

Annual Action Plan 2024

E1006, St Mary's College, St Kilda



PRIORITY 1: PRIDE IN OUR IDENTITY

Goal: We celebrate our Catholic identity as a school in the Edmund Rice tradition.

Intended Outcome 1: Our community has pride in the long traditions that have established St Mary's.

Targets & Annual Targets: Clear articulation of our founding story, visible co-educational identity, full uniform by 2025.

Key Improvement Strategies	Responsibility	Actions	Evidence
Growing the use of social media so that the school has a unique social media identity / presence.	Director of Development	<ul style="list-style-type: none">Create a social media schedule.Use consistent branding.Share student and staff stories.Track post performance.	<ul style="list-style-type: none">Increased engagement.More followers.Analytics reports.Consistent look and feel across posts.
Honour boards updated to reflect achievements and gender inclusion	Leadership Team, Learning Leaders	<ul style="list-style-type: none">Remove CBC honour boards.Design new boards for St Mary's.Include diverse student achievements.	<ul style="list-style-type: none">Honour boards visibly updated.Feedback from community.
Install TVs and student artwork in common spaces	Learning Leaders	<ul style="list-style-type: none">Showcase co-ed achievements and student artwork.	<ul style="list-style-type: none">Visual displays in public areas.
Display college values more overtly	Leadership Team	<ul style="list-style-type: none">Posters and visual values displays around campus.	<ul style="list-style-type: none">Posters in classrooms and shared spaces.
Increase alumni engagement	Director of Development	<ul style="list-style-type: none">Establish fortnightly alumni email communication.	<ul style="list-style-type: none">Records of engagement and responses.
Propose changes to house names preserving heritage	Director of Students	<ul style="list-style-type: none">Consult with Students to develop new options for house names	<ul style="list-style-type: none">New house names in use.Visible updates across school.
Uniform transition completes by 2025	Learning Leaders	<ul style="list-style-type: none">Monitor uniform compliance.Follow up with students.Communicate updates to families.Develop guides to support transition.	<ul style="list-style-type: none">Fewer entries in uniform register.Clear communication sent home.Increased uniform compliance.

Intended Outcome 2: There is a masterplan for St Mary's learning precinct that helps link our parish and primary schools in a shared vision for Catholic education.

Targets & Annual Targets: We have a detailed masterplan that provides guidance for capital improvements for the next 10 years. Coordinated approach to sharing spaces, facilities, events, resources, and expertise, such as: library, hall, pool, science labs, music program and equipment, feast day activities, professional learning etc.

Key Improvement Strategies	Responsibility	Actions	Evidence
Share facilities and coordinate events across schools	Leadership Team	<ul style="list-style-type: none">Use hall, library, music equipment, etc., together	<ul style="list-style-type: none">Documented event sharing, space scheduling
Run scholarship/mentoring programs	Learning Leaders	<ul style="list-style-type: none">Primary scholarships and peer tutoring programs	<ul style="list-style-type: none">Increased enrolmentSurvey results
Include primary students in college events	Learning Leaders	<ul style="list-style-type: none">Involve in Walkathon, ANZAC Day, Musical	<ul style="list-style-type: none">Attendance logs
Increase staff collaboration between schools	Leadership Team	<ul style="list-style-type: none">Shared PL sessions and planning: shared Catholic Accreditation sessions with primary school staff.	<ul style="list-style-type: none">Reports and calendarsStaff attendance at one accreditation session with primary school staff.
Create a shared online hub for interschool resources and planning	IT Coordinator, Leadership Team	<ul style="list-style-type: none">Develop online platform with calendars, PL content, shared documents	<ul style="list-style-type: none">Usage logsQualitative feedback from staff

PRIORITY 2: HIGH EXPECTATIONS

Goal: We have high expectations of our students and each other.

Intended Outcome 1: The Restorative Practices and Behaviour Formation Framework is widely practised to make SMC a place in which all members of the community feel safe and support.

Targets & Annual Targets: Students understand that their behaviour impacts both positively and negatively on others and choose to act accordingly.

