

Annual Action Plan 2024

E1317, Loyola College, Watsonia



Melbourne Archdiocese
Catholic Schools



Our Vision *(as articulated in the School Improvement Plan)*

Loyola, as a Catholic co-educational College in the Ignatian tradition, seeks the education of the whole person and strives to ensure that each student achieves his or her unique potential.

We aspire to develop articulate, adaptable, discerning, and confident young people of conscience committed to living the values of Jesus Christ in a global community. As a community we recognise that this is best achieved in a welcoming and collaborative environment committed to **Justice, Mercy, and Faith**.

Our Strategic Intent

(as articulated in the School Improvement Plan – brief overarching statement outlining what the school is looking to achieve over the next four years)

As a Catholic School in the Ignatian tradition we are committed to the changes required to embrace robust learning and engagement, supported by safety and respect. We have a collective responsibility to build an inclusive and collaborative learning environment.

Our intent is to:

- Build a culture of psychological safety for staff who are heard and supported, where risk taking is encouraged to improve learning outcomes.
- Build a culture of feedback that is respectful, meaningful and leads to growth in student engagement, voice and agency.

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Priority 1

Goal: *To deliver a distinguishable enhancement of Catholic Identity at Loyola College.*

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
<p>1. That the capacity of all staff to implement a pedagogy that seeks different views (including religious perspectives) and interpretations, through dialogue is enhanced.</p> <p>2. That the Faith formation of staff, parents and students is deepened.</p> <p>3. That Religious Education, indigenous perspectives and other learning areas are inter-connected.</p>	<p>Growth in Catholic Identity Domain MACSSIS Data across all stakeholders and Catholic Identity Domain of Year 12 Exit Survey.</p> <p>Effective Faith Formation Programs for Staff, Parents and Students.</p> <p>Intercultural dialogue (including Indigenous and other faith traditions) is embedded and observed into Religious Education units.</p> <p>Increased learner participation in the Fire Carrier Program and inter-faith dialogue between Catholics and other cultures and traditions.</p>	<p>Religious Education staff are upskilled with PL in the delivery of Education of Dialogue.</p> <p>Students and staff are engaged in dialogue and show a broader appreciation of their own faith and spirituality in Catholic and real-world context.</p> <p>Develop and implement a Formation Program for all Stakeholders of the College – Staff, Students and Parents.</p>	<p>DP (Ignatian Mission & Identity)</p> <p>Intercultural Perspectives Coordinator</p> <p>R.E Faculty</p> <p>Custodian of Mission</p> <p>Canonical Administrators</p>	<p>Curriculum documentation updated to reflect a capacity to seek different views (including religious perspectives) and interpretations, through dialogue.</p> <p>Teachers and leaders participate in learning walks to explore best practice.</p> <p>Implementation of Formation Programs for all Stakeholders</p>	<p>Growth in MACSSIS Catholic Identity and Enhancing Catholic School Identity (ECSI) Data.</p> <p>Student outcomes in Religious Education show improvement from 2022 results.</p> <p>Student surveys show an overall positive outcome.</p>

(SIF sphere/s relevant to priority to be checked accordingly)

<p>Religious Dimension Sphere</p> <input checked="" type="checkbox"/>	<p>Learning and Teaching Sphere</p> <input type="checkbox"/>	<p>Leadership and Management Sphere</p> <input type="checkbox"/>	<p>Student Wellbeing Sphere</p> <input type="checkbox"/>	<p>School Community Sphere</p> <input type="checkbox"/>
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Priority 2

Goal: To ensure all stakeholders understand and uphold expectations of students as learners and members of the College Community.

