



ANNUAL PLAN 2022

STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	RESPONSIBILITY	WHEN
1. MISSION AND IDENTITY	1.1 CATHOLIC IDENTITY AND EDMUND RICE EDUCATION			
	1.1.1 Engaging with the Charism of Blessed Edmund Ignatius Rice Touchstones and the College's Values further embedded in all aspects of College Life enriched by the rich context of the Edmund Rice charism.	1.1.1.1 Adopt and utilise the theme of "Opportunity and Growth" and the action "Aspire to Inspire" throughout school Masses and liturgies, assemblies, school publications and student Activities. 1.1.1.2 EREA Touchstone Induction Day to Year 7 presentation including Br Carl Sherrin 1.1.1.3 Students entering the college in Year 5 are introduced to the Touchstones, life and charism of Edmund Rice, and the College values of Faith, Excellence, Opportunity and Respect in Term 1, through Commencement Mass and Ash Wednesday Liturgies. 1.1.1.4 Student voice and theme to determine the celebration the Feast Day of Blessed Edmund Rice 5 th May 2022. 1.1.1.5 Touchstones and College values embedded across the Junior School through initiatives such as Pink Ribbon Day, Anti-Bullying policies etc.	Leadership Team	Terms 1-4
	1.2.1 Religious Literacy Strengthen religious literacy of students and staff	1.2.1.1 Sacrament of Reconciliation opportunities provided for Junior School students. 1.2.1.2 Involvement of students in sacramental opportunities across the entire 5-12 year groups. Opportunity to celebrate the Eucharist, the sacrament of reconciliation and become a Eucharistic Minister provided. 1.2.1.3 Broaden the prayer life of the College to include each gathering. Provide a broader range of prayers in the College diary and increase the selection of Hymns.	Junior School Team RE Team Teaching Staff RE Team	
	1.3 LITURGICAL LIFE			

	1.3.1 Liturgical Life of the College Opportunities strengthened for the engagement of staff in the liturgical life of the College	1.3.1.1 Re-introduce Chapel masses and provide further opportunities for Year Masses and formal liturgies following the lifting of COVID-19 restrictions.	Mission and Identity Team	Terms 1-4
	1.5 SOCIAL JUSTICE AND OUTREACH			
	1.5.2 Community Service and Outreach Program A cohesive program of community service and social outreach including social justice education, partnerships, immersion, fundraising and communications strengthened to engage staff, students, parish and parents.	1.5.2.1 Increase CIP opportunities and re-instate service opportunities for students following the lifting of COVID-19 restrictions. 1.5.2.2 Review the College Immersion program for students. 1.5.2.3 Review the College Immersion program for students. Look to reinstate the Year 10 Immersion Program incorporating both residential and non-residential programs 1.5.2.4 Seek opportunities for student participation in Social Justice initiatives that relate to local areas of need (eg. RNSH NICU Canteen).	Social Justice Coordinator and AP Mission and identity Junior School	Term 1 and term 4 Term 1-4
	1.6 PARISHES AND THE WIDER CHURCH			
	1.6.1 Youth Ministry New models of youth ministry and partnership between the College and parishes developed and supported in strengthening the students' engagement with their Parish	1.6.1.1 Involvement in Our Lady of Dolours new Youth Ministry Mass each month. 1.6.1.2 Extend opportunities for interaction with Catholic Girls schools such as Mercy College and Brigidine College. 1.6.1.3 Re-commence the Year 12 retreat program to pre-Covid state. Involve a range of staff to provide an experience that is the culmination of: evangelisation, social justice and social conscience developed at St Pius X College.	Social Justice Coordinator Year 11 and 12 coordinators and AP Mission and identity	Term 1-4
2. TEACHING AND LEARNING	2.1 AN EXPERT TEACHING TEAM			
	2.1.2 Teamwork and Collaboration Professional Learning opportunities for teachers and teachers' aids which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies.	2.1.2.1 Relaunch Teacher Collaboration/classroom observation program 2.1.2.2 Create a Professional Learning plan that encourages collaborative decision-making and targeted Professional Learning goals and outcomes	Professional Learning Coordinator Head of Junior School	Term 3
	2.3 DIFFERENTIATED TEACHING AND LEARNING			
	2.3.1 A Whole-School Approach to Differentiated Learning	2.3.1.1 Implementation of a Tiered Assessment Task in semester in Stage 4 by all Faculties	Subject Coordinators	Sem 1

