Column 1

Annual school improvement goals
- All staff and students will have a common understanding of the implications of discipleship

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Targets
By the end of 2014, we will have achieved:
- Increased staff involvement in areas of Catholic life and mission; retreats, reflection days, St Vincent de Paul, Mary Macs, immersion trips, weekly Mass
- Increased number of student engagement in peer to peer ministry
- Increased number of students attending weekly Mass
- Provided the opportunity for annual Year 7-9 Reconciliation
- Used RE literacy test data from Yr 7 to inform learning and teaching

Key improvement strategies	Indicators of progress
• 2013 Term 4 - staff spirituality day based on the implications of having an authentic relationship with Jesus **(LoRE)** • Provide the invitation and to encourage staff to participate in areas of Catholic life and mission; retreats, reflection days, St Vincent de Paul, Mary Macs, immersion trips, weekly Mass, social justice **(P, LoRE, LoM)** • Work to overcome timetable difficulties that preclude student choice in The Principles of Youth Ministry course in Year 10 Religious Education **(TTable Committee, LoM)** • To use teacher driven strategies including parent letters to focus on the importance of weekly Mass **(RE Staff)** • Youth Ministry Coordinator and Leader of Religious Education to liaise with local parish clergy to organise the sacrament of Reconciliation for Year 7 - 9 **(LoRE, LoM)** • Persuade more students in Yr 10 to complete the MacKillop Project **(AP, LSW)**	• All staff share a more common understanding of the implications of discipleship • More staff involved in all Catholic life and mission activities • A workable solution to enable all Year 10 to have the opportunity to choose The Principles of Youth Ministry • Increased numbers of students attending weekly Mass • Students in Years 7-9 will have had the opportunity to receive the sacrament of Reconciliation

Column 2

Annual school improvement goals
- Enhance learners' capacity to use technology and contemporary tools for learning and teaching
- Increase the effective use of current data to inform learning and teaching

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Targets
By the end of 2014, we will have achieved:
- Completed the 2nd year of the Yr 7 Connected Learning Project (a cross-curricular project designed to develop 21st century learning skills)
- Increased the integration of technology and contemporary learning tools across key learning areas through the use of Yrs 7 and 8 one-to-one devices
- Increased participation in the QTR program facilitated by Newcastle University
- All key learning areas using NAPLAN, RAP and HSC data from 2013 to inform learning and teaching
- Implemented Yrs 7/9 Australian curriculum in English, Maths, Science, History
- Developed Yrs 8/10 Australian curriculum programs in English, Maths, Science, History
- Expanded learning opportunities to cater for the learning needs of all students
- Launched the student and parent portal of Edumate to connect students and parents to the Catholic life and mission, Learning and teaching and pastoral dimensions of the College

Key improvement strategies	Indicators of progress
• Term 1 – embed Google Drive into Year 7 Connected Learning classes to facilitate the development of 21st century learning skills **(CLE teachers, Librarian, LLT, AP, P)** • Ongoing development of teaching and learning practices with strategies to utilise web 2.0 tools, Windows 8.1 and innovative software as an aid in research, problem solving and presentation skills in Years 7 & 8 **(Teaching staff)** • Ongoing professional dialogue to further integrate the Quality Teaching Framework into lessons to meet the wide range of needs of learners **(P, AP, LLT, teaching staff)** • Term 1 – modelling and scaffolding the effective use of data such as RAP, DeCourcy and CSO HSC data to assist reflective teaching practice **(P, AP, LLT, LOLs teaching staff)** • Ongoing analysis of data packages including SMART2 (NAPLAN) to inform teaching and learning **(P, AP, LLT, LOLs teaching staff)** • 2014 - evaluation of the Australian Curriculum programs in Years 7 & 9 **(English, Mathematics Science & History KLAs)** • 2014 – utilise professional learning opportunities and CSO release time to program and resource the Australian Curriculum programs in Years 8 & 10 **(English, Mathematics Science & History KLAs)** • Term 1 – Elevate study skills programs for Years 7, 10, 11 & 12 **(Elevate Education)** • Ongoing peer tutoring program to support Year 7 & 8 students **(AP, LSW, Year 10 & 11 Peer Tutors)** • Term 1 – invite successful past Year 12 students to speak with current HSC students **(LOLs)** • Invite experts as guest speakers to present to students • Ongoing liaison with personnel/organisations supporting a variety of learning opportunities **(P, AP, LLT, VET Coord, TAFE, CSO, RTOs, OHS)**	• students and staff are adept users of the Google Drive platform, including the uploading and sharing of information • settled introduction to high school in Year 7 • greater levels of independent learning, group work, problem solving and presentation skills in Year 7 • smooth transition with the roll-out of one-to-one devices in Year 7. The students confidently and successfully manage their devices. • collegial support for continued involvement with Quality Teaching Rounds • widespread use of the data analysis of student performance and the tracking for learning gains across the college • 2015 programs developed for Year 8 & 10 in English, Mathematics Science & History KLAs • increased engagement by students completing alternate patterns of study

