead Rosary on Friday mornings for the community • All year levels and staff participating in masses each term linked with the Mercy values • Sacramental programs to include art program in line with OLOM and Catechesis • Sacramental year levels to organise Retreats reflecting program – retreats occurring annually in each year level. 	<ul style="list-style-type: none"> • Rosary is held every Friday morning by students. • A calendar of Masses for the term • Increasing numbers of students and staff attending • Students engaging with masses • All three entities create the same art work which is displayed in the church • Children engage in retreat days. 	<ul style="list-style-type: none"> • School calendar of Rosary mornings and Daily Notices explaining the purpose of the Rosary. • Term Calendar • Mass Outlines • Scope and sequence for art activities • K-12 Scope and sequence for retreat days



Education



Vision for Learning- SEW Model

Build on the foundations of the SEW Model to develop an innovative schoolwide pedagogical framework that will guide the learning growth, development and experience for students, teachers and support staff.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> • Learning walks (K-12) <ul style="list-style-type: none"> ○ Physical resources ○ Pedagogy ○ Maximise students learning spaces 	<ul style="list-style-type: none"> • Increasing numbers of students and staff attending • Students engaging with masses • Scope and sequence for art activities 	<ul style="list-style-type: none"> • Visible learning space <ul style="list-style-type: none"> ○ Clear windows ○ Less clutter ○ More space for flexible pedagogy • More consistency in learning spaces • Identifying and decluttering possible learning areas <ul style="list-style-type: none"> ○ Get rid of very old resources from learning spaces
<ul style="list-style-type: none"> • Common understanding of the Mercy Graduate of 2034 – inform choices around <ul style="list-style-type: none"> ○ Curriculum ○ Skills ○ Competencies ○ Values ○ Pastoral care / experience 		
<ul style="list-style-type: none"> • Middle Leadership Program 		<ul style="list-style-type: none"> • Statement written with the Middle Leadership Team (program) with consultation with staff, students and parents (evidence) • Feedback from the Middle Leaders (forms) • Conversations/dialogue • Changes to pedagogy • Increased collaboration • “What have we achieved this semester?” • Feedback survey/chart



A Whole School Approach to Literacy

Develop and implement a coherent, sequenced Literacy Plan based on data and research to include timely and needs-based intervention K-12.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> Develop a team that begins with K-3 then moves from Year 4 – 9 (Reading) 	<ul style="list-style-type: none"> K-6 scope and sequence (part of the curriculum plan – how and what skills and content will be taught. 	



Diverse Learning

Establish rigorous processes for identifying and profiling students and strengthen the development and implementation of Personalised Learning Plans in dialogue with students so as to improve learning gains for all students.



National Quality Standards / Early Childhood Practice

Embed child-centred early childhood pedagogies and practices that maximise each child's agency, learning and development.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> Staff professional learning to engage and empower teachers and EA's in the NQS drivers and intent. Review Early Childhood learning spaces to maximise student agency 		

Love in Action

Community



Parent Engagement

Promote collaborative, ongoing parent engagement opportunities through College celebrations, information evenings, parent feedback and forums.

Strengthen the on-line presence of the College with an emphasis on promoting successes, achievements and excellence to the local community.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> • Climate survey – NSI Partnership Parent Engagement Survey • Culturally appropriate communication <ul style="list-style-type: none"> ○ Socio economic ○ Language - ESL ○ African customs, traditions ○ Engagement of community liaison parent • Review use of social media and online forums 	<ul style="list-style-type: none"> • Cultural awareness • Diversity learning for staff <ul style="list-style-type: none"> ○ Middle eastern attire ○ African customs, traditions ○ Engagement of community liaison parent • Engagement of Community Liaison Parent 	<ul style="list-style-type: none"> • Parent Survey 20/04/21 • Student Survey – Week 4 / 5 in Term 2 • Parents choosing Mercy College for SWD. Highly regarded in Community • Enrolment and retention strong. Projected enrolment figures will be strong



Student Voice

Develop a culture and practice of servant leadership across the student body.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> • Cohesive K-12 SRC involvement, approach, voice • Involving students in all decision making 		<ul style="list-style-type: none"> • Student Code of Conduct • Uniform Survey completed by students 2021

Love in Action



Wellbeing

Develop a whole-school approach to wellbeing which accommodates and responds to the needs of individual students including those impacted by trauma and hardship.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none">• Common language and pedagogy across all staff• Student wellness team• K-12 approach to psychology / counselling / nursing Regular communication – seamless fusion of information		<ul style="list-style-type: none">• Restorative Practices PD Year 3 – 12 staff on 19/04/21• Berry Street Model or variation of PL ~ 8 staff trained



Stewardship



Sustainability

Educate staff and students to understand our responsibility for environmental stewardship and engage the community to develop and embed schoolwide sustainability practices.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> Promotion/ education with students and families re: sustainability via curriculum Containers4Change initiative Intentionally opt for renewable sources of energy, where possible Review whole of school approach to recycling 	<ul style="list-style-type: none"> Sustainability report (Mercy Insight Yearbook) Containers4Change 'income' Recycling data (yearly) 	



Learning Spaces

Review the Capital Development Plan and potential areas for refurbishment in light of the emerging Vision for Learning with a view to creating vibrant learning spaces and communal staff spaces that support contemporary learning and collaboration.

Strategies to Achieve the Goal	Success Indicators	Evidence
<ul style="list-style-type: none"> Professional learning for middle leaders and teaching staff re: learning spaces/ future schooling Development of a schoolwide pedagogy to inform the CDP 	<ul style="list-style-type: none"> Learning walks- middle leadership Refresh/ renew learning spaces Audit furniture commensurate to pedagogy 	

Love in Action