Marian College
Sunshine West
A Brigidine Secondary School for Girls

School Improvement Plan
2011 – 2014
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FOREWORD

We are pleased to present our School Improvement Plan 2011 – 2014. It is grounded in Marian College’s vision and mission as a Brigidine school.

It draws together the strengths and aspirations of the Marian community and seeks to empower, guide and assist each member to faithfully fulfil their responsibilities – formal and informal in teaching and learning, leadership and management, administration and support.

The School Leadership Team has specified three major priorities for the life of this Plan:
1. the formation of a connected, committed and collegial body of teaching and non-teaching staff
2. the promotion of the newly developed philosophy of education that emphasises engagement of the whole person and the creation of powerful connections for lifelong learning
3. the careful stewardship and just allocation of the College’s resources.

Critical assumptions about identity, wellbeing, pedagogy and technology underpin the Plan:
1. the Brigidine tradition and core values are embedded in the content and quality of learning and teaching, student well being and the Marian faith community
2. caring for students means supporting them to be successful in their learning
3. all staff are open-minded and have a positive disposition to engagement with new ideas, pedagogies and resources
4. contemporary technologies and tools are a core component of 21st century learning and teaching
5. effective leadership builds capacity in staff and students creating educationally powerful relationships and connections
6. effective communication is vital to the success of the Plan as it facilitates the engagement of all members of the community.

We are proud of our united and strong community. Each and every member is now encouraged to embrace the 2011 – 2014 School Improvement Plan and contribute to improving our school in light of their own distinctive place in our community.

Ms Rita Grima
Co-Principal

Mr Raymond Pisani
Co-Principal
This diagram reinforces our conviction that all aspects of college life, leadership, governance and management are directed at positioning our students to be the best they can be – to experience life-giving opportunities and to achieve success.
SECTION 2 – BACKGROUND AND CONTEXT

BRIGIDINE HERITAGE

For more than two hundred years the belief that education has a fundamental role to play in spiritual, personal, social and intellectual development has engaged the imagination and energy of Brigidine women...

The focus on educating in faith and building strong learning communities is seen as a powerful means of social transformation whereby the ideals of peace, freedom and social justice are promoted.

Like all Brigidine colleges across Australia, Marian College operates under the civil and canon law authority of the Brigidine Sisters.

BRIGIDINE EDUCATION

Brigidine sponsored education has a set of core values and foundational beliefs that inform policy and practice. The core values adopted by all Brigidine schools are the foundation upon which vision and mission, policy and practice are articulated and implemented at Marian College.

CORE VALUES

In Brigidine Education we will:

• Be faithful to our Catholic heritage
• Welcome all people, especially the most vulnerable
• Celebrate all that is good with joy and gratitude
• Engender a love of learning, hope and a sense of purpose
• Image and practise justice and service

FOUNDATIONAL BELIEFS

From these core values emerge a set of foundational beliefs that influence all Brigidine college’s strategic direction, educational philosophy and operational priorities. Marian College is no exception.

- We believe authentic Catholic education is a valid expression of the teaching mission of the Church today
- We believe in the right of every person to a good education, regardless of race, creed, sex or socio-economic status
- We believe in providing quality educational services and programs that contribute to the well-being of all students
- We believe in our responsibility as educators to speak and respond to issues of justice
- We believe that the highest professional standards should be pursued by all who teach and support the education in our schools
- We believe in the gospel value of stewardship which is the source of our commitment to maximise the use of resources for the common good of all within the school community.

SECTION 3 – MARIAN COLLEGE

Marian College faithfully continues the educational ministry of the Brigidine Sisters. Immersed in the Brigidine core values, the College strives to provide excellence in education and create strong graduates who confidently carve out their place in the world.

IDENTITY STATEMENT

The identity statement is where we begin to describe who we are as a school community. As a Brigidine School, Marian College shares this element of its identity with other Brigidine Schools.

Marian College: Engaging with students to be creative and critical learners who act with strength and kindness, in the gospel tradition.

VISION

*Marian College is a community growing in faith and love...*

*Serving others...*

*Striving to achieve...*

*Thinking for the future...*

With strength and kindness Marian College will:

- establish an environment that capitalises on our natural tendency for learning and use exemplary teaching practice so that all students can learn effectively and with a sense of purpose

- respect and promote the uniqueness of each individual and provide opportunities for all to navigate their own path in life, realise their potential, and contribute to the growth of the community

- celebrate effort and excellence, both personal and communal, in order to enhance the capacity for growth and learning

- assert that justice requires a radical discomfort about the suffering of others and work to be an agent for change

- as a custodian of our Earth, confirm our faith in the future through careful stewardship that models and promotes a responsible and restrained use of resources