Column 3

Annual school improvement goals
Enhance student engagement with learning, their connections with each other and their wellbeing by:
- Improving punctuality and attendance
- Increasing participation in and support for college and community initiatives

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Targets
By the end of 2014, we will have achieved:
- An analysis of the quality of pastoral care and wellbeing using the School Audit Tool from the Pastoral Care and Wellbeing for Learning Framework for DBB schools
- Identified particular pathways in the Framework for development and improvement in 2015
- Increased teacher and student engagement in pastoral lessons
- Significantly improved student punctuality to morning pastoral and all lessons throughout the day
- A 50% reduction in daily unexplained late sign-ins
- Increased participation in house/pastoral class activities on community days (St Joseph's Day, JJAMM afternoon, carnivals)
- Increased rate of volunteerism for social justice initiatives (night patrol, Vinnies breakfasts, Mary Macs)
- Higher proportion of Yr 10 students successfully completing the MacKillop Project
- Increased applications in August 2014 for student leadership positions for 2015
- The awards feature of the welfare module of Edumate will be fully operational with staff employing it with confidence to positively acknowledge students
- Reduced incidence of bullying measured by the 2014 safe schools survey

Key improvement strategies	Indicators of progress
• 2014 - use a 'strengths/weaknesses' chart to evaluate the pastoral program in terms of engagement, relevance and appropriateness of learning activities **(LSW, YL, Pastoral teachers)** • 2014 - provide clear information about social justice opportunities and appropriate training to support volunteers **(LSW, Youth Minister)** • 2014 - encourage pastoral teachers to attend professional learning **(P, AP, LSW)** • 2014 - analyse late sign-in data to measure proportion of 'unexplained late' and analyse the validity of reasons provided to explain lateness **(AP, LSW, YL)** • Term 1 - provide release time to set up the awards feature of Edumate **(AP, LA, LMS, LSW)** • Term 1 - establish cross-age house games groups to enhance house identity and connections within the house **(LoH, AP, all staff)** • Term 1 - develop an unambiguous consequence for unexplained lateness **(P, AP, LSW, LA)** • Term 3 - use the school audit tool to assess teacher perception of the quality of pastoral care and wellbeing provided **(P, AP, LSW)** • Term 3 - communicate to students the individual and community benefits derived from exercising leadership **(P, AP, LSW, YL)** • Term 3 - assess the quantity and quality of applications for student leadership positions **(P, AP, LSW, YL)**	• identifying specific pathways in the framework for development and improvement in 2015 • consistent reduction in unexplained lateness each term • increased enthusiasm for cross-age games group time • awards feature of Edumate widely used • stronger rosters for social justice initiatives • more students applying for leadership • more students volunteering to 'serve' evidenced by higher completion rate in the MacKillop project • fewer detentions for lateness to class