

## Annual Plan 2018

STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	RESPONSIBILITY	WHEN
<b>1 MISSION AND IDENTITY</b>	<b>FORMATION</b>			
	<b>1.4.1. Faith Formation</b> Strengthen Faith Formation opportunities for all members of the College community.	1.4.1.1 Offer optional Retreat experiences at Huntington House for staff, parents and student. 1.4.1.2 Conduct parent/son Retreat "Growing Good Men"  1.4.1.3 Centre formation opportunities for students and staff utilising Laudato Si and the 2018 Theme "Stewards of Creation"  1.4.1.4 Provide staff with opportunities for EREA Formation Programs  1.4.1.5 Provide opportunities for Reconciliation for Year 9 through local Parish Priests.  1.4.1.6 Provide opportunities for Reconciliation for Year 5 and 6 through local parish priests.	Mission and Identity Team	2018
	<b>1.4.2. Faith Formation Programs</b> A comprehensive and integrated Faith Formation/retreat/formation program for Years 5 to 12.	1.4.2.1 Review Faith Formation activities across Years 5-12 and construct an integrated Program.  1.4.2.2 Introduce a Year 6 retreat for a day at Oxford Falls	Youth Minister   Head of Junior school, Junior School Curriculum Co-ordinator and Year 6 teachers	Semester 1   Semester 2
	<b>PARISHES AND THE WIDER CHURCH</b>			
<b>1.5.1 Youth Ministry</b> New models of youth ministry and partnerships between the College and parishes developed and supported in strengthening the students' engagement with their Parish.	1.5.1.1 Develop approaches with Fr Jim and feeder Parishes for Youth engagement with Parish. 1.5.1.2 Develop a youth Ministry Framework incorporating Parish and college  1.5.1.3 Encourage more Junior School boys to be involved in the altar serving course at the College.	Youth Minister	Semester 1	

2 LEARNING AND TEACHING	<b>2.1 AN EXPERT TEACHING TEAM</b>			
	<b>2.1.1 Learning Framework</b> A shared understanding, vision and practice for authentic teaching and learning is informing the development and implementation of a whole-school learning framework.	<b>2.1.1.1</b> <i>Develop and publish the Learning Statement into the St Pius X Learning Framework document that identifies and improves teachers understanding and assists the implementation of better teaching methods</i>	Innovative Learning Coordinator	Semester 1
	<b>2.1.2 Teamwork and Collaboration</b> Professional learning opportunities for teachers and teachers' aides which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies.	<b>2.1.2.1</b> <i>Further develop the use of the Professional Learning Team Rounds to model various forms of collaborative practice and teaching strategies.</i>  <b>2.1.2.2</b> <i>Utilise the Professional Learning resource of 'Educator Impact' that allows teachers to plan their professional goals and develop their practice through student and peer feedback.</i>  <b>2.1.2.3</b> <i>*Continue to develop a culture of collaboration by having teachers share an innovative teaching method during Department meetings and that this be recorded in the minutes and shared with staff via staff news.</i>  <b>2.1.2.4</b> <i>All subject faculties to determine approaches to enhance HSC performance and results including target setting, pedagogy, under-performing students and the like.</i>	AP Teach/Learn Head of Staff Services  AP Teach/Learn Head of Staff Services  AP Teaching and Learn  All Staff	Ongoing commencing in Term 1  Ongoing commencing in Term 1  Ongoing commencing in Term 1  Semester 1
<b>2.3 DIFFERENTIATED TEACHING AND LEARNING*</b>				
	<b>2.3.1 A Whole-School Approach to Differentiated Learning</b> Implementation of the whole-school approach to differentiated learning which effectively engages students at all levels and abilities in their learning.	<b>2.3.1.1</b> <i>*Maintain priority of ensuring high-achieving students are appropriately engaged, challenged and extended by including this as a discussion item for each Department Meeting.</i>  <b>2.3.1.2</b> <i>Develop a process to investigate and act on cases of 'underachievement'</i>  <b>2.3.1.3</b> <i>*Commencing with Year 7 2018, implement the Reflective Student model of Feedback so teachers can encourage and assist students to monitor their own learning and to set goals for future learning.</i>	Subject Coordinators  TBA	Commence Term 1 and then ongoing  Term 1 (ongoing) Term 1

