



2020 SCHOOL IMPROVEMENT PLAN PROGRESS REPORT



Justice



Compassion



Service



Excellence



Dignity

2020 SCHOOL IMPROVEMENT PLAN

PROGRESS REPORT

Annual Priorities

From our Strategic Plan, we develop our school improvement plan. Some School Improvement Planning initiatives will continue in 2021, due to COVID-19 delaying some actions:



LEARNING is what we do – We are committed to learning at every level.



ENGAGEMENT is essential – We are committed to Catholic Education's mission through relationships with all.



ACCOUNTABILITY is not optional – We have personal and collective responsibility for our system's success.



DISCIPLESHIP is our calling – We are committed to deepening our relationship with Jesus.

With the impact of COVID-19, our 2020 School Improvement Plan was modified, due to the need to focus on remote learning for a period of time and also the influence of the social distancing measures that we have put in place.



Learning

Aboriginal Education

Our Aboriginal Education plan has been finalised and individual student Personalised Learning Plans are currently being developed. Links to Curriculum areas have been established and investigation into Religious Education links is continuing. We are seeing an increase in the numbers of Aboriginal students at Mercy.

Mercy College has a 'Growing Enriched Cultural Knowledge in Our School' (GECKOS) group that involves our Aboriginal Liaison Officer, Mrs Mary Eades, Mrs Lucy Reeves, Mrs Melissa Cartner and key staff who volunteer their time to plan and ensure that the culture and traditions of Aboriginal peoples is a part of all that we do. Mercy students are also involved in the planning and discussions. This year, we could not celebrate NAIDOC, in the same way, due to COVID-19, so 2021 will see a greater acknowledgement.

Mr Ryan Lewis, our Inclusion Support Coordinator, led the implementation of a 'Cultural Immersion' group, involving the students engaging in cultural experiences outside of the College.

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Vision for Learning - SEW Mode

Our focus for the year was the element of 'Environment'. Staff members were considering and adapting the three influences: physical, emotional and respectful environments.

With the actual global environment changing with the impact of COVID-19, our learning environments were soon to become remote and the use of technology would be the main tool for teaching and learning.

This unforeseen and tragic situation saw the advancement of technological skills and capabilities across the College. This has been a very challenging time for many staff members as well as our students, however with support, guidance and perseverance, we continued on and are using the digital platforms, resources and communication avenues even more readily than in previous years. We celebrated our achievements via a SEW Showcase on the digital learning that took place. This was a great success with some exemplary practice modelled by staff.



Gifted and Talented

This year processes were developed for identifying Giftedness and data interpretation to meet the needs of our students who need to be challenged, across K-12. Mrs Amanda Rogers and Mrs Dani Scaddan are the leaders of the initiative.

- GiftedWA School Membership – Mercy College will host their AGM
- Application for Mensa Affiliate Schools – successful
- Procedure and process document for student identification
- Data tracking and links from Year Four to Year Nine
- Whole Staff Professional Development
- Recess drop in sessions
- Mentoring pilot program
- Gifted students identified on SEQTA
- Open room for Learning Journey evening
- GATE - Term Three project display in the Catherine McAuley Library

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K-12: Enrichment Centre

A K-12 Literacy Plan is currently being developed. This involves surveying staff in various learning areas to scope and sequence the programs implemented at Mercy College as well as the resources, to ensure continuity.

The Enrichment Centre continues to be utilised by a range of students with varying needs. The centre is used for OLN support, 1:1 and small group tuition, support for students with disability, the ASDAN course, and ESL support across K-12.

Thank you to Mrs Debbie McKrill, Mrs Alice Thomas and the staff who really have made a difference to so many students.

Life Skills

Led by Dr Susan Aulfrey, we were aiming to develop communication, metacognition and life skills practices, so that students would be presented with opportunities to become effective lifelong learners over time.

A survey to staff was developed, sent out and the responses were collated. Key areas identified were communication, self-motivation, thinking creatively, accountability, respectfulness, coping skills, and everyday skills.

Particular areas of weakness among students were also identified, such as communication, respect, work ethic and self-motivation, thus these were made a focus. The Heads of Learning Areas were also involved. A document is being developed, outlining strategies to be implemented across Learning Areas in order to improve student performance in the focus areas. Work in this area will continue into 2021.

