

School Improvement Plan 2024–2027

E1317, Loyola College, Watsonia



Our Vision

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

(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: Belonging to our Catholic tradition

Goal	Intended Outcome/s	Target/s
<p>To deliver a distinguishable enhancement of Catholic Identity at Loyola College.</p>	<ol style="list-style-type: none"> 1. That the capacity of all staff to implement Education of dialogue in creating a dialogue school is enhanced. 2. That more explicit links between social justice activities and projects and the principles of CST are identified and implemented. 3. That the Faith formation of staff, parents and students is deepened. 4. That Religious Education, indigenous perspectives and other learning areas are inter-connected. 	<ul style="list-style-type: none"> • Growth in Catholic Identity Domain MACSSIS Data across all stakeholders. • Growth in Catholic Identity Domain of Year 12 Exit Survey. • All Religious Education assessments will promote the links between Catholic Social Teachings and Social Justice. • Regular and consistent dialogue within the classroom, highlighting links between Social Justice and Catholic Social Teachings through discussion with Staff. • Effective Faith Formation Programs for Staff, Parents and Students. • Intercultural dialogue (including Indigenous and other faith traditions) is embedded and observed into Religious Education units. • Increased learner participation in the Fire Carrier Program and inter-faith dialogue between Catholics and other cultures and traditions.

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

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

Goal	Intended Outcome/s	Target/s
<p>To ensure all stakeholders understand and support expectations of students as learners and respectful members of the College Community.</p>	<ol style="list-style-type: none"> 1. That a culture of student engagement (defined as behavioural, cognitive & emotional dimensions) is evident and observed by staff and students. 2. That there is improved student engagement specifically in the following areas: <ul style="list-style-type: none"> • Attendance/Punctuality • Behaviour • Uniform • Respectful (<i>this encompasses behaviour</i>) <ul style="list-style-type: none"> ○ Relationships (<i>Staff and Students</i>) ○ Learning environment (<i>behaviour, cognitive, emotional</i>) ○ Language (<i>sexist, homophobic, racist and inappropriate language or behaviour considered inappropriate</i>) 3. That all staff are empowered to hold students to account in the above areas. 4. That parents work in genuine partnership with Staff to support the expectations of the College expectations. 5. Consistent use of data to effect change is evident. 	<ul style="list-style-type: none"> • Increase and subsequent decrease in: <ul style="list-style-type: none"> ○ Reflection & Discernment ○ Community Service ○ Suspensions (internal and externals) • Annual growth and improvements across all categories in biannual Student Attendance Collection Data. • Staff Feedback both anecdotal and formal. • Improvements in MACSSIS Data across all stakeholders (Safety, Behavior, Engagement). • Growth in Student Wellbeing Survey data.

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Priority 3: Engaged learners

Goal	Intended Outcome/s	Target/s
<p>To ensure students are engaged, motivated and committed to becoming lifelong and independent learners.</p>	<ul style="list-style-type: none"> • That a clear vision for Teaching & Learning to drive student engagement, learning and performance is identified. • That curriculum is planned, designed and informed by a shared understanding of how students engage in learning. • That the curriculum is compliant, structured, relevant to the learning needs of students and aligned to successful outcomes. • That effective use of feedback informs Teaching & Learning to raise standards and outcomes. 	<ul style="list-style-type: none"> • Shared understanding of what the Loyola learner, teacher, learning space and lesson looks like. • Establishment of a '<i>Loyola Learning Engagement Charter</i>'. • Growth in: <ul style="list-style-type: none"> • Outcomes and engagement. <ul style="list-style-type: none"> ○ NAPLAN ○ VCE Median Study Score ○ Student attendance • MACSSIS Data <ul style="list-style-type: none"> ○ School Engagement domain; ○ Rigorous Expectations domain; ○ School Culture domain; ○ Learning Disposition domain.

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Priority 4: Capable, Engaged Leaders

Goal	Intended Outcome/s	Target/s
<p>To build the capacity of all leaders, empowering them to enact the vision of the College.</p>	<ul style="list-style-type: none"> • That leadership structures are reviewed and refined to create greater alignment with the College’s improvement agenda. • That the skills of Middle Leaders are developed to plan, implement, and monitor the College’s improvement agenda. • That change management processes are strengthened to ensure reciprocal consultation and collaboration. • A culture of psychological safety is embedded to ensure open and honest consultation and collaboration. 	<ul style="list-style-type: none"> • Implementation of a revised College Leadership structure to meet the needs of the College. • Roles and responsibilities of staff are clearly defined and understood by all stakeholders, including lines of accountability. • Updated and accurate position descriptions. • Growth in MACSSIS Data: <ul style="list-style-type: none"> ○ School Leadership ○ Staff Leadership Relationships ○ Instructional Leadership • All staff at the College understand the improvement agenda and engage in Professional Learning to build their capacity, share, implement and evaluate their learning. • Rationale and impact of change is communicated to staff.

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