

# LOYOLA COLLEGE



STRATEGIC PLAN  
2019 - 2022

**STRATEGIC PLAN TO ADDRESS COLLEGE REVIEW RECOMMENDATIONS**

<b>Recommendation</b>	<b>Goals - the What</b>	<b>Key improvement strategies – the How</b>	<b>When</b>	<b>Who</b>
1. Establish and implement a College-wide systematic plan for the annual collection, communication, analysis and use of student achievement and wellbeing data. This will inform the steps to be taken to create knowledge and understanding of data by all staff.	Identify the current data being collected across the College.	Document current data being collected.	2019 to 2022	Data Technician ICT Manager DP (T&L)
		Establish a Data Working Party.  Determine what current data is useful and what additional data needs to be collected.  Develop a PD session where staff can be educated on effective use of data.		DP (T&L) DP (Students) HOL/HOH Consult Data Working Party
	Make PAT and NAPLAN results readily available to all staff.	Use PAT-R data to improve literacy outcomes across all faculties.  Use PAT-M data to improve numeracy where relevant for faculties.	2019 to 2022	HOL/HOH Teaching Staff
	Use summary of relevant Year 12 Exit Survey data to inform future practices.	Develop a user-friendly format for data presentation, made available to all teaching staff.	2019 to 2022	DP (T&L) DP (Students) HOL/HOH

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	<p>Use summary of Year 7 – 9 Wellbeing data.</p> <p>Use formative reporting data from LMS to inform assessment and curriculum practices.</p> <p>Clarify the purpose of each set of data.</p> <p>Establish what data needs explicit targets.</p> <p>Establish a process for data collection, analysis and communication.</p> <p>Use data plan to improve student outcomes.</p> <p>Establish a shared understanding that data needs to improve student outcomes in staff forums.</p>	<p>Use data analysis outcomes to address any concerns in the classroom.</p> <p>Use the data with individual students as part of the AC process and Subject Specific Conversations.</p> <p>Use yearly data to re-evaluate following year programs develop growth in student learning outcomes.</p>		<p>Teaching Staff Consult</p>

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2. Develop, in close partnership with the school community, the next school strategic plan and subsequent annual improvement plans. Ensure these plans have a narrow and sharp focus on improvements sought in core learning priorities derived from an analysis of school student achievement data, are articulated in terms of key improvement actions, timelines and responsibilities and inclusive of meaningful targets for students and classes.	Engage the school community in developing the strategic plan.	Faculties will review all assessment practices with a view to generate a range of academic results across the subjects at each year level.	2018 for implementation in 2019 and 2020	Principal, College Board, College Staff
	Describe the improvement targets from the core learning priorities ensuring that they are meaningful to both students and teachers.	Faculties will develop a common understanding of what constitutes a rigorous assessment at each year level and for each subject.	2018 for implementation in 2019 and 2020	HOL, DP (T&L) DP (Students)
	Set explicit targets on reliable data based on assessment practices.	Each faculty will use a common rubric framework/format for all applicable assessments informed by VCAA guidelines.	2018 for implementation in 2019 and 2020	DP (T&L), HOL DP Students
	Develop common and consistent and rigorous assessment practices across all faculties for students Years 7 – 10 in line with the Victorian curriculum.	Moderation is to become common practice & Exemplar models are to be created for all units of work.	2018 for implementation in 2019 and 2020	DP (T&L), HOL Subject Team Leaders DP Students Teachers Data Technician, eLearning Coordinator HOL – English & Mathematics

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3. Review and evaluate the current processes used to make decisions concerning students' levels of achievement. The processes should be clear, consistent, moderated and aligned with the full range of outcomes required in the VCAA standards.	Align Staff Professional Learning to our strategic plan priorities.	<p>Produce a document annually that links directly staff professional learning to our strategic plan priorities.</p> <p>Provide staff professional learning on Excel, rubrics, higher-order thinking skills, differentiation.</p> <p>Link individual Staff Professional learning to our college priorities for that year.</p> <p>Make reading and the teaching of reading a professional learning priority for all staff.</p>	2018 for implementation in 2019.	<p>DP (Staff &amp; Operations) Professional Development Coordinator (PDC)</p> <p>DP (T&amp;L), HOL, Teaching Staff</p>
4. Further develop and implement a Professional Learning Plan with explicit links to the College's improvement agenda. Use this plan to direct a sharp focus on those areas of development of highest priority, with targets for improvement.	Ensure all staff are aware of and have their own improvement plan in relation to the College's priorities.	<p>Make staff aware of the improvement agenda through appropriate forums.</p> <p>Mandate a professional learning plan for each teaching staff member.</p>	2019	<p>PDC PDC Committee Principal Teacher Formation Coordinator &amp; DP (Staff &amp; Operations)</p>