National Quality Standards (NQS)

To ensure the Early Years Focus, through the National Quality Standards many initiatives have been discussed, such as the focus on effective parent communication. Parent groups were established at the beginning of the year to meet informally with guided conversation. 'Little Steps', a newsletter for parents in Kindy – Year 2, has continued. Regular NQS meetings, with relevant staff, have taken place to focus on each standard to ensure implementation of best practice for the Early Years is taking place and is effective. A new format has been developed to ensure evidence to support attainment of standards are met and maintained. Selected staff members began the Early Years Leadership course at Catholic Education Western Australia (CEWA). This was postponed due to Covid 19, but will recommence again. A first draft of the Education Assistant role in the Early Years has been completed, as well as a Risk Management Plan for the Kindy/Pre-Primary Play Area and now all staff in the Early Years are working on a Risk Management Plan for their classroom.

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Protective Behaviours

A child protection curriculum is one way of supporting children and young people in developing protective behaviour skills. In order to meet the Non-Government Schools Registration Standard 10.6, all schools must deliver to all students a developmentally appropriate protective behaviours curriculum developed by experts.

At Mercy College we have been delivering the Keeping Safe Child Protection Curriculum for three years. This program has been endorsed by CEWA. In the Primary School it is taught explicitly by the classroom teacher. Nadia Fazzari, our Primary School Psychologist continues to inform and update parents at the beginning of each year on the Childsafe Framework and the Keeping Safe Curriculum.

In our Secondary School our Pastoral Care Group teachers deliver the Keeping Safe program in our pastoral care periods on a Wednesday. The Keeping Safe program has been developed by experts; however, Mercy College has created and developed a scope and sequence that aligns with our College values and our Catholic mission. Importantly, the program can only be taught by staff who have completed the professional development program for the Keeping Safe modules. This includes relief or temporary staff.

In 2020, Mercy College has worked with CEWA to ensure that all fulltime and temporary staff have the relevant knowledge and professional development to deliver an essential program to our students. Our goal for 2021 is to map the Keeping Safe Curriculum against all other curriculum areas to ensure we are maximising the impact it can have on keeping children safe.

Technology

Our Technologies Department is developing well under the leadership of Ms Alison Reed. Home Economics, Textiles, Woodwork, Metalwork, Digital Technology, Robotics and Technology Certificates are now within the one learning area. This has enabled collaborative planning and conversations to take place, with more support provided through the Head of Learning Area. The vision for improved learning environments, across the whole department, will hopefully come to fruition with the commencement of the new Capital Development Plan in the next year or two.

KEY FOCUS AREAS FOR LEARNING IN 2021



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Engagement

Parent Council and Partnerships

Despite the impact of COVID-19, and not being able to have our parents on site, it has been a very positive year in relation to parent engagement, when the opportunity has arisen.

This year the attendance rates at Parent Council meetings has been very successful. We trialled a morning session and many new parents engaged in the session. Some of the College initiatives are:

- A future parent hub may be established once COVID restrictions have been lifted (Phases 5)
- An electronic sign to be purchased and installed. The wiring for this has already been completed. The Arts, PE, Soccer, Service & Primary key staff have noted the benefits of such a sign. Parent council has already contributed some funds initially.
- Possible Parent Service has been discussed as an option going forward.
- Our Middle and Primary leaders are discussing common avenues of communication with parents. i.e. See Saw, emails or SEQTA.

Our combined K-12 Parent Information evening was a great success with parents being able to choose their presentation pathway for the evening. This will continue in 2021.

Thank you to Mrs Michelle Blackburn for leading the Parent Council, as well as to treasurer, Mrs Karina Browne, and to Secretary, Mrs Jackie Carroll. Thank you also to Mr Albert Borrello, for organising the agendas and meetings.

Library

The McAuley Library has faced many challenges this year, not only with COVID-19, but also with the passing of Mrs Orysia Ford. Fortunately, new and existing staff supported each other through this time.

Purchases this year included resources by recognised authors some of which were purchased from funds donated by the Parent Council. The Library runs programs such as the Reading Assistant Dog, Early Bird Reading, Twilight Story Night, Buddy Reading and the McAuley Free Library. They promote the borrowing of books which saw in excess of 30,000 issued in the course of the year; up from the 27,464 issued last year.