- acknowledge our strengths and our common humanity by celebrating diversity stewardship.
SECTION 3 – MARIAN COLLEGE

GRADUATE OUTCOMES
As we work towards achieving the Vision of the school community we hold many hopes for our students and the types of young women they will become for their families and communities. As a School Community our hopes are that each Marian College graduate will:

- Draw on her Catholic, Brigidine heritage to tackle issues of oppression and injustice, and foster opportunities for the service of others to build the Kingdom of God here on Earth.
- Confidently journey forward, following her desired pathway, leading a personally fulfilling and purposeful life.
- Continue on her learning journey, being a curious, creative and critically-thinking learner, striving for personal excellence in all of her pursuits.
- Be compassionate in her interactions with others, looking to create and foster life-giving relationships that serve to build the dignity and integrity of every human person.
- Be an active member of her community, welcoming and respectful of cultural and religious diversity, to build a harmonious society.
- Approach all creation with reverence and a commitment to respectful and responsible stewardship.

GOVERNANCE

The Brigidine Sisters are the canonical and civil entity sponsoring Marian College and ensure that we hold fast to our strong values base.

The College’s Stewardship Council is appointed by the sponsors and acts as the synthesizer and the custodian of the values of the school. Stewardship involves safeguarding material and human resources and ensuring the College uses them responsibly.

Specifically the Stewardship Council is charged with:
1. monitoring the policies of the College, to be part of the consultative process of policy making and to offer constructive advice that strengthens the school as a good place for young people
2. planning for the future by studying trends in education, local demography and emerging needs
3. monitoring the recurrent and capital finances of the College
4. contributing to the public relations of the school in the wider community

SECTION 4 – PHILOSOPHY FOR EDUCATION AT MARIAN COLLEGE

PURPOSE OF THE PHILOSOPHY

This Philosophy for Education at Marian College accompanies the College’s Vision and Mission Statements and should be read in conjunction with College policies and procedures related to teaching and learning, student wellbeing, administration and human resource management.

It is an aspirational statement of beliefs and characteristics that befit education at Marian.

It is intended to empower, guide and assist each staff member to faithfully fulfil their professional responsibilities and to strive for continuous improvement.

The core values and foundational beliefs of Brigidine education inform the structure and content of the Philosophy and animate its expression in the daily life of the College.

BACKGROUND AND CONTEXT

Brigidine Education

Brigidine education today holds to the vision of its founder, Bishop Daniel Delany: that education is the paramount means of empowerment, social transformation and social justice. It is a vision that regards learning as a lifelong journey.

The virtues of humility, simplicity, trust in divine providence and freedom of spirit influenced by the spirituality of St Francis de Sales remain core and enduring in Brigidine spirituality.

Daniel Delany’s episcopal motto, Fortiter et Suaviter, is reflected in Marian College’s motto. It too reflects the profound influence of Francis De Sales, who claimed that nothing is as strong as gentleness – nothing so loving and gentle as strength.

The core values of Brigidine education have their basis in scripture, tradition and the principles of effective education.

THE INSPIRATION OF BRIGID

Just as Brigid herself was, educators in the Brigidine tradition are called to be energetic, compassionate, generous, hospitable, wise and just.

Brigid inspired... a passion for ecological justice. Brigidine educators are called to build on this precious heritage and foster in students an active sense of sacred responsibility as stewards of the earth.

DO EVERYTHING IN A SPIRIT OF LOVE...

Delany’s own words, and the Rule that he gave the sisters, reflect a deep commitment to the gospel imperative of love – a call to live the virtue of love.

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4 This Philosophy was developed in a facilitated process throughout Term 4, 2010
5 Brigidine Ministries: Enkindling the Fire, Vision and Values, October 2010, pg: 5
6 Ibid, pg 4
7 Ibid, pg12
8 Ibid, pg: 7
9 Ibid, pg 4
BRIGIDINE EDUCATION AT MARIAN COLLEGE

Education at Marian College is strongly grounded in the core values of Brigidine education. It is education that:

- has a strong Brigidine spirit serving the mission of the Church to bring about the reign of God and to reach out to all – especially the vulnerable and marginalised
- is organised and delivered after being informed by the best educational theory, the Brigidine story and tradition and discernment and dialogue within and across the community
- is committed to learning and teaching that affords every member of the community the opportunity to succeed and to improve
- nurtures the wellbeing of all by modelling and fostering authentic relationships

Teaching and learning occurs both formally and informally. It involves multiple and diverse activities and endeavours including:

- orientation & induction
- training & formation
- dialogue & discernment
- evangelisation & catechesis
- research & investigation
- assessment & evaluation
- continuing education & professional development
- service & leadership

DEVELOPMENT OF THIS PHILOSOPHY FOR EDUCATION

This Philosophy for Education at Marian College was developed through individual and collective reflection on current practice and consideration of the nature of the community served by the College.