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<p>5. Examine how concepts of best practice, Ignatian Pedagogy and L5 lesson planning methods can be melded into a single coherent description of pedagogy to be used across the College. Build the opportunity for discussion to gain acceptance and ownership among all staff, finding ways to embody the values of the College in a common shared practice.</p>	<p>Develop a common approach based on best practice pedagogy that incorporates our Ignatian charism.</p> <p>Improve classroom student engagement.</p>	<p>Establish a working party to develop a model for Loyola College.</p> <p>Present approved model to teaching staff for reflection, deeper understanding and implementation.</p>	<p>Annually</p>	<p>Working Party comprising of 1x HOL, 1xHOH, DP (IM&amp;I), DP (T&amp;L), DP (Students) &amp; 2 x teachers</p>
		<p>Use teacher formation data, to reflect on their teaching practice and determine and implement strategies that improve classroom engagement with ongoing review.</p> <p>Through formation identify and target areas that need improvement. Develop improvement strategies. Set improvement targets and provide ongoing monitoring.</p>	<p>Annually</p>	<p>Professional Development coordinator, Teacher Formation Coordinator, Principal, DP (S&amp;O), Staff Development Coach</p>
		<p>Provide professional learning opportunities and specific intervention as required to support staff in addressing particular needs as determined through their ARM and/or Formation process.</p>	<p>2018 for implementation in 2019.</p>	<p>PDC, Teacher Formation Coordinator, Principal, DP (S&amp;O), Staff Development Coach</p>

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6. Review the use of restorative practices as an approach to behaviour management to ensure all teachers are effective and consistent in creating a focus on learning in classrooms.	Enable staff to better understand the use of restorative practices in the student management process for creating a better learning environment.	Provide whole school and targeted professional learning to teaching staff in relation to restorative practices and student management.	2019	DP (Students) DP (T&L)
7. Identify factors leading to disengagement on the part of some students to establish a positive and supported atmosphere of learning for all.	Enable staff to better understand the use of restorative practices in the student management process for creating a better learning environment.	Educate staff, students and parents on the procedures for managing ongoing disruptive behaviour that impacts on learning in the classroom beyond the existing classroom guidelines.	2019	College Leadership
		Further research and develop the use of an Individual Behaviour Learning Plan (IBLP) for targeted students.	2019	Teacher Formation Coordinator and Principal DP (T&L) DP (Students)

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		Include in the Student Wellbeing survey a question regarding the learning environment of the classroom with a view to identifying specific concerns.	2019	DP (Students)
8. Create a greater sense of belonging to the Church and being active agents in its mission.	Build a stronger sense of Catholic Identity.	<p>Make enhancing Catholic identity everyone’s business. Ensure all staff receive adequate training and ensure it is part of staff induction.</p> <p>Explicitly unpacking the annual college theme twice annually with staff at meetings and with students in RE classes.</p>	Annually	All staff – more specifically senior staff who design programs, run assemblies and PDC
		<p>Be more explicit in “telling the story” <i>Eg. Fundraising presentations “Jesuit Mission is a Catholic ....”, Co-curriculum Service activities</i></p>	Annually	RE teachers, class room teachers, staff responsible for running events
		<p>Continue to build and enhance parish links.</p> <p>Continue to support the work of the Church through fundraising.</p>	Ongoing	DP (IM&I) Youth Minister Parish Liaison Community Liaison Parent bodies



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		Continue to involve students in local/parish, diocesan, JACSA and wider church programs, events.		Parish priests and parish workers Student committees HOH/SPC's Head of Sport Head of Co-curriculum RE teachers – across every subject area
		Continue to promote “Good News” stories and actions by our students both past and current, inspirational people, people of faith and the “everyday people” who make a difference.	Ongoing	DP (IM&I), Director of Communications & Events  Program developers
		Investigate ways to ‘educate’ our parent community in understanding that the College and the formation of students is part of the work of the Church, eg. Year 7 Ignatian Charism Evening.  Better use of parent portal to advertise themes.  Communication with parents through a variety of media, informing them of RE themes for the term.	Ongoing	Consult  PDC Committee  DP (IM&I) DCE, ICT Manager  DCE

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	Promote a more active involvement in social justice.	Continue to promote and fundraise for College sanctioned charities and causes.	2019	Assistant Head of Ignatian Mission House and co-curriculum groups Staff association Heads of House Youth Minister
		Find better ways to promote College outreach opportunities.		
	Improve the involvement of staff in Outreach activities.			
		Continue to integrate social justice involvement opportunities within classes and as a focus of House and other groups activities.		
		Expand the outreach offerings available for the younger students.		
		Better organise 'lunchtime fundraisers' – eg EFTPOS readers for 'cashless students' and a calendar of 'known events'.	2019	Business Manager
	Promote a greater understanding of the basis of the Church's call to mission.	Make a focus for Staff PD.	2019 - 2020	PDC, DP (IM&I)
		Promote opportunities and support for retreats and programs from centres such as CIS-Campion, CEM and local parish courses.		

