

ANNUAL IMPROVEMENT PLAN 2024



As part of the 2022-2024 Strategic Plan, the Annual Improvement Plan focuses solely on the goals and tasks allocated and/or created for 2024. This plan will ensure a continued commitment to providing a positive and nurturing learning environment that supports our school's mission and vision for the future.

Mission Statement

Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

Vision Statement

Merici College endeavors to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future.

Purpose Statement

To educate women so that they are empowered to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

Values

Fidelitas

Integritas

Communitas

Spes



Actions as aligned to 2002-2024 Strategic Plan are:

1. **STRONG FAITH – ASPIRATION: TO BUILD A STRONG AND POSITIVE CATHOLIC IDENTITY, WHERE FAITH IS NURTUED AND ALL ARE EMPOWERED TO SERVE OTHERS.**

DOMAIN: Catholic Identity

STRATEGY 1.1: Enrich charism and Catholic culture in the College

Actions	Enablers	Evidence of Success	Resources
1.1.1: Align student faith formation experiences to Pastoral Care Program to include camps and retreats.	Head of Mission & Community to collaborate with Pastoral Care team including AP and Director of Student Well-being.	Increased student engagement. Positive student feedback. TTFM and school and student evaluations. Angela's Angels & Social Justice team to be canvassed for feedback. Completed documented pastoral scope and sequence/overview.	Pastoral care programme and activities to align with reflection day/retreat themes across all year groups.

STRATEGY 1.3: Increase awareness and usage of prayer rooms

1.3.1: Enhance interfaith prayer room.	Head of Mission and Community & community to liaise with Business Manage the Finance Officer/Manage Manager to plan room changes and costing Action Publicize: run opening celebration	Increased student usage sign in/sign out book as evidenced by a sign in sheet. (HOM&C to monitor) Opening events completed	Finances for room refurbishment Building and maintenance crew
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DOMAIN: Service Learning

STRATEGY 1.4: Build understanding and commitment to social justice activities

Actions	Enablers	Evidence of Success	Resources
1.4.1: Continue to align the Christian Service Learning Program at Merici with the MYP Service as Action requirements.	Head of Mission and Community to collaborate with the IB MYP Coordinator. Service as Action activities to be documented consistently in MYP Unit planners across subjects. Student reflection documents demonstrate links to MYP and CSTs.	Increased use of the Folio in SEQTA to capture student reflections on their service outcomes for MYP. Positive impact on student understanding and commitment to social justice shown in student reflections.	Support from IB MYP Coordinator. Curriculum planning time dedicated to service-learning integration. MYP Principles to Practice Document Scheduled IB MYP Meeting use SEQTA Folio
1.4.2: Investigate and establish ongoing reciprocal partnerships with indigenous communities.	Head of Mission and Community works with Narraginawalli Facilitator Investigate: CECG Indigenous Liaison Officers contacts with communities Gugan Gulwen Australian Centre for Service learning Plan for potential immersion opportunities 2025	Development of partnership with indigenous communities – contact names Relationship established Immersion opportunity identified and in process of planning by end of 2024	Time and contacts Travel subsidy

DOMAIN: Faith Formation

STRATEGY 1.5: Formalise professional learning and RE accreditation for staff

Actions	Enablers	Evidence of Success	Resources
1.5.1: Develop music ministry across the school	Head of Mission and Community work with Parish Priest, CECG contacts and CAPA staff Provide professional development opportunities for staff involved in music ministry. More fully integrate music ministry into religious education curriculum.	Increased staff and student engagement and expertise in music ministry. Positive feedback from students and the school community. Increasing musical independence in masses and liturgies	Funding for professional development. Curriculum time for music ministry integration. Workshop – professional facilitator – Gen Bryant

DOMAIN: Mission in Curriculum

STRATEGY 1.8: Implement contemporary Religious Education practices

Actions	Enablers	Evidence of Success	Resources
1.8.1: Integrate New RE curriculum with MYP, starting with Year 7	<p>Meeting arranged with MYP Coordinator and RE Y7 team prior to the planning of the Y7 curriculum to review the key requirements, and curriculum documentation. (E.g. unit planner and SGO, plus unit outlines) to be sent to MYP Coordinator for review for compliance prior to a review meeting to discuss the new documentation.</p> <p>RE Coordinator to provide training and resources for teachers on the new RE curriculum.</p>	<p>Improved student engagement and understanding of religious education concepts.</p> <p>A completed MYP Unit Planner (scope and sequence / finely grained) for Y7 that meets MYP requirements and reflects the new curriculum, updated Subject Group Overview for Y7.</p> <p>Positive feedback from teachers and students</p>	<p>Collaborative planning time with MYP coordinator.</p> <p>Planning time for RE staff to design new curriculum MYP unit planner (scope and sequence / finely grained).</p> <p>Training resources and materials for teachers.</p>

2. POWERFUL LEARNING – ASPIRATION: AN EDUCATIONAL ENVIRONMENT THAT INSPIRES LIFE-LONG LEARNING, ENABLING EVERYONE TO ACHIEVE INDIVIDUAL EXCELLENCE.

