



**MAZENOD
COLLEGE**

Moments of Grace

2026 Catholic School Improvement Plan – Strategic Intentions



AREAS OF FOCUS

- Oblate and House charism
 - Christian service program priorities
 - Whole of school approach to literacy
 - Teaching and Learning – our growth in use of Artificial Intelligence
 - Staff professional development
 - Whole school approaches to student behaviour, respectful relationships.
 - Staff and student wellbeing
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FAITH & IDENTITY

This strategic dimension includes quality and character of Catholic life, faith formation, prayer, liturgy and sacraments, community service, advocacy groups, retreats and immersions.

INTENTION	SCHOOL IMPROVEMENT FOCUS	GOALS & INITIATIVES
Maintain and promote our Catholic identity and our strong De Mazenod charism consistent with Gospel values.	To provide an environment where staff effectively witness faith and engage with faith formation.	Review and renew our College Evangelisation Plan with an de Mazenod and Oblate lens and a focus on Scripture. Work with College Leadership Team tailor the College Evangelisation Plans and formation program to suit the needs of our College staff in light of the CEWA commissioned Painted Dog research data. Continue to promote Moments of Grace as the theme for Staff and Student Retreats (Staff PL Day and Voluntary experience) Grow the concept of Mazenodian throughout 60th Anniversary. A Mazenodian is a person who has made a positive contribution to our community. Continue to support the College prayer being prayed at the end of each day on the PA. Ensure that each 60th anniversary event becomes an evangelization opportunity. Grow the community understanding of de Mazenod Family, Missionary Association of Mary Immaculate, particularly through MMD. Promote vocations generally but also specifically to the Oblates. Provide pastoral support and resources where required to the Year 10 Mazenod For... Projects.

	Contextualise programs in the Mazenod Journey in order to integrate core focus areas of our Catholic identity and De Mazenod charism.	A whole-school Hands of Eugene Christian Service Plan – a review of the range of initiatives for Christian Service Learning offerings. These include, but are not limited to: • Cathedral Outreach, • Vinnie's Appeals, • Bibbulmun Track maintenance, • Engagements with Primary Schools • Senior-Junior student Mentoring program • Wilkins Road Landcare. House Charism Form Staff and Student House Leaders of the charism of their House, linking to St Eugene and ultimately Jesus. Grow the understanding of charism as gift from God. Make use of Year 7 RE classes and House Masses to grow each charism. Grow links between Mazenod Helping Hands and St Eugene Christian Service Learning.
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LEARNING

We believe that our students are blessed with gifts and talents and that we work to teach and learn in a Christ-centred and child-focused community. We are called to develop our students to be future-ready young men who will make a positive contribution to our world.

INTENTION	SCHOOL IMPROVEMENT FOCUS	GOALS & INITIATIVES
To provide diverse pathways to prepare students for a variety of post-secondary destinations.	Consolidate the elective suite to support the physical, emotional and academic needs of adolescents.	Stabilize the timetable across the two semesters with equal loadings in each. Timetable is set with knowledge of loading across the year. Review of timetable in elective offerings to ensure stability across the year in terms of loadings and capacities to deliver curriculum.
To build the culture and capacity of our staff to foster learning leadership at all levels.	Expand the Teacher Development Program to connect with CSIP through multi-tiered growth planning.	Expand the Teacher Development Program to include teacher-to-teacher mentoring and teacher-led professional learning . Develop Department and Staff growth plans that interconnect with CSIP; Include CSIP priorities and Department Growth plans as a focused classroom observation outcome. HOLAs to develop department professional learning overviews that include proposed conferences, network meetings and identified growth focuses for staff and/or identified individual PL for teachers.
Articulate strategy and outcome for whole school literacy approach.	Consolidate literacy approach using <i>AERO Direct Writing Framework</i> , including coordinated school- and department-level focus.	Implement whole-school disciplinary and interdisciplinary focus on language, using researched strategies (AERO, Writing Texts, and other pedagogical approaches) Develop department-level literacy intervention, based on data-driven identification (PAT-R, NAPLAN, OLNA, SEQTA)