		<i>2.3.1.4 Increase student responsibility for their own learning by accessing their own achievements in ICAS English, Maths and Science and completing a self reflection.</i>	Subject Cos AP Teaching and Learning	Semester 1
<b>2.5 LITERACY AND NUMERACY</b>				
	<b>2.5.1 A Whole-School Approach to Literacy</b> A whole school approach to the teaching and learning of Literacy embedded and consistent with the College Teaching and Learning Framework.	<i>2.5.1.1 Introduction of the literacy learning progressions into the Junior School so as to improve literacy outcomes. Years 7-10 to review literacy progression as part of whole school literacy plan.</i>	Head of Junior School and Assistant Principal Teaching and Learning	Commencing in Term 1 and ongoing.  Term 1
		<i>2.5.1.2 Using data from ICAS Grammar and Punctuation test, formulate an intervention program with follow up testing to assess progress.</i>	Junior School Curriculum Coordinator	Term 1
		<i>2.5.1.3 Develop and implement whole school Literacy Plan Years 5-12.</i>	Assistant Principal – Teaching & Learning and Literacy Committee	2018  Commencing in Term 1 and ongoing
		<i>2.5.1.4 Identify college wide strategies to ensure consistent expectation in literacy practice</i>	Literacy Committee	Semester 1
		<i>2.5.1.5 Develop College wide online literacy resources to increase teachers' understanding and ability to implement literacy strategies</i>	Literacy Committee	
		<i>2.5.1.6 Use a model of assessing writing that improves feedback to students and supports students' writing skills as they redraft texts</i>	Junior School team	
<b>2.7 DATA-INFORMED PRACTICE*</b>				
	<b>2.7.1 Data Informing Student Centred Learning</b> A range of data sourced formally/informally, internal and	<i>2.7.1.1 Improved use of data to formulate detailed situational analysis for each Junior School classroom.</i>	Head of Junior School and Junior School Co-ordinator	Semester 1

	<p>external is analysed and used in rigorously evaluating the effectiveness of current learning and wellbeing programs and informing the development of more student-centred programs and level of student achievement.</p>	<p>2.7.1.2 <i>*Include student attendance into main student data to improve analysis of wellbeing and engagement</i></p> <p>2.7.1.3 <i>*Utilising the student survey facility in Educator Impact, each teacher gathers their own feedback from one class each semester for self evaluation and reflection</i></p> <p>2.7.1.4 <i>*Investigate implementing 'Tell Them From Me' survey to gain input from students and parents.</i></p> <p>2.7.1.5 <i>*Utilising the analytics in ICAS identify learning needs for Years 8, 9 and 10 in English, Maths and Science ; implement in programs; and establish target scores</i></p>	<p>AP Teaching and Learning, Teachers</p> <p>Teachers</p> <p>AP Teaching and Learning</p> <p>Maths, English and Science Faculties</p>	<p>Semester 1</p> <p>All 2018</p> <p>Semester 1</p> <p>Semester 2</p>
<p><b>3 PASTORAL CARE AND WELLBEING</b></p>	<p><b>3.1 STUDENT WELLBEING</b></p>			
	<p><b>3.1.2 Respectful Relationships</b> The school champions the development of confident, resilient students with a strong capacity for sound and emotional learning, engaging with their own learning and better able to maintain healthy relationships and responsible lifestyles.</p>	<p>3.1.2.1. <i>Implement student planner diary for scaffolding student planning, prioritising and learning.</i></p> <p>3.1.2.2 <i>Establish links between pastoral care and learning.</i></p> <p>3.1.2.3 <i>Connect with EREBB partners through Immersions and ICT contact</i></p> <p>3.1.2.4 <i>Year 9 Camp program reinforce the concept of team work, efficiency of a group and Rites of passage to Senior Student status</i></p>	<p>Pastoral Care Team</p> <p>Head of Student Services</p> <p>Head of Student Services, Pastoral Care Teams, RE and Well Being</p> <p>Pastoral Care Team</p>	<p>Term 1</p> <p>2018</p> <p>2018</p> <p>Term 4</p>