In keeping with the College's implementation of the SEW Model (Style, Environment, Work), the library's focus this year has been on Environment. We were fortunate to be able to purchase a significant number of new chairs for the library. This seating sets the learning environment apart from a traditional classroom look and enhances student morale and learning. When the students returned from the extended first term holiday they found the north-east corner of the library transformed into the Gryffindor Common Room, where the lounges have become a popular place for avid readers.

I thank the Library staff, not only for your determination to succeed this year, but for the support you have given each other and the opportunities you have provided for our students.

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Soccer Academy

By the time we had returned to school, after the remote learning period, it was business as usual for the Soccer Academy. All 23 teams were still able to compete in their NWSA, ACC and Champion Schools inter-school competitions. After 9 State finals in 9 years, the Senior boys finally broke the curse and were crowned State Champions. The Academy welcomed a new member of staff, Miss Cassandra Greenwell, Mr Hayden King became Junior Soccer Co-ordinator and the soccer program was taken into the Primary School starting from Year 1. Mercy now has over 500 students in the Academy.

There were many competitions throughout the terms and many stand out players, both males and females.

The Soccer Academy also ran the Covid-safe House 5-a-side competition. This was extremely popular and with limited students being able to access the gym, extra staff were need to count students into the gym, and many students missed out on watching. (12 Augustine beat 10 McAdam 2-0 in the girl's competition. 12 O'Dea beat 11 McAdam in the boy's game.)

Thank you to Mr Trim Morgan and all of the Soccer staff, who work tirelessly over the year to ensure the students have a positive experience with Soccer and the skills and capabilities they develop through the comradeship and the team work. We are thankful to have such passionate, motivated and dedicated staff at Mercy.



Wellbeing

CEWA wellbeing webinars have been accessed by some of our staff. More professional development will be established for the whole staff in the coming year.

More support for the 'RU OK Day' initiatives is intended, with a possible K-12 approach. A staff shared wellness resource file is being developed, which includes brain breaks and other wellness activities. Other strategies have been discussed such as ways of communication appreciation between staff members, ways to encourage wellness in the staffroom, such as games, jigsaws, fruit etc. Apps to promote wellness, or access help/support, are also on the students SEQTA home page.

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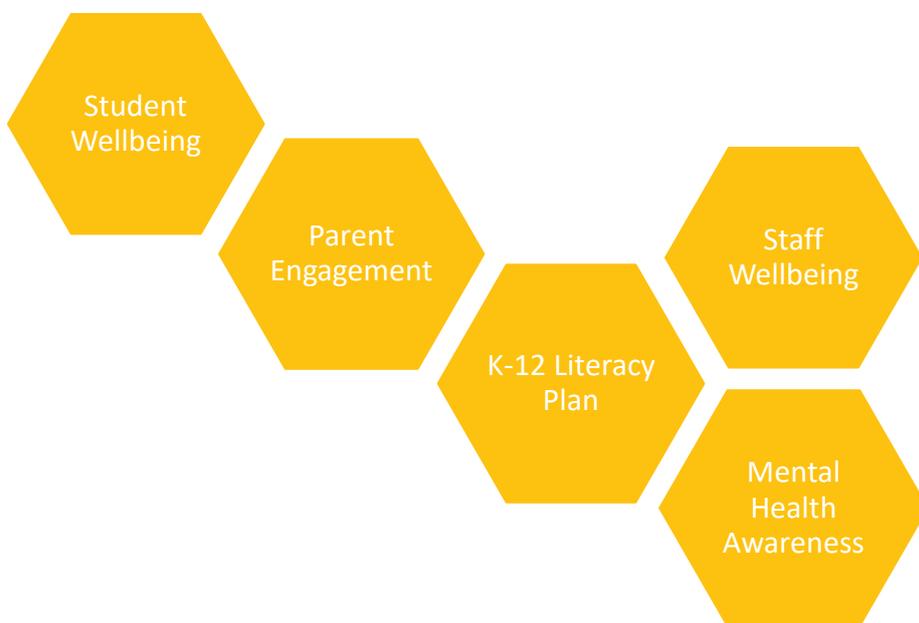
Houses

Many students look forward to participating in the PP- Year 12 House Days. The staff House Leaders spend their own time planning the activities ensuring there is a connection with the traditions of the House, as well as an opportunity for participation from all. This is very challenging with so many students and different abilities due to age, across K-12. However, it is important that we come together in a K-12 College to celebrate our history and future developments; building house spirit.

