

ENGAGING MINDS

IGNITING HEARTS

SERVING OTHERS



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# QUALITY ASSURANCE IN CATHOLIC SCHOOLS



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## **COLLEGE CREDO**

### **Vision**

We are a Christ centred educational community – engaging minds, igniting hearts, and serving others.

### **Mission**

We form faith filled people of integrity who strive for excellence.

### **Values**

We value spirituality, wisdom, justice, respect and resilience.

### **Motto**

We celebrate God in all things.

## THE PURPOSE OF THIS DOCUMENT:

- To outline to all stakeholders the purpose, methods, and desired outcomes of all quality assurance at Mary MacKillop Catholic College
- To make explicit the ways that rigorous quality assurance supports the college's mission as a Diocesan college
- To offer clarity on the role all staff can play in supporting the Common Good

**In all our actions as a Catholic college, we are guided by Canon Law.**

**Can. 795** Education must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life.

**Can. 796 §2** There must be the closest cooperation between parents and the teachers to whom they entrust their children to be educated. In fulfilling their task, teachers are to collaborate closely with the parents and willingly listen to them; associations and meetings of parents are to be set up and held in high esteem.

**Can. 806 §2** Those who are in charge of Catholic colleges are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other colleges in the area.

## MISSION LEADERSHIP: from principles to practice

This document outlines how the college uses quality assurance to adhere to and embrace its complex and varied mission. Mission integrity is central to college improvement at Mary MacKillop Catholic College. It is not enough to articulate the above statement in an eloquent form of words – in the day to day lived experience of the college; we must live and practice what this mission says. This does not stop at just baptised Catholics. We must capitalise on the potential of these statements to harness the skills and talents of every staff member to work in total support of the distinctive mission of MMCC. Indeed, the teachers at MMCC can never be neutral in support of the mission of the college. They either help to build it, or they are against it. The College Board and the P and F Association have the same impact and therefore must be as active. Leaders within the college, either Senior or Middle Leaders, in addition to their specific college improvement responsibilities, need to have spiritual and religious understanding, as well as a knowledge and capacity to talk about faith in informed and articulate ways.

The college's main aim is to ensure that all students achieve their best. The effective monitoring of teaching, learning and other key aspects of provision, are important ways of improving the college. Monitoring and review of information is used to ensure that the college improvement plan and other college improvement work lead to continual development. The college is committed to improving the quality of learning and teaching as a means to secure consistently positive student progress.

Monitoring is about building on what we already do well. We need to constantly review the work that we are doing in order to move forward in a way that ensures an optimum learning environment for the

students who attend Mary MacKillop Catholic College. In order to develop our curriculum we need to know what we are providing at the moment, what standards we are currently achieving and what opportunities we are offering - we have to be aware of our baseline. If we do not constantly review and monitor we will not know whether we have improved or not.

When reviewing our work we need to consider the achievement students, the quality of learning and the quality of teaching. This can be done in a variety of ways, involving students, teachers, teaching aides, support staff, volunteers, parents/carers and board members. It should be an opportunity to recognise and celebrate strengths and achievements as well as indicating areas for developments.

Monitoring work means that together we can look at the teaching and learning across the college and together we can plan to develop an outstanding culture that offers a broad and balanced curriculum for all students.

We commit to the following principles as non-negotiables as starting points for supporting the Common

Good:

**Senior and Middle Leadership:**

As the visible agents of the mission of the college, all MMCC's leaders will seek to model an aspiration to the Common Good – underpinned by religious and spiritual understanding.

**Teachers and Teaching Aides:**

As the key agents of delivery and change, teachers will accept, vocally support and work towards the mission of the college, ensuring activities that support positive student progress.

# THE PURPOSE OF MONITORING, SELF-EVALUATION AND REVIEW

## *The College Improvement Cycle*

Self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the college. This is not an end in itself, but a means of checking the college is performing as it should be and is the key way of identifying areas that require improvement. Areas for improvement that are likely to have the greatest impact on the overall quality of provision are then prioritised. A plan of action is then prepared. The actions are carried out. The plan also includes details of how actions will be monitored, and the impact of actions will be evaluated. The evaluation of the action plan thus becomes part of the college's processes of self-evaluation and review.

## *Roles in the college improvement cycle*

### **Principal**

Responsible for making effective links between:

- Monitoring (gathering information)
- Self-evaluation (analysing information presented)
- Performance management of staff
- Planning improvement (mainly through the production and implementation of the college improvement development plan.