	<b>3.3 STUDENT SAFETY</b>			
	<b>3.3.1 Digital Technologies and Connectivity</b> Maintain an understanding of and commitment to the ethical and appropriate use of digital technologies including approaches to cyber-safety and anti-bullying.	3.3.1.1 Reinforce the concept of PLD's as a valuable tool to support research based learning and not distraction or malpractice	Studies Coordinators, Year Coordinators,	All 2018
		3.3.1.2 Implement learning and awareness raising strategies highlighting potential negative consequences	Pastoral Care Teams, Year Coordinator	All 2018
		3.3.1.1 Introduction and completion of the esmart digital licence by all Year 6 classes.	Head of Junior School and Junior School Co-ordinator	Semester 1
		3.3.1.2 Listening to a cyber-safety speaker from NSW Police for all of Year 6.	Head of Junior School and Junior School Co-ordinator	Semester 1
3.3.4 Wellbeing Indicators Indicators of student wellbeing are known, identified and appropriately addressed.	3.3.4.1 Develop "know support" your networks and student protocols and patterns of behaviour support- evaluate involvement of connectedness of students with the College. Peers of cocurricular.	Head of Student Services, Senior Sports Master,	Terms 2 and 3	
		3.3.4.2 Write Pastoral Care Statement as outcome from 2017 Pastoral Care Review	Pastoral Care Teams	Terms 2 and 3
		3.3.4.3 Include well being information in professional assessment and communication with parents		2018
<b>4 A CATHOLIC WORKPLACE</b>	<b>4.1 AN EXPERT TEAM OF PROFESSIONALS*</b>			
	<b>4.1.1 Professional Standards – Pedagogy</b> AITSL standards utilized in conjunction with Personal Learning Plans to improve the effectiveness of all teachers.	4.1.1.1 Utilise the Professional Learning resource of 'Educator Impact' that allows teachers to plan their professional goals in reference to AISTL Standards.	AP Teaching and Learning With Head of Staff Services	Commencing Term 1 and ongoing

	<b>4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING</b>			
	<b>4.2.3 Building Leadership Capacity</b> Leadership capacity is developed and extended consistent with National teacher accreditation requirements, including the requirements of higher levels of accreditation.	<i>4.2.3.1 Offer teaching staff ongoing information and support through College and Diocesan workshops to be able to access the voluntary higher levels of NESAs Accreditation.</i>	Head of Staff Services with other Senior Leaders of the College	2018
<b>4.2.4 Self-directed Professional Learning</b> Teachers' engagement in a range of professional associations, learning groups, networks and leadership programs facilitated with a view to developing capacity and identifying leadership potential.	<i>4.2.4.1 Promote a range of professional organisations and leadership opportunities to the whole staff and with the support of Curriculum Leaders at the College.</i>	Head of Staff Services with Assistant Principal - Teaching and Learning and Innovative Learning Coordinator	2018	