DOMAIN: Learning Frameworks

STRATEGY 2.1: Refine our implementation of the International Baccalaureate for MYP and DP Programmes

Actions	Enablers	Evidence of Success	Resources
2.1.1: Ensure that IB MYP and DP language and teaching strategies are visible in all classrooms	<p>Example templates to be shared by MYP Coordinator with Studies Coordinators to use with their staff that include ways to integrate and make visible the MYP language.</p> <p>MYP Coordinator to attend some faculty meetings to share good practice.</p> <p>Lesson observations and learning walks to determine the extent of the use of MYP language.</p> <p>Sampling review of material uploaded to SEQTA for evidence of IB Language.</p>	<p>Every week – Every Teacher uses MYP language (e.g. global contexts, concepts, SOI, ATL's Inquiry Questions, Learner Profile) in teaching materials delivered in the classroom.</p> <p>Materials uploaded in SEQTA</p> <p>Students in Y7-10 can talk knowledgeably about MYP language when prompted.</p>	<p>Resources in MYP Hub (saved into a Microsoft format) and shared with staff.</p> <p>Agenda item in faculty meetings</p> <p>MYP Principles to Practices Document</p>

2.1.3: Prepare for IB Registration: DP 2024, MYP 2025 – increase the use of PDPs across the school

Head of IB and MYP Coordinator to share the PDP template and examples and show how it can be used for strategic planning at Middle Leaders Meeting. Expectation that PDP be used for at least the following in 2024.

- 1) A Pastoral Care initiative
- 2) A DP initiative
- 3) An MYP initiative

Head of IB and MYP Coordinator to attend IB certified training to help prepare for registration.

MYP Coordinator to review Subject Group Overviews (SGO's) to check for compliance.

MYP Coordinator and Head of IB to review the list of documentation in the Programme Evaluation Booklet.

Set up all Teaching Staff and Leadership Team into groups to align with the Programme Standards and Practices (Culture, Learning, Purpose and Environment).

3 Completed PDP's that have evidence of impact on student learning collected.

Successful evaluation process for DP.

DP Evaluation documents uploaded to MyIB by Head of IB.

IB Training Workshops

IB Evaluation materials on MyIB.

Faculty Meeting time with minutes taken and collected as evidence.

Middle Leader meeting time allocated to discuss PDP's and Programme Standards and Practices.

STRATEGY 2.2: Train and embed Catalyst and SEQTA			
2.2.1: Train fourth wave of teachers in Catalyst HITP	<p>Fourth wave teachers attend all courses and complete requirements</p> <p>PLC for those who are new to the system</p> <p>Calendarise times</p>	<p>All Fourth wave teachers complete HITP in Action course</p> <p>PLC run for College staff.</p>	<p>PL funding</p> <p>Relief funding</p>
2.2.2: Engage in the first year of the Classroom Mastery program	<p>Calendar dates set for:</p> <ol style="list-style-type: none"> 1. Leadership team to attend training 2. All teaching staff training 3. Coaching on site 4. Training up coaches 	<p>All staff complete Year 1 Classroom Mastery training.</p> <p>Consultation of staff on implementation of program</p>	<p>Wellbeing funding covering course costs</p> <p>Staff meeting time for planning and design of implementation</p>
2.2.4: Develop a numeracy intervention program.	<p>Deputy Principal Teaching and Learning consult with Maths Coordinator around Numeracy needs.</p> <p>Research conducted into Numeracy intervention options through CE and external providers.</p> <p>Choose and design program</p>	<p>Program research conducted and intervention program designed ready for implementation.</p> <p>Short trials conducted for evidence collection and evaluation.</p>	<p>Research on current Numeracy Intervention programs</p> <p>CE Numeracy Staff and Catalyst Team</p>

<p>2.2.5: Further develop ACARA v.9 and low variance curriculum 7-10</p>	<p>Template developed for finely grained curriculum and shared with teachers.</p> <p>Examples of finely grained documents shared with all teachers. Faculty planning time dedicated to develop the finely grained sequence.</p> <p>Studies Coordinators to monitor teaching to ensure the finely grained curriculum is being delivered.</p> <p>Sharing of resources within teaching teams and the mandatory use of key teaching resources that link to the low variance requirements by all teachers in the team.</p>	<p>Y7 to have a completed finely grained curriculum document (unit planners) completed for targeted subjects.</p> <p>Consistent delivery of curriculum content in classes evidenced by student work, teaching materials on SEQTA and lesson observations.</p>	<p>Examples of completed finely grained curriculum to review as best practice.</p> <p>Planning time for the development of the curriculum content provided.</p> <p>AP Teaching and Learning to set clear expectations with Studies Coordinators about the minimum expectations of use of finely grained curriculum.</p>
<p>2.2.6: Continue to expand Virtual Learning program</p>	<p>Advertise training options to staff for training in VL teaching.</p> <p>Advertise curriculum options to students and parents</p>	<p>Aim to increase internal and external VL enrolments by 20%</p>	<p>CE VL Coordinator</p> <p>Merici VL teachers</p>