	Implementation of the whole-school approach to differentiated learning which effectively engages students at all levels and abilities in their learning.	2.3.1.1 Continual review of our teaching and assessment strategies to ensure we are engaging in best-practice approaches that allow students to access the curriculum at their point of understanding, and to demonstrate their understanding via a range of differentiated assessment strategies. 2.3.1.2. Develop and implement a formal, strategic program that identifies, and caters for, students who will benefit from enrichment studies.	AP Teaching and Learning. Junior School Team Junior School Head of Junior School / Student Enrichment Teacher (Mrs Spanyik)	Whole year Term 1 Week 2
	2.5 LITERACY AND NUMERACY			
	2.5.1 A Whole-School Approach to Literacy The whole school approach to the teaching and learning of Literacy embedded and consistent with the College Teaching and Learning Framework.	2.5.1.1 Relaunch Literacy Framework 2.5.1.2 Refine College Teaching and Learning Framework to include EREA learning Statement 2.5.1.1 An increased focus on Writing with a new Year 5 Writing program to be implemented.	Literacy Coordinator AP Teaching and Learning Junior School Curriculum Coordinator/Year 5 teachers	Sem 1 Sem 2
	2.5.2 A Whole-School Approach to Numeracy The whole school approach to the teaching and learning of Numeracy embedded and consistent with the College Teaching and Learning Framework	2.5.2.1 Review of the Junior School approach to the teaching and assessment of Mathematics to ensure our approach is in line with best practice pedagogy. 2.5.2.2 Work in collaboration with Senior School Mathematics staff to create synergies between the Senior and Junior school methods of teaching/learning and assessment.	Head of Junior School / Junior School Curriculum Coordinator / Mathematics Assistant Coordinator	Term 1-4
	2.6 THE LEARNING CULTURE			
	2.6.1 Students Engaging with the Assessment of Learning Students reflecting on and contributing to the assessment of their own learning and providing constructive feedback.	2.6.1.1 Years 7 to 12 Students Report Reflection and Goal Setting on CANVAS 2.6.1.2 Survey of Students - Assessment Reflection 2.6.1.3 Student self-reflection to continue to be part of the suite of assessment strategies in the Junior School.	Year Coordinators, HR Teachers AP Teaching and Learning Junior School Team	Term 1 Sem 2
3. PASTORAL CARE AND WELLBEING	3.1 STUDENT WELLBEING			
	3.1.2 Respectful Relationships	3.1.2.1 Whole school review of pastoral care and wellbeing programs and structures to be conducted through the 2022 school year in the context of	AP Pastoral Care Year Coordinators Pastoral Care Teams	Term 1-2

	The school champions the development of confident, resilient students with a strong capacity for social and emotional learning, engagement with their own learning, and ability to maintain healthy relationships and responsible lifestyles, based on respect, opportunity, growth and inclusivity.	<p>learnings and experiences of the past two years of learning.</p> <p>3.1.2.2 Empowerment of student engagement and affirmative action through a shared “Curriculum of Story” celebrating every interaction as an opportunity for wellbeing enhancement across the school.</p> <p>3.1.2.3 Increase opportunities for Senior School student leaders to mentor Junior School leaders (eg Class and Sport Captains).</p> <p>3.1.2.4 Affirmative engagement of Student Leadership Teams, RAP (Reconciliation Action Plan) Team, Student Empowerment Teams, Peer Support and Peer Mentoring, Positive Education and Wellbeing initiatives such as Wellbeing Wednesday, Partner School Connections (eg Brigidine, Mercy, Red Dirt partner schools - Baradine),</p>	<p>Student Leadership Team</p> <p>Head of Junior School / AP Pastoral Care</p> <p>AP Pastoral Care, Pastoral Teams and Year Coordinators, Wellbeing, Counselling and Student Leadership Teams</p>	<p>Term 1-3</p> <p>Term 1 -3</p>
	3.2 PROGRAMS AND STRUCTURES			
	3.2.1 Positive Learning Behaviours Positive learning behaviours are modelled and promoted across the school community	<p>3.2.1.1 Focus on positive education principles of Growth Mindset and Character Strengths to reinforce relationships and respect across the school community.</p> <p>3.2.1.3 Participation in Review, Goal setting and Strategic Planning opportunities for students, staff and community eg Semester Goalsetting processes. Review of Pastoral Care and Wellbeing practices.</p> <p>3.2.1.2 Aligning student and staff training and opportunities through presentation and intervention eg James Cummins; The Positivity Project.</p>	<p>AP Pastoral Care Professional Learning Team</p> <p>Teaching and Pastoral Staff</p>	<p>Term 1 and 2</p> <p>Term 3</p> <p>Term 1-4</p>
	3.3.1 Digital Technologies and Connectivity Maintain an understanding of and commitment to the ethical and appropriate use of digital technologies including approaches to cyber-safety and anti-bullying.	<p>3.3.1.1. Reinforcement of positive and responsible use of Personal Learning Devices and Technology across all levels of college culture from (pp17-18ff). Student Diary, Cyber safety presentations, Codes of Conduct, standard practice, net alert systems, Restorative Practice and PBL initiatives to reinforce affirmative responsible use of technology.</p> <p>3.3.1.2. Ongoing training and education on safe, ethical and responsible application of technology</p>	<p>Deputy and AP Pastoral Care ICT Team</p> <p>Year Coordinators Teaching staff</p> <p>Pastoral Care Teams Year Coordinators AP Pastoral Care and Deputy Principal</p>	<p>Term 1 and 2</p> <p>Term 1-4</p>
	3.3.2 Social Issues Engage with students and families regarding	<p>3.3.2.1 Engagement with safeguarding standards,</p> <p>3.3.2.2 Presentation of National Days of Action and</p>	Pastoral care Teams and Teaching staff	Term 1 – Term 4