5 STEWARDSHIP AND SUSTAINABILITY	<b>5.1 BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE</b>			
	<b>5.1.1 Facilities Master-plan</b> Planning for the delivery of the facilities master-plan, specifically the provision of contemporary and adaptable facilities and teaching environments on the Chatswood and Oxford Falls campuses, and informed by the College Learning Framework.	<i>5.1.1.1 Work closely with key stakeholder and architects whilst consulting with the College community to produce a 15+ year masterplan for the future facilities of the College.</i>	Property Committee	Terms 1 - 4
		<i>5.1.1.2 Engage College Architect to develop initial Master planning stages</i>	Property Committee	Terms 1 – 4
		<i>5.1.1.3 Develop in partnership with Parish, Diocese, EREA and local Catholic communities, the overview of Catholic precinct planning.</i>	Principal	Terms 1 - 4
	<b>5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY</b>			
	<b>5.2.1 Sustainability and Affordability</b> Long-term financial sustainability of the College is maintained in the context of changes to educational funding.	<i>5.2.1.1 In the context of 5.1.1 and the changes to Government funding ensure that cost of what is being proposed is fully costed and pressure tested to ensure that the College can afford it and it does not place any uncertainty on the long term financial sustainability of the College.</i>	Finance and Risk Committee	Term 1 - 4
		<b>5.2.2 Affordable Catholic Education</b> The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for their sons.	<i>5.2.2.1 Ensure that the College is keeping fee increases as low as is financially sustainable and to ensure that families already at the College have access to equity scholarships or fee concessions where it is considered appropriate</i>	Finance and Risk Committee
	<b>5.3 ENVIRONMENTAL RESPONSIBILITY</b>			
<b>5.3.1 Stewardship of the College and Wider Environment</b> There is commitment and shared responsibility across the College community for the stewardship of the College and wider environment.	<i>5.3.1.1 Consistent with the theme of Stewards of Creation, all Facilities improvements are to incorporate environmental sustainability</i> <i>5.3.1.2 Build on the SEMP and ensure that projects are either environmentally sustainable or offset by other activities (eg Solar panels, green walls etc)</i>	Property Committee	Term 1 - 4	

	<b>5.4 TECHNOLOGY AND INFORMATION MANAGEMENT</b>			
	<b>5.4.1 ICT Master-plan</b> Information and knowledge management architecture and processes are accessible, reliable, secure and contemporary and informed by an ICT Master-plan.	<i>5.4.1.1 Review current and expected technological changes and the current and future ICT needs of the College to prepare a ICT Master-Plan taking into account the views of the key stakeholders</i>	ICT Manager /Innovative Learning Coordinator/ Business Manager	Semester 1
	<b>5.5 RISK MANAGEMENT</b>			
<b>5.5.1 Risk-aware Culture</b> The College has a well- established risk-aware culture minimizing the occurrence and impact of risk.	<i>5.5.1.1 With the introduction of Complispace ensure that the culture at the College is a risk aware culture and that best practices in this area are being followed and monitored</i>	Property and Compliance Coordinator / Finance and Risk Committee	Term 1 - 4	



<b>6. STRATEGIC LEADERSHIP AND PARTNERING</b>	<b>6.1 COLLEGE COMMUNITY ENGAGEMENT</b>			
	<b>6.1.1 Consultation and Communication Strategy</b> The College's overall communication and consultation strategy is meaningful and timely and engages parents, staff and Board in dialogue, consultation and communication.	<i>6.1.1.1 Develop and launch a College App.</i> <i>6.1.1.2 Undertake a consultation process regarding the Chatswood Facilities upgrade</i> <i>6.1.1.3 Further develop the annual College survey and consultation process</i>	Deputy Principal, College Board, Strategic Planning Committee	Term 1 Term 1 Term 1 - 3
	<b>6.2 STRATEGIC PARTNERING</b>			
	<b>6.2.2 Post-school Partnerships</b> Post-school education and partnering is fostered and supported with students and former students actively engaged with local industry, commerce and vocational links.	<i>6.2.2.1 Develop a post school database to better maintain contact and engagement with ex-students and know their work/study destination and in conjunction with the Old Boys Association.</i>	Careers Adviser Head of Student Services	Term 1 - 3
	<b>6.4 GOVERNANCE</b>			
<b>6.4.1 Governance Compliance</b> The College governance structures policies and procedures comply with Government legislation and requirements.	<i>6.4.1.1 Undertake Department of Education Census Data Audit</i> <i>6.4.1.2 Introduce Complispace across the College to encompass all policy, procedures and protocols</i>	Business Manage  Business Manager and Resources and Compliance Coordinator	Term 1 Term 1 - 4	