DOMAIN: Reflective Practices

STRATEGY 2.3: Collaborative planning for curriculum alignment and inter-disciplinary studies

Actions	Enablers	Evidence of Success	Resources
<p>2.3.1: Refine inter-disciplinary tasks for MYP</p>	<p>MYP Coordinator to provide some training on Interdisciplinary Units requirements to all teaching staff.</p> <p>Studies Co's to seek authentic opportunities for Interdisciplinary Unit tasks.</p> <p>MYP Coordinator to review the timing of interdisciplinary units and tasks in the year with Studies Co's.</p>	<p>Improved academic results for IDU tasks in Y7.</p> <p>Improved completion rates for IDU tasks in Year 7.</p> <p>Student Voice feedback to inform decisions around IDU units.</p>	<p>Programme Resource Centre on MyIB has example tasks and assessment.</p> <p>IB Staff Meeting times used to review IDU's.</p>
<p>2.3.3: Facilitate VET RTO amalgamation with CECG and explore the expansion of VET offerings.</p>	<p>Schedule Merici/CE RTO meetings to support the ongoing amalgamation</p> <p>Work with CE VET on what VET offerings could be expanded within and externally for Merici</p>	<p>Meeting schedule set and all process documentation complete</p> <p>Increase of 20% enrolment in VET subjects for 2025</p>	<p>CE and Merici VET staff</p>

STRATEGY 2.4: Expand opportunities for student reflection of learning through SEQTA			
Actions	Enablers	Evidence of Success	Resources
2.4.1: Continue to develop a reflection process for students on their learning using SEQTA	<p>Agreed practice on the minimum expectation on the use of student reflection in SEQTA.</p> <p>Completed process for student reflection developed by Studies Coordinators.</p>	<p>Increased number of completed student reflections in SEQTA. (sample to be taken from 2023 from each year group and an increase of 30% in S2 2024). Teacher survey completed to ask about use of the reflection tool in SEQTA in 2023 and S2 2024)</p> <p>Process documented in Studies Co handbook.</p> <p>Meeting minutes discussing the agreed practice.</p>	<p>Training provided to staff on how to use the student reflections (pre, during and post) assessment in SEQTA.</p>
STRATEGY 2.5: Create and trial innovative techniques for teachers and students			
Actions	Enablers	Evidence of Success	Resources
2.5.2: Implement and refine a framework for staff reflection, coaching and feedback that informs professional learning, leadership development.	<p>Coaching Program</p> <p>Professional Conversations</p> <p>Middle Leaders Program</p> <p>Senior Leaders Program</p> <p>PLCs</p>	<p>Wider evidence of coaching within teaching staff (those dedicated to PLC).</p> <p>Confident leaders with increased capacity to lead change and facilitate staff development</p>	<p>External providers and structured programs of focused development. Middle Management and Student Leaders can articulate strengths and areas for further growth. PLCs and structured conferences within which skills and knowledge are developed further.</p>

<p>2.5.3: Refine staff onboarding and induction.</p>	<p>Editing of Staff Handbook and planned Induction Program structured to transition new staff into the culture and responsibilities of teaching staff of Merici College</p> <p>Calendar dates organized with LT</p>	<p>Staff have a staggered introduction to Merici College based on the tabled events and reporting processes – the induction program is more in line with planned events and compliance deadlines</p> <p>Dates in calendar and events with documented feedback</p>	<p>New staff and leaders feel confident in their roles and can explicitly articulate professional and portfolio goals. As well as having a plan for realization of these.</p>
<p>2.5.4: Develop and implement student diagnostic data portal to support learning and wellbeing.</p>	<p>AP T&L and AP Wellbeing work with Chris de Britt to develop and trial program</p>	<p>Program ready and piloted at Merici College by end of 2024</p>	<p>Chris De Britt CECG Release time for APs</p>
<p>2.5.5: iC development to integrate spaces for learning.</p>	<p>AP Development to work with Business Manager and IC teacher to begin small stages with initial work in creating 'spaces of varied learning focus' in the IC</p>	<p>Two – three spaces in the IC will be established and used by both classes, and small groups for independent and guided learning. Increased use of IC spaces by staff and students</p>	<p>Budget support AP Development meetings with IC Teacher.</p>

3. THRIVING COMMUNITY – ASPIRATION: A CONNECTED COMMUNITY THAT CULTIVATES COMPASSIONATE RELATIONSHIPS, WELLBEING AND THE WHOLE PERSON.