	Social issues of concern to the health and well being of young people.	<p>opportunity using themes of Inclusion, Respect for others, Support, Wellbeing, Mental Health (RUOK), Social Justice, Support of positive relationships across the school. Promotion of student voice.</p> <p>3.3.3.3 Support structures for those experiencing higher need Counselling, Peer Support, Mentoring etc.</p> <p>3.3.3.4 Extension for students in key priority areas eg RAP Red Dirt Immersion, Connection and Inclusion with partners including remote and EREBB partners: “The virus doesn’t discriminate, why should we!”</p>	Counselling Team Student Leadership, Empowerment, Wellbeing and Reconciliation Action Plan Teams.	
4. A CATHOLIC WORKPLACE	4.1 AN EXPERT OF PROFESSIONALS			
	4.1.1 Professional Standards - Pedagogy AITSL standards utilised in conjunction with Personal Learning Plans (PLPs) to improve the effectiveness of all teachers.	<p>4.1.1.1 Undertake Professional Learning Plans in Term 4 2022, review and provide feedback.</p> <p>4.1.1.2 Target professional learning opportunities based on Professional Goals</p>	Professional Learning Coordinator	Term 4 2022 Term 1 2023
	4.1.2 Recruitment and Retention of Staff Maintain an ‘employer of choice’ strategy whereby the best teachers, educational leaders and specialist staff are recruited, developed and retained.	<p>4.1.2.1 Develop a thorough approach to recruiting new staff which is incorporated into succession planning</p> <p>4.1.2.2 Review the Teacher Induction program for new staff</p>	Leadership Team, Human Resources and Compliance Coordinator	Term 1
	4.1.3 Administrative Staff A quality performance growth culture for administrative staff is developed and maintained.	<p>4.1.3.1 Ensure staff receive timely training and support when TASS is rolled out.</p> <p>4.1.3.2 Provide new staff a quality induction and where possible hand over of duties</p> <p>4.1.3.3 Review processes for productivity improvements</p>	Leadership Team, Human Resources and Compliance Coordinator, Business Manager	Term 1-4
	4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING			
	4.2.3 Building Leadership Capacity Leadership capacity is developed and extended consistent with National teacher accreditation requirements including the requirements of higher levels of accreditation.	<p>4.2.3.1 Promote Highly Accomplished and Lead Teacher Accreditation with staff</p> <p>4.2.3.2 Develop a support program for candidates of higher levels of accreditation</p> <p>4.2.3.3 Identify participants for the Introduction to Leadership Coaching course.</p>	Human Resources and Compliance Coordinator, Professional Learning Coordinator	Terms 1-4

	4.3.2 Safety Culture Staff trained in and compliant with all mandated Child Protection and Workplace Health and Safety requirements.	4.3.2.1 Continue mandatory compliance training on Complispace for all staff, tutors, coaches, and volunteers. This also to include Council members as EREA determine. 4.3.2.2 Continual monitoring of WWCC expiry dates 4.3.2.3 Ensure that Child Safeguarding is a Standing Item on the Leadership Team, Governance and Strategic Planning and Council meeting Agenda. 4.3.2.4 Implement the EREA Child Safeguarding Register	Human Resources and Compliance Coordinator Leadership Team Governance and Strategic Planning Committee and College Council HR and Compliance Coord/ Child Safeguarding Officer	Terms 1-4 Term 3
5. STEWARDSHIP AND SUSTAINABILITY	5.1 BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE			
	5.1.1 Facilities Master Plan 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.	5.1.1.1 Continue discussions between EREA and Diocese and Parish. 5.1.1.2 Review College Masterplan and further develop the Chatswood Campus Site Master Plan and potential for staging. 5.1.1.3 Maximise the use for the Learning Hub and potential spaces made available on the Chatswood campus for teaching and learning. 5.1.1.4 Review and re-design TAS workshop spaces.	Business Manager, Facilities Coordinator, Maintenance Team Property C'tee	Term 1-4
	5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY			
	5.2.1 Sustainability and Changes in Funding Levels Long-term financial sustainability of the College is maintained in the context of changes to educational funding.	5.2.1.1 Review School Fee structure in the light of future projects for funding and budget priorities. 5.2.1.2 Review the fee collection rate for the College including arrears from previous years. 5.2.1.3 Explore the options of increasing the collection of contributions to the College Building Fund	Principal, Business Manager Finance and Risk C'tee	Term 1-2
	5.2.2 Affordable Catholic Education The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for their sons	5.2.2.1 Continue to offer assistance to those families where their financial situation has been adversely affected by COVID-19. 5.2.2.2 Explore channels for Catholic families in need to access an SPX Scholarship and consider extending this assistance throughout Year 7-12.	Principal, Business Manager Finance and Risk C'tee	Term 1-4
	5.3 ENVIRONMENTAL RESPONSIBILITY			