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
<p>1. That a culture of student engagement (behavioural, cognitive & emotional dimensions) is evident and observed by staff and students.</p> <p>2. That there is improved student engagement specifically in the following areas:</p> <ul style="list-style-type: none"> Attendance/Punctuality Uniform Respectful: <ul style="list-style-type: none"> Relationships (Staff and Students) Learning environment (behaviour, cognitive, emotional) Language (sexist, homophobic, racist and other language or behaviours considered inappropriate) <p>3. That all staff are empowered to hold students to account in the above areas.</p>	<p>Annual growth and improvements across all categories in biannual Student Attendance Collection Data.</p> <p>Increase and subsequent decrease in the number of consequences issued.</p> <p>Staff Feedback both anecdotal and formal.</p> <p>Improvements in MACSSIS Data across all stakeholders (Safety, Behavior, Engagement).</p> <p>Growth in Student Wellbeing Survey data.</p>	<p>Taking a proactive approach (as opposed to reactive) to continue building a culture of student engagement via the continuation of 'Consistent Predictable Routines'.</p> <p>Action Research Project into Wellbeing and Attendance.</p> <ul style="list-style-type: none"> Implementing a whole school approach to attendance that imparts a clear understanding of the impact of regular attendance on learning and belonging to the Loyola community. Work to ensure attendance records are easily accessible and accurate. <p>Continued use of Bloum data to inform appropriate wellbeing intervention.</p> <p>Build staff capacity to develop positive relationships with their students by knowing who their students are and what their strengths and growth areas are.</p>	<p>DP Students (together with DP Learning & Teaching)</p> <p>College Committee</p> <p>Director of Students</p> <p>Heads of Learning</p> <p>Heads of House</p> <p>Staff</p>	<p>Continue to use data provided via Student Wellbeing Surveys to inform appropriate intervention.</p> <p>Explore best practice methods in attendance reporting from other Synergetic/Schoolbox Schools.</p> <p>DP Students and DP Teaching & Learning continue to work together in leading Consistent Predictable Routines. (student engagement)</p> <p>Raise the profile of the importance of Student Attendance within the school community.</p> <p>PL on Positive Relationships with a focus on what Positive Relationships, and therefore student engagement, means.</p> <p>Establishment of a Steering Committee to monitor and implement the learnings of Professional Development from Berry Street Educational Model.</p> <p>Add standing agenda items regarding Engagement and Wellbeing to all meetings.</p>	<p>Improvement in survey results regarding safety / behaviour / engagement – both MACSSIS and internal wellbeing data.</p> <p>Improvement in annual Student Attendance Collection from 2023.</p> <p>Increase and subsequent decrease in the number of consequences issued, e.g.:</p> <ul style="list-style-type: none"> Reflection & Discernment Community Service Suspensions (internal and externals)

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Religious Dimension Sphere

Learning and Teaching Sphere

Leadership and Management Sphere

Student Wellbeing Sphere

School Community Sphere

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Priority 3

Goal: To ensure students are engaged, motivated and committed to becoming lifelong and independent learners.