DOMAIN: Parent and Community Engagement

STRATEGY 3.3: Establish mechanisms to increase parent engagement involvement

Actions	Enablers	Evidence of Success	Resources
<p>3.3.1: Continue and refine ongoing parent and community engagement in terms of the understanding of MYP and DP programs.</p>	<p>MYP Coordinator to continue to deliver reporting and assessment workshop.</p> <p>MYP Coordinator to develop new online info video about the MYP at Merici and the IB philosophy.</p> <p>Head of IB to continue to deliver the Exam briefing to Y12 Diploma Programme students and families CAS and EE workshop to Y11 DP families, Transitions Week presentations to prospective DP students.</p> <p>MYP Coordinator with Head of IB to develop a survey to be sent to families to ask about potential new workshops that may be of benefit to families and the format and timing in improving community understanding of what it means to be part of an IB World School.</p>	<p>Calendared parent workshops</p> <p>Participation rates in workshops and downloads/views of videos.</p> <p>Feedback mechanism after or during events to gather information on success of the events.</p> <p>More than 5% response rate to the survey.</p>	<p>EVO's completed for relevant events.</p> <p>New IB website available for upload of materials.</p> <p>Survey to be created.</p>

<p>3.3.2: Facilitate shift from School Board to Community Council structure.</p>	<p>Principal, Acting Chair and MCCC Secretary work together to consolidate documentation and processes.</p>	<p>All relevant documentation endorsed by MCCC Executive at first meeting in February 2024.</p> <p>Meetings: both Executive/P&F and Open Forums held according to Annual Plan: agendas and minutes on Governance Site</p>	<p>CECG Governance Documentation and site</p>
<p>3.3.3 Design and implement Parent Engagement Project to support pastoral care and wellbeing of students</p>	<p>AP Wellbeing Head of Student Wellbeing School Counsellors Key Note speakers ACT Parent Engagement Program Funding</p>	<p>Parent and Carer Workshop series calendar and workshop programs. Participation rates Workshop feedback</p>	<p>Macquarie University Kool Kids training for relevant college staff</p>

4. SUSTAINABLE FUTURE – ASPIRATION: ETHICAL PRACTICES ENSURE SHARED RESPONSIBILITY FOR THE STEWARDSHIP OF ALL RESOURCES

DOMAIN: Facilities and Infrastructure

STRATEGY 4.2: Maintain and improve facilities and supporting resources to enable best practice in teaching and learning

4.2.2: Identify R&M management system that meets the College needs.	Business Manager to work with Head of Maintenance and CECG representatives to identify appropriate system	System identified and trialed by end of 2024	CECG advice Cost of system
4.2.3: Launch Masterplan and start to facilitate Stage 1 of that plan.	Principal to work with Business Manager QOH Architects to finalise plan Launch with college community Start planning Stage 1 including Business Case	Plan launched by end of Term 1 2024 Phase 1 identified and in planning phase by end 2024	College funds and external borrowings

DOMAIN: Financial Sustainability

STRATEGY 4.3: Ensure financial status sustains desired educational offering

Actions	Enablers	Evidence of Success	Resources
4.3.1: Model funding and revenue scenarios toward 3-year plan for school fees	Business Manager to work with Principal and Finance Officer CECG CFO to finalise plan Communicate plan to College parents	Plan developed and document that is communicated before budget process in Term 3 2024.	time
4.3.2: Compass Lite and Tech 1 transition and training embedded in College culture and practice.	Business Manager College Finance and Admin teams CECG Trainers Budget holders	All systems in place and staff confident with use of those systems by end of Term 1 2024	CECG trainers Release time for staff involved
4.3.3: Refine procurement processes in relation to CE Delegations schedule: Purchase2Pay	Business Manager Finance Officer IT Manager Tracey McRoberts Rowan Dollar	By end of 2024 procurement process <ul style="list-style-type: none">- Understood my College staff- Issues identified during 2024 resolved in terms of context requirements, agility and timing	CECG expertise

DOMAIN: Stewardship and Environment Sustainability

STRATEGY 4.4: Strengthen College participation in sustainable practices

Actions	Enablers	Evidence of Success	Resources
4.4.1: Facilitate becoming registered as an ACT Sustainable School	ACT Sustainable school process SAM group Sustainability Officer to work with Studies Coordinators to identify areas of Australian Curriculum where opportunities exist.	Completed sections of the ACT sustainable schools portal.	Felicity ACT Sustainable school staff Curriculum template Australian Curriculum Version 9.