Key Improvement Strategies	Responsibility	Actions	Evidence
Display Behaviour Formation Pyramid (BFP)	Director of Students, All Staff	<ul style="list-style-type: none"> Posters in classrooms, common spaces 	<ul style="list-style-type: none"> Posters visible throughout school
Train new staff in BFP	Director of Students	<ul style="list-style-type: none"> Provide BFP training during onboarding. Reinforce key concepts in ongoing staff development. 	<ul style="list-style-type: none"> Attendance records; improved application by new staff
Communicate BFP to parents	Pastoral Care, All Staff	<ul style="list-style-type: none"> Share BFP information in parent packs. Include expectations in parent meetings and communication. 	<ul style="list-style-type: none"> 100% engagement Signed acknowledgment forms.
Create social media series on high expectations	David Formosa	<ul style="list-style-type: none"> Share stories that reflect positive student behaviour. Use consistent messaging aligned with BFP. 	<ul style="list-style-type: none"> Series views and engagement
Embed expectations into Year 7 transition program	Year 7 Coordinator	<ul style="list-style-type: none"> Introduce BFP language during orientation. Reinforce expectations through early activities. 	<ul style="list-style-type: none"> Survey responses from students and parents

Intended Outcome 2: Students exhibit enthusiasm for learning by participation in the classroom and cocurricular activities.

Targets & Annual Targets: Increased co-curricular participation, improved VM pathway engagement.

Key Improvement Strategies	Responsibility	Actions	Evidence
Expand subject and elective offerings	Learning Leaders, VM Leaders	<ul style="list-style-type: none"> Review and expand subject offerings. Introduce new pathways from Semester 2. 	<ul style="list-style-type: none"> New subjects and pathways introduced.
Improve the perception of Vocational Major (VM) as a valid post-compulsory pathway	VM Leaders, Director of Learning, Careers Counsellor	<ul style="list-style-type: none"> Present whole-school VM information sessions. Celebrate VM achievements at academic events. 	<ul style="list-style-type: none"> Increased VM participation (Years 10–12). VM awards included in whole-school celebrations.
Improve curriculum engagement through relevant and engaging lessons and courses	Teaching Staff, Learning Leaders	<ul style="list-style-type: none"> Develop engaging course content. Use student feedback to inform planning. 	<ul style="list-style-type: none"> Positive student feedback. Improved student engagement and outcomes.
Benchmark student attainment against state, not just in school	Leadership Team, Director of Learning	<ul style="list-style-type: none"> Collect and analyse student data in comparison to state benchmarks. Use data to inform curriculum planning. 	<ul style="list-style-type: none"> Documented improvements in student attainment. Evidence of data-driven planning.
Student voice to guide and enhance buy-in to school rules and expectations	Director of Students, SRC, All Staff	<ul style="list-style-type: none"> Gather student feedback through surveys and forums. Implement student-led initiatives. 	<ul style="list-style-type: none"> Two student newsletters per term. Student-led changes to school procedures.
College introduces a diverse range of cocurricular activities to include, but not limited to, sport, academics, wellbeing and social	Director of Students, Director of Development Learning Leaders	<ul style="list-style-type: none"> Expand range of cocurricular activities. Promote involvement through student voice and leadership. 	<ul style="list-style-type: none"> Increased student participation. Wider variety of cocurricular options available

PRIORITY 3: INCLUSIVITY

Goal: We strive for St Mary's to be a place of inclusion and equity.

Intended Outcome 1: A culture of respectful relationships and gender equity is embedded.

Targets & Annual Targets: RR statements co-created by students, staff, and parents; visible in learning spaces and communication.

Key Improvement Strategies	Responsibility	Actions	Evidence
Create RR statements with community involvement	Pastoral Care Team, Staff, Parents, Students	<ul style="list-style-type: none">Facilitate co-creation of statements by year level, staff and P&F	<ul style="list-style-type: none">Statements displayed in classrooms and online
Teach meaning of RR in Pastoral Care lessons	Pastoral Team	<ul style="list-style-type: none">Pastoral Care Leaders come up with RR statement for the Year Level with their year level student leaders. This based upon class statements.	<ul style="list-style-type: none">Lesson plansCurriculum documentation
Embed RR in curriculum and daily routines	Teaching Staff, Pastoral Care Team	<ul style="list-style-type: none">Start each class with a RR-focused check-in or statement	<ul style="list-style-type: none">Teacher feedbackLesson observations
Use guest speakers and assemblies to reinforce RR	Leadership Team	<ul style="list-style-type: none">Guest speakers talk to students and guide each year level through meaning and purpose of RR.	<ul style="list-style-type: none">Event attendanceSocial media coverage
Introduce 'Respect Week' with student-led activities	Student Leaders, Wellbeing Team	<ul style="list-style-type: none">Host lunchtime activities and discussions on inclusion	<ul style="list-style-type: none">Participation numbers and student reflections

Intended Outcome 2: There are safe spaces for students outside of the classroom.