Thank you to our House Leaders for all the extra work in organising approximately 1500 students.

Flynn	Mrs Laura Matthews and Mrs Susan Manfredi
O'Dea	Mrs Maya de la Haye and Ms Jacinta Kikalis
Augustine	Mr Shane Carter and Mr Clint Fabre
McAdam	Miss Alycia Della-Vedova and Mrs Melissa Milici/Ms Hayley Tunstead

KEY FOCUS AREAS FOR ENGAGEMENT IN 2021



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Accountability

CAVE (Careers and Vocational Education & Training)

Many thanks to Mrs Jennie Jago and Mrs Heather Gardiner for their committed work ethic and team approach resulting in our senior students experiencing success with applications, participating in school based traineeships, attending TAFE or even gaining employment.

Some of the external Certificate courses that students are engaged in include:

Animal studies, Electrotechnology, Nursing, Automotive, Building & Construction, Engineering, Hospitality, Salon Assistant, Cyber Security, Health, Screen & Media, Plumbing, Retail, Community Services, Make-up, Education Support, Digital media & Technology, Business Administration, Commercial Cookery, Horticulture, Sampling and Measurement, Cleaning, and Early Childhood Education and Care.

We have many partners who support our students including South Metro TAFE, North Metro TAFE, The Joondalup College of Electrical Training, MPA Skills, BHP, Tubal Workplace Training, Insight Training Group Australia, Aspire Performance Training, ATC Work Smart, VTS Training, and ACTIV. Thank you to our Registered Training Organisations and other partners for supporting our students in the work place.

Mrs Heather Gardiner continually assists the student with their post Year Twelve options, as well as assisting them with resumes, phone calls, and applications. The counselling starts as early as Year Nine, with students curious as to what subjects they should select as well as requiring information as to what universities are offering on chosen career paths. Different pathways to gaining entrance into university is also an interest of both student and parents.



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Online Literacy and Numeracy Assessment (OLNA)

To achieve a Western Australian Certificate of Education (WACE), a student needs to demonstrate a minimum standard of literacy and numeracy, either by achieving Band 8 or above in reading, writing and numeracy in the Year 9 NAPLAN or by demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA). At Mercy around 64% of students took a VET pathway, with 36% on an ATAR pathway for 2020. Staff have continued to provide support and tutoring to students in Years 10 to 12 for the OLNA. Generally, more students have been able to attain the minimum standard of reading and writing. Students who have not achieved the OLNA thus far will attempt the assessment in the area (Numeracy, Reading or Writing) again in the following year at school. Consider the following Year 12 data:

	2016	2017	2018	2019	2020
ATAR - number with 4 or more ATAR	93	94	78	72	61
ATAR - % of ATAR students	52	50.5	42	37.5	36.5
VET - number with fewer than 4 ATAR	86	92	106	120	106
VET % of VET students	48	49.5	58	62.5	63.5
NUMERACY (% passing)	90.9	97.9	94	95.2	94.6
READING (% passing)	95.5	96.2	95	96.8	97.6
WRITING (% passing)	95.5	94.6	95	95.7	97
Students eligible for WACE	176	184	171	187	163
Students with OLNA	150	171	154	175	155
% of eligible students with OLNA	85.2	92.9	90.1	93.6	95.1

Due to COVID-19, the National Assessment Program - Literacy and Numeracy (NAPLAN) was not able to be conducted. The Year Nine students were given an opportunity to do the OLNA instead which is usually only offered twice per year for years 10, 11 and 12. Passing the OLNA is a requirement of gaining the Western Australian Certificate of Education. (WACE).