It draws on what the staff and leadership of the College believe characterises exemplary contemporary practice and promotes the core and enduring hallmarks of education in the Brigidine tradition.
A Philosophy of Education for Marian College

Do ordinary things extraordinarily well...

SERVING THE MISSION OF THE CHURCH

At Marian College we educate with a strong Brigidine spirit in service of the mission of the Church. We believe in:

- a welcoming, respectful and sensitive approach to cultural and religious diversity
- engaging students with their wider world – fostering a sense of wonder and excitement, exploring issues of concern and justice, fostering opportunities for service of others
- approaching creation with reverence and a commitment to respectful stewardship
- the three things that shape our identity as a Catholic school: the need for a spirituality that will guide personal decision making, communal prayer and good liturgies\(^{10}\)

DEDICATED TO COMMUNITY

Education at Marian College is at its best when:

- collegiality, harmony and productive teamwork prevail
- each member of the community displays a self-disciplined approach to learning and to work
- high expectations see all members of the community striving for their best
- data is analysed constructively, used to inform learning and teaching and to improve student outcomes
- staff and students are energetic and motivated
- honesty and authenticity see each person taking responsibility for their actions and judgements

LEARNING FOR LIFE

At Marian College teaching and learning is focussed on successful outcomes for every student. We recognise that the 21st century classroom has educators and learners who:

- love the pursuit of questions and the discovery of answers
- are passionate about our subjects and skill areas
- employ contemporary and relevant pedagogies
- recognise different learning styles
- are motivated to pursue individual interests
- are independent learners – open to ideas and innovation
- strive for continuous improvement
- integrate the use of ICTs in the classroom
- embrace opportunities to work across curriculum areas
- are curious
- embrace opportunities for creativity

\(^{10}\) Brigidine Ministries: Enkindling the Fire, Vision and Values, October 2010, pg: 14
RELATIONSHIPS AND WELLBEING

At Marian we strive to ensure the school environment and atmosphere fosters and promotes:

- compassionate relationships
- the joy of learning from one another
- a sense of achievement for all and the celebration of achievement
- happiness and a sense of and humour
- tolerance
- safety for all members
- good health and healthy habits
- emotional intelligence and resilience
- the rejection of stereotypes about student ability

AS YOU ARE, THOSE AFTER YOU WILL BE\(^\text{11}\)

These words of Daniel Delany are a salutary reminder...of the privilege and the responsibility of being educators in the Brigidine tradition.\(^\text{12}\)

IN SUMMARY...

At Marian College our staff members are agents of change and bearers of hope whose priority is meeting the individual needs of students and providing life-giving opportunities for them.

Our leaders have made a conscious choice to serve the school community and give priority to the common good above the quest for personal gain.\(^\text{13}\)

We want our students to enter the world with the knowledge and skills, attributes and dispositions to face and meet their challenges. Armed with, and empowered by, hope we wish them to lead by the example of their daily life.

\(^\text{11}\) Sayings and Counsels of their Holy Father to the First Sisters of the Brigidine Congregation, Tullow Annals, 1809.

\(^\text{12}\) Brigidine Ministries: Enkindling the Fire, Vision and Values, October 2010, pg: 5

\(^\text{13}\) Ibid pg: 12
### SECTION 5 – STRATEGIC INTENTIONS AND GOALS: 2011 – 2014

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<thead>
<tr>
<th>STRATEGIC INTENTIONS</th>
<th>GOALS</th>
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| **CATHOLIC IDENTITY** | 1. The school community is immersed in the Catholic faith and its traditions  
2. The school community understands how the Brigidine tradition sits within and reflects the Catholic tradition  
3. All staff and students have the opportunity to explore their spirituality and faith journey within a respectful environment |
| At Marian College, we are faithful to the Gospel call to develop a spirituality and identity that is true to our Brigidine heritage and grounded in human experience and contemporary issues. | |
| **LEARNING & TEACHING** | 4. The learning and teaching culture is energetic, relevant, contemporary and reflects personalised pedagogies  
5. Student learning is designed and assessed to measure improvement in learning outcomes for each student  
6. A culture of reflective practice is embedded amongst staff |
| Marian College's programs will reflect equity and excellence, evidenced by graduates who are:  
(a) successful learners  
(b) confident and creative individuals, and  
(c) active and informed citizens | |
| **WELLBEING** | 7. Programs and practices at Marian embody the importance of connecting learning, teaching and wellbeing for all members of the College community |
| At Marian College each person’s capacity for growth and learning is enriched in an environment dedicated to personal and spiritual wellbeing. | |
| **FINANCE, FACILITIES & RESOURCES** | 8. A comprehensive Master Plan that reflects the College’s vision, mission and values and provides overall direction for the continuous improvement of Marian College’s:  
− buildings and facilities  
− technological change and growth  
− financial sustainability  
− practices to ensure resource sustainability  
− profile in the community  
9. Clear and shared understandings of the College’s financial processes prevail. Practices specific to stakeholder needs are employed |
| Learning, teaching and life at Marian benefit from benchmark facilities and resources that are sustainably and responsibly funded. | |
| **LEADERSHIP** | 10. Leadership is focussed on enhancing student outcomes  
11. Leadership facilitates and sustains a strong professional culture and encourages innovation and excellence  
12. Leadership and management of the College is efficient and effective  
13. Families from Parish Parish Primary Schools and those within the local region experience positive relationships with Marian College staff and students. | |
| Marian College is the best choice for the Catholic education of girls in the Western Suburbs. | |
SECTION 6 – EVIDENCE OF SUCCESS 2011 – 2014