Targets & Annual Targets: Students indicate that they feel safe when outside of the classroom and, especially, when using the toilets.

Key Improvement Strategies	Responsibility	Actions	Evidence
Monitor toilets and locker areas	Yard Duty Teachers, Year Level Leaders	<ul style="list-style-type: none">Increase supervision in high-traffic areasImprove monitoring of toilet use during class time	<ul style="list-style-type: none">Pulse survey responsesIncident reports
Improve toilet facilities and behaviour	Business Manager, Leadership Team	<ul style="list-style-type: none">Include toilet upgrades and supervision strategies in the Master PlanEnhance cleaning routines and visibility of staff near toilets	<ul style="list-style-type: none">Maintenance recordsDamage reportsStudent survey responses about comfort using facilities
Landscape and soften outdoor areas	Facilities Manager, Leadership Team	<ul style="list-style-type: none">Install seating, gardens, and shaded areas to create a more welcoming environment	<ul style="list-style-type: none">Visual improvements in yardStudent feedback
Install signage promoting inclusive behaviours in outdoor spaces	Wellbeing Team, Maintenance Staff	<ul style="list-style-type: none">Create and place positive behaviour signs near lockers/toilets	<ul style="list-style-type: none">Presence of signageBehaviour tracking and incident reports

PRIORITY 4: EXCELLENCE IN LEARNING

Goal: We strive for excellence in learning.

Intended Outcome 1: The RAISE teaching and learning vision is embedded in staff collaborative practice and clearly understood by students and parents

Targets & Annual Targets: All teaching staff engage with at least one full PLC cycle, demonstrating a capacity to apply the college Learning and Teaching framework

Key Improvement Strategies	Responsibility	Actions	Evidence
A shared understanding of the RAISE learning and teaching Framework	Director of Learning and Teaching, Teachers, Learning Leaders	<ul style="list-style-type: none"> Develop and publish staff-facing and student-facing RAISE resources. Embed RAISE language into classroom practices and goal-setting templates. 	<ul style="list-style-type: none"> Completion and distribution College Learning and Teaching Vision Regular learning articles regarding learning
Structured Professional Learning on RAISE	Director of Learning and Teaching, Teachers, Learning Leaders	<ul style="list-style-type: none"> Support learning leaders to develop PLC SMART goals aligned with RAISE for learning area focused PLCs Establish and complete at least one PLC cycle in which teachers trial a new strategy and reflect on outcomes in relation to RAISE. 	<ul style="list-style-type: none"> Learning Area RAISE goals PLC Cycle and ARM reflections PLC showcase samples
Establish the incorporation of student voice in the RAISE Framework	Director of Learning and Teaching, Learning Leaders	<ul style="list-style-type: none"> Establish student focus groups to explore how RAISE connects to their learning experiences. Create a bespoke Student learning experience survey based on RAISE to provide data for teachers Co-design student resources 	<ul style="list-style-type: none"> Minutes or summaries from focus group sessions Student perspective data Co-created resources or proposals from students

Intended Outcome 2: Teaching staff have a clearly articulated learning plan including scope and sequence.

Targets & Annual Targets: All curriculum is fully documented and reviewed.

Key Improvement Strategies	Responsibility	Actions	Evidence
Document all curriculum in SIMON	Learning Leaders, Teachers	<ul style="list-style-type: none"> Upload unit plans, lessons, and assessments. Roll over content in Term 3 and provide PD/support. 	<ul style="list-style-type: none"> All content visible in SIMON. Teacher confidence using SIMON.
Provide SIMON and Teams training	Director of Learning, IT Support	<ul style="list-style-type: none"> Facilitate workshops on PAM, SIMON, and Teams. Provide clear staff resources and tip sheets. 	<ul style="list-style-type: none"> Attendance records Increased use of SIMON functions. Teacher survey responses.
Develop and apply shared assessment rubrics	Leaders of Learning	<ul style="list-style-type: none"> Collaboratively develop rubrics per subject. Ensure rubrics are uploaded consistently by designated leader. 	<ul style="list-style-type: none"> Rubric library. Assessment samples.
Promote collaborative planning	All Staff	<ul style="list-style-type: none"> Organise shared folders with clear naming conventions. Encourage Teams use for planning and communication. 	<ul style="list-style-type: none"> Planning meeting logs. Shared documents.