### **Senior Leadership Team**

- Supporting the Principal in carrying out responsibilities (above) and by managing a clear plan and programme for monitoring, evaluation, review and improvement

### **Middle Leaders**

- Supporting teachers in the effective and efficient delivery of well-planned and presented lessons through a programme of phase monitoring and evaluation of teaching and learning

### **All Staff**

- Focusing priorities in work (especially teaching) within agreed areas

### **The College Board**

- Challenging and supporting the Principal and leadership team
- Ensuring effective monitoring, evaluation, review and improvement work takes place
- Knowing strengths and developments identified in monitoring and evaluation findings
- Ensuring monitoring findings lead to well-focused actions
- Checking the progress and impact of actions and appropriate use of resources

## Definitions

### Monitoring

This is the process of checking whether or not planned actions are happening. This is led by the leader of the activity area, supported by the Principal and is regularly reported to the College Board. Monitoring arrangements are indicated against each action. Each action has a time-line which makes monitoring a more straightforward process – often by simply checking out whether what was planned has actually taken place.

### Evaluation

The key question is ‘What are these actions leading to?’ Success criteria are included in each action programme and these provide clear benchmarks against which the impact can be measured.

### Success Criteria

These are always designed to be as specific and measurable as possible. At best they provide criteria against which students achievements will be evaluated. Success criteria for an action programme often become performance management objectives for individuals or shared whole team objectives.

### Appraisal, Staff Development and Target Setting

All college improvement priorities need to relate to ensuring that the college meets its whole college, individual learner’s academic, personal and attendance targets. The college improvement plan informs the programme of staff development. All conversations regarding appraisal, target setting and staff development must explicitly support the Common Good and the canonical mission of the college.

### Individual Performance Management Objectives

These are derived in the first instance from two sources- the college’s strategic priorities and the practical activities to support the Common Good. In the objective setting process, all colleagues will have sight of their previous performance as defined by summative and formative academic data, inclusion data, and key achievements of the most recent performance cycle. *These are set in collaboration.*

## LINKING MISSION WITH LINE MANAGEMENT

Line Management and Objective Setting conversations must be developmental AND support the universal and specific Catholic mission of MMCC. These conversations could be informed by:

DOMAIN	PROMPTS	POTENTIAL EVIDENCE BASE				
Can. 795	<ul style="list-style-type: none"> <li>There is a clear focus at classroom and department level to formation of the whole person</li> <li>Academic study is supported at all levels by a focus on pastoral care, and inclusion indicators are improving as a result</li> </ul>	<ul style="list-style-type: none"> <li>Improved inclusion indicators</li> <li>Student/Parent voice</li> </ul>				
Can. 796 §2	<ul style="list-style-type: none"> <li>Concerns and areas for celebration have been communicated with parents and carers</li> <li>Effective parental and community engagement is having a positive impact upon outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Records of parental contact</li> <li>Records that parents/students are interacting with the college's mission</li> </ul>				
Can. 806 §2	<ul style="list-style-type: none"> <li>Progress and attainment is above national and local averages, or if it is not the gap is rapidly closing</li> <li>Improved teaching and leadership is resulting in improved inclusion indicators</li> </ul>	<b>Data Analysis (All classes)</b>				
			Teacher	School Ave	Local Ave	National Ave
		Progress (All)				
		Attainment (All)				
		Progress (Additional Need)				
		Attainment (Additional Need)				

		Notes from LM meetings Objective setting process
All staff commit to an inclusive college, where all are welcome, made in the Image of God.	<ul style="list-style-type: none"> <li>• There is a clear promotion of the College's mission in all interactions, and an aspiration to achieving the Common Good.</li> </ul>	
All members of the community prioritise human dignity, with an implied option for the poor, and the concept of stewardship of resources for all.	<ul style="list-style-type: none"> <li>• There is a culture of universal support for vulnerable learners, and progress and attainment gaps are closing or have closed</li> </ul>	
All staff commit to securing positive progress for all students, accepting that for many vulnerable students, this will mean progress above college and national averages.	<ul style="list-style-type: none"> <li>• There is clear commitment from all department members to realising the Common Good via their professional behaviours and personal performance objectives</li> <li>• This is manifested in a no excuses culture where it is genuinely believed that every child can make strong progress.</li> </ul>	
All performance management objectives and QA activities must support the Common Good.	<ul style="list-style-type: none"> <li>• There is clear evidence via LM meetings that processes all support adherences to the canonical mission and the Common Good.</li> </ul>	

## COLLEGE IMPROVEMENT PLANNING

Every fortnight the Leadership Team will consider all items contained within the College Strategic Plan and the Annual Action Plan. The leadership team will identify from all monitoring information the most important areas that require attention and then identify key areas to include on the improvement plan to bring about the necessary improvement. These will be termed 'Key Lines of Enquiry'. These will be communicated to all staff and will be the focus for quality assurance.

## LINK TO THE COMMON GOOD

Mary MacKillop Catholic College's mission is intertwined with a desire to realise and support the Common Good. This is a central tenet of Catholic Social Teaching. All quality assurance reaches its pinnacle in an attempt to test the college's activities against its stated mission.