Marian College’s successful school improvement will be evident when...

1. animated by the College’s Brigidine values, strong and confident graduates are carving out their place in the world

![Image](image1.png)

Be Faithful to Our Catholic Heritage

2. the College is recognised in the wider community as the provider of quality Catholic education that develops leadership capacity and fosters confidence in young women from culturally diverse backgrounds

![Image](image2.png)

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future

Marian College
Teaching & Learning

3. reflective practitioners become truly responsive to new ideas and programs that shape exemplary education

![Image](image3.png)

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future

Marian College
College Information

4. student learning is grounded in engaging, relevant and authentic pedagogies and content

![Image](image4.png)

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future

Marian College
Teaching & Learning

5. high expectations of academic performance is recognised as a key component of student wellbeing

![Image](image5.png)

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future

Marian College
Student Wellbeing
## SECTION 7 – GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>SCHOOL IMPROVEMENT PLAN</strong></td>
<td>Statement of Marian College’s strategic intentions and goals 2011 – 2014 in the following 5 priority areas:</td>
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<tr>
<td></td>
<td>1. Catholic Identity</td>
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<td></td>
<td>2. Finance, Facilities &amp; Resources</td>
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<td></td>
<td>3. Learning &amp; Teaching</td>
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<td></td>
<td>4. Leadership</td>
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<td>5. Wellbeing</td>
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<td></td>
<td>It is a compelling statement of the desired future and the means of achievement.</td>
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<tr>
<td>Catholic Identity</td>
<td>Catholic identity encompasses the vision, mission, values, and philosophy of Marian College as a Brigidine school. It includes all aspects of faith and service.</td>
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<tr>
<td>Finance, Facilities &amp; Resources</td>
<td>Finance, facilities and resources encompasses the comprehensive Master Plan, financial administration of the College.</td>
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<tr>
<td>Learning &amp; Teaching</td>
<td>Learning and teaching is Marian College’s core business. It encompasses the planned and enacted curriculum and co-curricular programs.</td>
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<tr>
<td>Leadership</td>
<td>Leadership encompasses governance, management, administration, educational leadership and partnerships with stakeholders e.g.: Brigidine Sisters, diocesan authorities, parents. It includes PoL structures and compliance.</td>
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<tr>
<td>Wellbeing</td>
<td>Wellbeing encompasses the entire community’s wellbeing. It includes occupational health and safety and particular welfare programs.</td>
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<tr>
<td>Strategic Intention</td>
<td>In the School Improvement Plan each Strategic Intention is an expression of the preferred future in each of the 5 priority areas of schooling.</td>
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<tr>
<td>Goal</td>
<td>In the School Improvement Plan each Goal is expressed as an end or target and is a priority for the life of this Plan.</td>
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The Annual Implementation Plan (AIP) is the statement of Marian College’s priorities as determined by the Stewardship Council and School Leadership Team set annually in Term 4.

The Annual Implementation Plan is constructed in relation to the 5 key areas of schooling.

Goal

In the AIP a goal is the expression of a priority as an end or target.

Strategy

In the AIP a strategy is the clear and concise statement of the means employed to achieve the goal.

Improvement Focus

The improvement focus indicates where the commitment to continuous improvement in performance is driving the AIP.

Evidence of Successful Implementation

The evidence of successful implementation is the articulation of actual deliverables to be used for data gathering purposes.

Driver

The driver is the most senior person responsible and accountable for successful implementation of each strategy and realisation of each goal.

Status @ November XXXX

The status @ November XXXX is a quick summary check of the successful implementation of the AIP expressed as:

- Complete
- Ongoing (e.g.: 30% complete), or with explanation (e.g.: 2 year timeline)
- Other (e.g.: delayed start to building) with explanation (e.g.: local council planning approval delayed by 6 months).