	5.3.2 Environmental Management An environmental management plan researched, developed and fully implemented.	5.3.2.1 Assess past usage of resources and work with the Property Committee on ways to reduce our usage (power, paper, water etc) 5.3.2.2 Install solar power at Chatswood Campus	Business Manager, Facilities Coordinator, Maintenance Team Property C'tee	Term 1-2
	5.4.1 ICT Master-plan Information and knowledge management architecture and processes are accessible, reliable, secure and contemporary and informed by an ICT Master-plan.	5.4.1.1 Implement TASS as College database and phase out iwise including staff training 5.4.1.2 Phase in new staff PLDs for the start of 2023	Principal, Business Manager, ICT Team, Property Committee	Term 2-3
6. STRATEGIC LEADERSHIP AND PARTNERING	6.1 COLLEGE COMMUNITY ENGAGEMENT			
	6.1.1 Consultation and Communication Strategy The College's overall communication and consultation strategy is meaningful and timely and engages parents, staff and Board in dialogue, consultation and communication.	6.1.1.1 Conduct a Consultation process with parents, students and staff to review College Masterplan and use of Chatswood facilities including the Learning Hub. 6.1.1.2 Develop and extend communication with ex-students with a view to the developments at the College. 6.1.1.3 Continue using the successful online forums with parents which were developed during COVID shutdown. 6.1.1.4 Reintroduce College Open Day and school tours	Principal, Business Manager, Facilities Coordinator Principal, Publications Coordinator and Business Manager Principal and Publications Team Leadership Team	Term 1-4 Term 1
	6.2 STRATEGIC PARTNERING			
	6.2.1 EREA Networks Professional learning networks are fostered and developed across the EREA community.	6.2.1.1 Increase involvement in EREA initiatives and host opportunities for EREA schools and meetings at SPX. 6.2.1.2 Participate and co-lead the EREA schools professional development networks including the PD in Term 3.	Leadership Team	Term 1-4
	6.2.2 Post-school Partnerships Post-school education and partnering is fostered and supported with students and former students actively engaged with local industry, commerce and vocational links. (Transition of knowledge of post-school partnerships to new managers.)	6.2.2.1 Foster partnerships and increase involvement of ex-students and parents as a resource for student learning and vocational links. 6.2.2.2 Provide opportunities for ex-student donations to the College	Leadership Team, Careers Adviser, Year 11 and 12 Coordinators	Term 1-4
	6.2.4 Relationship with the Diocese and Parishes enhanced.	6.2.4.1 Engage with the BB Diocese and Bishop Anthony Randazzo through College Opening Mass,	Leadership Team	Term 1-4

	Liaison and sharing resources and services with local Parishes, the CSO and the Diocese fostered and facilitated.	Lenten Mass for Project Compassion, invitations to the College. 6.2.4.2 Liaise with EREA Directors, Diocesan BB Catholic Schools Director, new Parish Priest, Mercy College and OLD Primary.		
	6.4 GOVERNANCE			
	6.4.1 Governance Compliance The College governance structures policies and procedures comply with Government legislation and requirements.	6.4.1.1 Expand the College Advisory Council to develop succession planning and induction. 6.4.1.2 All new Council members and Committee members to undertake Induction Processes with the College and with EREA that include training in Governance 6.4.1.3 All Council and Committee members undertake training in Governance	Leadership Team and College Council	Term 1-2
	6.4.2 Alignment – College Advisory Council and EREA Close alignment and consistency of purpose maintained between the College Advisory Council's structure and operations, EREA Strategic Directions and EREA Governance as set out in the 'Design' and reflected in the Council's Annual Plan and aligned with the College Strategic Plan.	6.4.2.1 Revise College Board documentation and role to comply with EREA College Advisory Council restructuring. 6.4.2.2 Ensure College Strategic Plan is consistent with and inclusive of new EREA Strategic Plan, policy and directions. 6.4.2.3 Revise College Council Handbook and aligned with EREA policy.	Leadership Team and College Council	Term 1-2