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		Run awareness events such as Vocation week and Catholic Education Week		Home College Parish Liaison, DCE
		Integrate a liturgical component into some service experiences eg. – <i>Liturgy to sacralise the students’ service Year 11 Christian Service.</i>	2019	Assistant Head of Ignatian Mission
9. Develop a better understanding of self and a deeper relationship with God through prayer, reflection and discernment.	Build a stronger understanding and practice of Ignatian spirituality.	Promote a greater understanding of the Examen.  Promote a variety of themed Examens and integrate meditation with some of these.	2019 and ongoing	RE teachers Teaching staff  RE teachers and Positive Education team.
	Create more meaningful opportunities for guided community and personal prayer and reflection.	Establish a student liturgy committee.	2019	DP (IM&I)
		Empower student prayer leaders in Mentor, RE classes and other forums/meetings. Train mentor teachers and then students to make prayer more meaningful.	2019	DP (IM&I), HOH, Mentor Teachers, Staff

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		Promote and make available the spaces (Both indoor and outdoor) we have currently for meditation and prayer.	2019	DP (IM&I) and Wellbeing & Personal Development Coordinator
		Continue to look at ways that make Mass a more meaningful experience for our young people	2019	Youth Minister, Student Liturgy Committee, Choir Representative, RE teachers, Parish Priests
		Continue to work with the Parish Priests and Religious Education teachers in making our class reconciliation and other liturgies truly spiritual and meaningful experiences for students.	Ongoing	DP-IM&I, RE teachers, Youth Minister, Parish Priests
10. Develop a greater sense of the other and the rights and responsibilities of being global citizens.	Promote a Catholic view of our place in the physical world and our responsibilities.	Discuss/reference global news or current events that students need to be aware of and might include in the prayer- keeping prayer fresh/relevant to contemporary events.	2019 – 2020	RE teachers, Sustainability Coordinator, Leadership, classroom teachers. RE teachers who teach across faculties have a particular responsibility to help shape

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		<p>Reference Catholic Social teaching, Papal statements and Australian Catholic Bishops statements in discussions, relevant assessment pieces/classroom learning activities and tasks.</p> <p>Link into the global celebration of events such as World Creation Day, World Refugee Day, Social Justice Sunday, ‘World day of ...’ and calendar these events.</p> <p>Seek opportunities for Catholic teaching to be embedded across the curriculum. Eg. Find links with non-RE subjects to promote Catholic view of creation and other college programs, ie Geography and Science</p>		curriculum across the College.
	Promote a sense of respect and dialogue between cultures and faith	Continue to promote and support our overseas tours and our hosting of overseas visitors to incorporate meaningful experiences and dialogue that enhance intercultural understanding, and a sense of belonging to the universal Church	2019 – 2020	DP (IM&I) HOL Intercultural Perspectives Coordinator Overseas Tour leaders

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		<p>and/or a meaningful inter-faith experience.</p> <p>Refresh links with Islamic school(s) and organisations.</p> <p>Continue the interfaith studies particularly at Years 9 and 11 and ensure that there are visits to significant places of worship and/or regular guest speakers.</p> <p>Improve our commitment to connecting with Indigenous communities and learning about Indigenous history, culture and spirituality within the curriculum.</p>		
		<p>Reignite the Fire Carrier program, commencing with Year 7.</p>	<p>2019-2020</p>	<p>Intercultural Perspectives Coordinator</p>
	<p>Promote a faith that does justice, particularly in respect to our actions, lifestyles and attitudes</p>	<p>Continue to move towards an environmentally sustainable school.</p> <p>Act on the recommendations presented by the Sustainability Coordinator.</p>	<p>Ongoing</p>	<p>Sustainability Coordinator Business Manager Facilities Manager ICT Manager</p>



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				Intercultural Perspectives Coordinator Student environmental action groups All teaching staff
11. Implement the College Masterplan over 2019 - 2022	Focus on the implementation of one stage annually.	Establish staff committee to draft architects brief for each stage of development.  Meet with architects to discuss the brief developed.  Give approval for the stage development to proceed.	Stage 1 2018/19  Stage 2 2019/20  Stage 3 2020/21  Stage 4 2021/22	Principal Business Manager Facilities Manager and other relevant staff.