To provide learning experiences that encourage student to pursue personal excellence and prepare them to be future focused.	Develop staff capacity in the use of AI for the production or lesson content and implementation in teaching pedagogy.	Articulate College strategy for AI use in the classroom and pedagogical strategies, including research summary of best practice.
To provide and model learning that promotes a Christ-Centred worldview that contributes to the common good.	Integration of spirituality and formation opportunities into curriculums.	Department implementation of pedagogical and content focuses that highlight Moments of Grace, drawing on CST, a Christ-Centred worldview and DMFEN Signposts and Integration of House Charism into the Year 7 RE curriculum in support embedded teaching of Oblate Traditions.

WELLBEING

All members of our community have the right to be safe in our community.

We work with families and students to strengthen individual wellbeing and foster belonging so that students may contribute to healthy relationships, community, and flourish individually.

INTENTION	SCHOOL IMPROVEMENT FOCUS	GOALS & INITIATIVES
To provide a safe school environment for all members of our community that supports the emotional, social, spiritual and physical needs of each person. To provide diverse opportunities for students to contribute to positive and healthy relationships within their community.	Whole school approaches to student behaviour, respectful relationships.	Continue implementation of the positive behaviour support strategy, including an updated The Productive Classroom and implementation of Our Mazza Way and Good Standing Guidelines, and restorative practices processes that include teacher voice. Implement the whole-school use of The Productive Classrooms and Our Mazza Way. Update KS:CPC scope & sequence and resourcing; continue staff training .
To provide students with opportunities to recognise, grow and make use of their strengths gifts, and talents.		Continue implementation of BSEM through PL and implementation committee. Develop Wellbeing Strategy document.

To grow and embed a development program which facilitates staff growth and wellbeing.

Develop wellbeing strategy for staff to foster wellbeing in a supportive environment.

Create staff consultative groups on contextual needs, such for female staff, SEQTA use and expectations, general wellbeing group – use AWE survey 1 and follow up survey to inform strategic staff wellbeing decisions.

THE PRODUCTIVE CLASSROOM

OUR MAZZA WAY

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We believe in the human dignity of all people. We commit to a community where we can make each other safe and be safe from harm so we can all strive for our personal and interpersonal excellence. I have rights in this community and I understand my responsibilities.

SAFE

I have the right to safety. My contribution to the school community will make others feel welcome. I make sure I know what to do to **make myself and others safe**.

- We will **identify trusted adults** and make sure I seek help if needed
- We will be **active** and report behaviour and situations I find concerning
- We will **respect boundaries and privacy**

ACCEPTED

I have the right to my **individuality**. My contribution to the school community will make others **feel accepted** and **free to be themselves**.

- We will **lead by example** and actively seek opportunities to contribute to the community
- We will **respect individual** differences and opinions of every member
- We will be open to others wanting to **express themselves**

SUPPORTED

I have the right to **feel valued and supported**. My contribution to the school community will have a focus on finding and following our **purpose** and **supporting others** to do the same.

- We will **be passionate** about achieving personal excellence
- We will **actively seek guidance** about our pathways and ambitious goals
- We will **enthusiastically encourage others** in their pursuit of excellence

Strive For Excellence

- Homework completed to the best of your ability
- Revise concepts taught
- Active listening in class – don't be distracted
- Take pride in your work, dress and effort
- Seek to achieve your 'personal best'

Preparative

- Be punctual to class
- Ensure you have all the materials and resources
- Ensure your laptop is charged
- Ensure homework is completed
- Ensure workbook is organised and ready for use

Behaviour

- Enter the room in a timely manner and stand for teacher
- Remain seated, quiet
- Use technology appropriately
- No communication with others
- Raise your hand to ask a question

Environment of Respect

- Respect your class mates – 'no putdowns'
- Respect your teacher
- Respect the property of others
- Respect the property of Mazenod College equipment

THE PRODUCTIVE CLASSROOM
LEVELS OF BEHAVIOUR - PROVENCE CENTRE

For us to be engaged in our learning, we want to feel **safe**, **included** and **respectful** of myself and others in this class.