Intended Outcome What will happen?	Targets and Annual Targets What will we see / achieved	Key Improvement Strategies How will we achieve the targets?	Responsibility Who?	Actions What will we do?	Evidence
<p>1. That a clear 'Vision for Learning' underpins teacher planning and practice</p> <p>2. That a new Year 9 curriculum for 2025 is proposed following a review of 2023/24.</p> <p>3. That the effective use of data informs teaching & learning in order to raise standards and outcomes.</p>	<p>The Loyola Way Learning Charter: a shared and agreed understanding of what the Loyola Teacher and Lesson</p> <p>A 2025 Y9 curriculum that will:</p> <ul style="list-style-type: none"> Promote engagement of Y9 students. Prepare students for further study and post Loyola: address emerging challenges, technological advancements and changing job markets. Provide a broad and balanced curriculum that is compliant with Vic Curric V2. <p>Use of formative (Assessment FOR Learning) and summative (Assessment OF Learning) assessment that informs Teaching & Learning</p> <p>Y12 Intervention Program</p>	<p>Stakeholder collaboration regarding the attributes of a Loyola Teacher & Lesson</p> <p>Communicate the Vision for Learning and Charter to the School Community Common Language established underpinning the 'Loyola Way' Action Research Program (Numeracy). Ensuring alignment with the MACS Mathematics uplift, and consistent with MACS 2030 and the Flourishing Learners strategic theme</p> <p>Continued use of Berry Street to embrace Teaching & Learning and Wellbeing.</p> <p>Continued work by the Heads of Learning Micro Groups on each outcome (1-3)</p> <p>DOCAL to continue to review, discuss and propose a revised Y9 curriculum. Student Voice to ascertain positives and areas for development.</p> <p>Frequent referencing to the Victorian Curriculum (also ensuring Faculties are making adjustments where necessary)</p> <p>Review of Y7 rubrics</p> <p>Assessment Gradings reviewed and simplified.</p> <p>Data focus on Year 12.</p> <p>Intervention Program for Year 12s established to identify underachievers and apply appropriate actions.</p> <p>Parents informed of underachievement.</p> <p>Increased attendance at catch up/revision classes.</p> <p>ATAR predictions from Y11 shared with Y12 students.</p> <p>Raise profile of the importance of examinations.</p> <p>More effective use of 'early study leave'</p>	<p>dP – Teaching & Learning</p> <p>Heads of Learning</p> <p>Consult</p> <p>LSO's</p> <p>Head of Student Services</p> <p>ARM Team</p> <p>DOCAL members</p> <p>Teaching Staff</p> <p>Programs Coordinator Y10 – 12</p> <p>VCE / VM staff Learning Pathways Team</p>	<p>Create a Loyola Learner - what competencies do we want the Loyola graduate to leave with?</p> <p>Identify what each of the competencies look like for a year level and subject.</p> <p>Identify and discuss why are we here, what do we stand for, what is our DNA? - gained from 3 perspectives – teacher, student, parent.</p> <p>Communicate V4L and Charter through student assemblies, student voice – how can teachers encourage these competencies, Ignatian, displays.</p> <p>Continue to embed and extend CPR in our work Berry Street</p> <p>Shared feedback from Year 12 students and staff to collaborate around common approaches.</p> <p>Develop feedback processes for assessments.</p> <p>Rewards Passport created to encourage attendance at extra sessions.</p> <p>Exam question to start most lessons.</p> <p>WAGOLs displayed on LMS and classrooms.</p> <p>SAC and compulsory sessions timetabled for 3 x early leave sessions per fortnight</p>	<p>Formation of Loyola Way Learning Charter that frames the V4L.</p> <p>List of competencies (no more than 5) identified and displayed – what does the Loyola Learner Look Like?</p> <p>Revised Y9 Curriculum 2025</p> <p>Rubrics are aligned with learning outcomes and challenge students rather than 'give away' easy marks.</p> <p>Growth and upward trends in data according to their ability.</p>

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Priority 4

Goal: *To build the capacity of all leaders, empowering them to enact the vision of the College.*

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
<p>1. That leadership structures are reviewed and refined to create greater alignment with the College's improvement agenda.</p> <p>2. That the skills of Middle Leaders are developed to plan, implement, and monitor the College's improvement agenda.</p> <p>3. A culture of psychological safety is embedded to ensure open and honest consultation and collaboration.</p>	<p>Implementation of a revised College Leadership structure to meet the needs of the College.</p> <p>Roles and responsibilities of staff are clearly defined and understood by all stakeholders, including lines of accountability.</p>	<p>Implement a peer leadership/mentoring program to build capacity in our leaders.</p> <p>Reintroduce the opportunity Consult/Middle Leader Mentoring.</p> <p>College Leadership are more visible and showing a presence at college events and on a day-to-day basis (e.g. House Assemblies, Gates, Faculties).</p> <p>College Leadership to collaborate on method of transparency regarding roles and responsibilities of staff.</p>	<p>Principal</p> <p>Consult</p> <p>College Leadership</p>	<p>College leadership participate. in more regular informal learning walks.</p> <p>Line managers to give regular. feedback to their team and be able to filter concerns to Consult.</p> <p>Ensure expectations and role clarity are clear and understood from first meeting of the year.</p> <p>Introduction of our Emerging Leaders Program.</p> <p>Strategic approach at College Leadership Meetings.</p>	<p>An improvement is seen in MACSSIS school climate data.</p> <p>Feedback from Emerging Leaders Program.</p> <p>PL Form Question</p> <p>How meeting annual action plan.</p> <p>ARM Form data.</p> <p>Updated documentation</p> <p>Organisational Structure with clear lines of accountability.</p>

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