- All staff commit to an inclusive college, where all are welcome, made in the Image of God.
- All members of the community prioritise human dignity, with an implied option for the poor, and the concept of stewardship of resources for all.
- All staff commit to securing positive progress for all students, accepting that for many vulnerable students, this will mean progress above college and national averages.
- All performance management objectives and QA activities must support the Common Good.

The Common Good is the complete development of all the people of the world. The idea therefore differs from that of pursuing the 'greatest good for the greatest number,' with which it is sometimes confused, because the pursuit of the Common Good entrusts, both to the government and the Church, care for the greatest good of all persons, not just the greatest possible number. No individual is excluded from the Common Good. It is also therefore linked to the ideas of human dignity and authentic and integral human development, making them central aims of all societies.

It is well described in terms of interdependency: 'Because we are interdependent, the Common Good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the Common Good has been betrayed.'

The Common Good also provides a balance against too strong an individualism by emphasising the social aspect of the human person. Authentic development is possible only if an individual interacts with and grows within a society. Thus each of us is required to work for the Common

Good which includes all others within society. Even property of its nature also has a social aspect which is based on the law of the common purpose of goods. *Gaudium et Spes* – “The Joys and Hopes” (1965), paragraph 7

## **QUALITY ASSURANCE AND COLLEGE EVALUATION:**

To support in meaningful and transparent monitoring and self-evaluation at an individual and department level the quality assurance activities are designed to identify elements of strong practice in addition to areas where development is required.

It is essential that the quality assurance activities provide a full picture of the provision in lessons and around the college site. In order to do this, the quality of lessons will be triangulated by lesson observation/walk throughs, data analysis and student voice sessions which will in turn be checked against the pedagogical requirements for MMCC. These standards are used as benchmarks as they outline the requirements within lessons.

It is important to remember that as a Catholic College promoting the Common Good, data alone cannot be allowed to inform judgements about teacher efficacy. Line managers must use this data as a prompt to a conversation about teaching and learning, student experiences, staff development and overall accountability. **Of paramount concern is MMCC’s role as a Catholic college, with a canonical duty to secure positive progress for every child.**

The following matrix will be used when measuring progress against the Teacher Standards. Ideally, it should be used as the basis of a triangulated conversation (informed also by student progress data and inclusion data) with teachers self-evaluating and this being aligned for developmental reasons with observations and data analysis.

## MARY MACKILLOP CATHOLIC COLLEGE – QUALITY ASSURANCE EVALUATION

	TEACHER _____			
	CLASS _____			
	Not seen	Area for Development	Strength	Clear Strength
<b>1 Set high expectations which inspire, motivate and challenge students</b>				
Establish a safe and stimulating environment for students, embedded in mutual respect				
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions				
Demonstrate consistently the positive attitudes, values and behaviour which are expected of students				
<b>2 Promote good progress and outcomes by students</b>				
Be accountable for students' attainment, progress and outcomes				
Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these				
Guide students to reflect on the progress they have made and their emerging needs				
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching				
Encourage students to take a responsible and conscientious attitude to their own work and study				
<b>3 Demonstrate good subject and curriculum knowledge</b>				
Have a secure knowledge of the relevant curriculum areas, maintain students' interest in the subject, and address misunderstandings				

Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English,				
<b>4 Plan and teach well-structured lessons</b>				
Impart knowledge and develop understanding through effective use of lesson time				
Promote a love of learning and children's intellectual curiosity				
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired				
Reflect systematically on the effectiveness of lessons and approaches to teaching				
Contribute to the design and provision of an engaging curriculum within the relevant subject area				
<b>5 Adapt teaching to respond to the strengths and needs of all students</b>				
Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively				
Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these				
Demonstrate an awareness of the physical, social and intellectual development of children, and adapt teaching to support students' education				
Have a clear understanding of the needs of all students, including those with Additional Needs				
<b>6 Make accurate and productive use of assessment</b>				
Know and understand how to assess the relevant subject and curriculum areas, including mandatory assessment requirements				
Make use of formative and summative assessment to secure students' progress				
Use relevant data to monitor progress, set targets, and plan subsequent lessons				

Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback				
<b>7 Manage behaviour effectively to ensure a good and safe learning environment</b>				
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour				
Have high expectations of behaviour, using a range of strategies, including praise and rewards consistently and fairly				
Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them				
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary				
<b>8 Fulfil wider professional responsibilities</b>				
Make a positive contribution to the wider life and ethos of the college				
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
Deploy support staff effectively				
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
Communicate effectively with parents with regard to students' achievements and well-being				

<b>Signature (Appraiser)</b>	Signature (Teacher)	Date
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## PERFORMANCE MANAGEMENT PRO-FORMA

I will support the Common Good by:		
Area:	Target:	Impact Measures:
My personal professional Development:		
Student progress and outcomes:		
Teaching, learning and assessment:		
Wellbeing		