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HELPFUL BEHAVIOUR LIKE

- Following teacher instructions
- Helping others
- On time to class
- Being organised for class
- Working quietly
- Using appropriate language
- Completing tasks
- Including others
- Respecting others personal property
- Informing teacher of your concerns
- Using machines when not competent
- Incorrect use of tools and machinery
- Not using the correct PPE
- Late to class
- Respecting others in class
- Being willing to actively participate in cleanup
- Being disruptive
- Correct labelling and storage of projects
- Waiting patiently for help by raising hand to speak
- Lining up for class
- Staying on task
- Helping others

UNHELPFUL BEHAVIOUR LIKE

MINOR UNHELPFUL BEHAVIOUR LIKE
 BEHAVIOUR THAT HAS NEGATIVE IMPACT ON OTHERS AND MOSTLY IMPACTS THE LEARNING OF THE STUDENT HIMSELF

- Back chatting the teacher
- Raising voice
- Teasing or name calling
- Making disruptive noises
- Calling out
- Distracting Others
- Poor personal presentation
- Refusing to follow instructions
- Running/killy play in the workshop
- Playing games or music on laptop
- Taking other students work
- Throwing objects
- Avoiding work
- Annoying others
- Unprepared for class
- Off task
- Out of seat
- Wasting time
- Repeating disruptions
- Using push down words
- Swearing
- Chewing gum
- Tuancy

MODERATE UNHELPFUL BEHAVIOUR LIKE
 BEHAVIOUR THAT IMPACTS ON THE STUDENT LEARNING AND THE LEARNING OF OTHERS

SEVERE HARMFUL BEHAVIOUR LIKE
 BEHAVIOUR THAT IMPACTS ON THE STUDENT LEARNING AND THE LEARNING OF OTHERS

- Damage to property/effect
- Personal commercial gain
- Use or possession of drugs or tools for drug use (no testing)
- Violent or abusive behaviour and language
- Bullying, discrimination, harassment
- Violatility towards teachers or peers
- Sexism, racism, homophobia
- Threat
- Taking other students work

COMMUNITY

This strategic dimension includes parent partnership and communication; Boarding community; involvement of former pupils; boarding parents, community and business relationships; links to schools, parishes, charitable organisations and higher education institutions.

INTENTION	SCHOOL IMPROVEMENT FOCUS	GOALS & INITIATIVES
To foster connection and awareness of the heritage and culture of Aboriginal and Torres Strait Islander peoples.	Implement Reconciliation Action Plan.	Review/Renewal of the College Reconciliation Action Plan. Staff Professional Development opportunities to facilitate and generate cultural awareness. Student voice and engagement in the activities to promote NAIDOC Week, the Reconciliation Action Plan and cultural awareness. Growth and development of the Marmun Yirra Boodja Program.
To sustain and grow connections to remote and rural communities, including deepening connection between Boarding and families.	Expand Road Shows in partnership with St Brigid's College (SBC); work collaboratively with SBC on new initiatives	2026 Road Show and Expo schedules to amplify current relationships (eg. Point Samson, Wickham and Tom Price in the Pilbara) and new regions (eg. Esperance, Newdegate, Jurien Bay). Expand the Family Outreach Programme and Mass Supply Continued development of the Mazenod for...project for Year 10 Boarders. Develop a targeted yearly Marketing Plan.

STEWARDSHIP

This strategic dimension includes all aspects of space, buildings, grounds and facilities – including staffing, funding and resources; environmental sustainability; governance, risk and compliance.

INTENTION	SCHOOL IMPROVEMENT FOCUS	GOALS & INITIATIVES
To grow and embed a development program which facilitates staff growth and wellbeing.	Develop a wellbeing strategy for staff to foster wellbeing in a supportive school environment.	Form staff wellbeing working group and articulate a wellbeing strategy, including professional learning day activities and other wellbeing interventions. Undertake wellbeing activities throughout year.
To ensure our Boarding option meets the needs of the students and families	Review Boarding strategic direction to develop facilities and approaches that support the wellbeing of our students.	Rebuild of the Junior Boarding facility now operating as Malnia House and the redevelopment of Wilson House.





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