Year 9 OLNA Results - % who have demonstrated the standard

	Writing	Reading	Numeracy
2020 [OLNA]	69%	77%	59%

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Sustainability

This year has proved to be challenging at times with sustainable measures within the school, due to the increase in plastic usage with single serve food with the impact of COVID-19. Amanda Huke, Property Services and other staff did not remain idle. New user friendly recycling and rubbish bins were installed around the campus. Spouts were placed on the water fountains in various locations to help students refill water bottles instead of purchasing plastic water bottles. Mercy College has also become a collection site for 'Containers for Change'. When you recycle with Containers for Change, you get a 10 cent refund for every eligible drink container returned. This encourages less waste and raises funds for further initiatives as well.

KEY FOCUS AREAS FOR ACCOUNTABILITY IN 2021



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Discipleship

Fr Albert Saminedi and the Our Lady of Mercy Parish

Congratulations to Father Sam for being presented with a Catholic Schools Parents Association (WA) award for Parish Connections. Fr Sam:

- Works collaboratively together for the benefit of both the school community and the parish
- Actively engages with social initiatives
- Promotes and affirms the work of the school and the parish
- Provides good networking opportunities in the school and parish to build community

Some of the areas noted were the Year Twelve Retreat, the Sacramental program and the 'doves' project, Senior Leadership representation on the parish Council, Busy Bees, St Vinnies and the Christmas Hamper Appeal, the Sudan Appeal, the parish Youth Group – Soul Power, and the parish Christmas Carol service and sausage sizzle.

The relationship between the Parish of Our Lady of Mercy Girrawheen, The Parish Priest, Fr Albert Saminedi, and Mercy College is strong and mutually beneficial and valued. It affords the strengthening of bonds and involvement of young people in the life of the Church and the local Parish community. The partnership is held in high regard and there is a deep appreciation of the collaboration which exists.

Christian Service Learning (CSL) Program

Thank you to Ms Karen Wilson for her dedication, passion and enthusiasm. Karen managed to keep the CSL alive despite the challenges with accessing community programs and events. Thank you to all the staff members that assisted with one or more of the initiatives. Service projects would not be able to be provided to the students without your help.

Congratulations to the following Service groups for their work in 2020:

- PaMaChi - Helping grandparents raising grandchildren
- Young Mercies - Human Rights projects
- Young Vinnies - Vinnies Winter and Christmas Hamper Appeals
- Green Team - Climate action, upcycling, recycling and paper making
- Caritas Kids - Emergency response team responding to global events
- Game Hub - Big brother, Sister program
- Tutoring - after school in the Library
- Mercy Angels - Fighting loneliness in hospitals and aged care
- Mercy Auslan - Sign language volunteers
- Bread Ninjas – Breakfast Club volunteers
- Catholic Mission - dedicated to continuing Jesus Christ's mission in the world
- Palm – Animal Rights
- Days for Girls –Empowering women and girl's world wide
- Origami Army- Helping those in lock down, COVID

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Years Ten and Eleven students volunteered at Our Lady of Mercy Parish Busy Bees, for one Saturday a month. Breakfast Club ran every Tuesday and Thursday before school, with students starting at 7.30am. The Year Sevens Tin Drive for Shopfront, where the whole school donated over 1000 tins, took place. The Year Tens raised \$1500 for LifeLink, by participating in the Shhh... Project. Year Eleven students were involved in the Backpack Challenge and raised awareness of the plight of refugees. Students also raised money for the Western Australian Catholic Migrant Resource Office (WACMRO).

We finished the year off with Origami Army creating over 1000 gifts, that included chocolates, puzzles and notes of support that were delivered to people locked in quarantine at the Novotel in Perth.

Thank you to Ms Wilson, our staff and our students for truly bringing 'Love in Action' to life, during this unusual year.

KEY FOCUS AREAS FOR DISCIPLESHIP IN 2021



Love in Action

STRATEGIC PLANNING – 2020 ANNUAL SCHOOL IMPROVEMENT PLAN

FEEDBACK REPORT

Please note that some strategic initiatives could not be completed during 2020, due to the suspension of our SIP groups for a period of time, because of the impact of COVID-19.

System Strategic Outcomes	Strategic Plan Link	SMART Goals	Progress
Learning			
<p>2. Catholic Schools of Excellence</p> <p>2b Catholic schools witnessing effective contemporary pedagogy and mission inspired practice and outreach.</p> <p>2c Shared understanding and commitment to a 'Catholic Vision for Learning'.</p>	<p>Key Focus Area One: Excellence in Teaching and Learning</p>	<p>By the end of 2020, an effective Technologies Learning Area will be established so that more engaging learning opportunities can be experienced by students.</p> <p>Across the 2020 school year, processes for identifying student giftedness and data interpretation will be established so that student's needs are being met.</p> <p>By the end of 2020, plans will be developed to support the students and the school's direction in Aboriginal education and cultural immersion activities will take place so that the whole Mercy community increases awareness, knowledge and appreciation of our Australian traditions and history.</p> <p>By the end of 2020, specific standards will be reviewed and acted upon so that we are not only meeting the National Quality Standards, but also improving the learning and teaching in the early years,</p> <p>By the end of 2020, teachers will be well aware of effective learning environments and the impact on student learning, so that they can engage students in different ways.</p> <p>By the end of 2020, we will build communication, metacognition and life skills so that students become empowered and effective lifelong learners and teachers will be as well.</p>	<p><input type="checkbox"/> Not Commenced <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed & ongoing</p> <p><input type="checkbox"/> Not Commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not commenced <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not Commenced <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not Commenced <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not Commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p>

Raise in Action

STRATEGIC PLANNING – 2020 ANNUAL SCHOOL IMPROVEMENT PLAN FEEDBACK REPORT

System Strategic Outcomes	Strategic Plan Link	SMART Goals	Progress
Engagement			
<p>3. Catholic Pastoral Communities</p> <p>3a Inclusive communities welcoming and supporting students with diverse learning and social needs</p> <p>3d Services to enhance the safety and wellbeing of students and staff across all contexts</p>	<p>Key Focus Area Two:</p> <p>An Engaged Catholic College Community</p>	<p>Throughout 2020, we will aim to engage our Parent community, so that our partnerships are strengthened and the students benefit.</p> <p>By the end of 2020, we will educate and support staff and students in mental health awareness and well-being, so that with increased knowledge the needs of all are considered.</p> <p>By the end of 2020 we will focus on Literacy implementation and support through the development of programs K-12, so that we can scope and sequence the progression of skills.</p> <p>By the end of 2020, the Mercy College Social Committee will focus on activities and opportunities to promote the wellbeing of staff, so that staff feel valued and enjoy their work space.</p>	<p><input type="checkbox"/> Not Commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not Commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not Commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not Commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p>

Rose in Action

STRATEGIC PLANNING – 2020 ANNUAL SCHOOL IMPROVEMENT PLAN FEEDBACK REPORT

System Strategic Outcomes	Strategic Plan Link	SMART Goals	Progress
Accountability			
<p>4. Accessible, affordable and sustainable system of schools</p> <p>4a Initiatives ensuring the accessibility, affordability, sustainability and growth of schools</p> <p>4c Responsiveness to the diverse needs of students</p>	<p>Key Focus Area Three:</p> <p>Safe and Sustainable</p>	<p>By the end of 2020 both students and staff will embed good practices in relation to sustainability so that our school community will be aware of the need to care for our environment and the ecological state of our area.</p> <p>Throughout 2020, we will continue to provide a safe environment for all to ensure our Community is secure and boundaries are set.</p>	<p><input type="checkbox"/> Not commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not commenced <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed & Ongoing</p>

System Strategic Outcomes	Strategic Plan Link	SMART Goals	Progress
Discipleship			
<p>1. Inspiring Christ-centred Leaders</p> <p>1a Contemporary models of Gospel leadership that are inclusive, flexible and responsive to the increasing requirements of the Church, governments and society.</p>	<p>Key Focus Area Four:</p> <p>A Strong Catholic Identity</p>	<p>Throughout 2020, we will actively promote Catholic values and expectations whilst acknowledging the dignity of each person, so that each person can flourish and build upon their relationship with God.</p> <p>Throughout 2020, We will foster the faith formation of each member of our College Community, so that, in turn, staff members can prepare our students to be courageous, articulate, faith-filled contributors to a more just world.</p>	<p><input type="checkbox"/> Not commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p> <p><input type="checkbox"/> Not commenced <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed & Ongoing</p>

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