ANNUAL PLAN 2020

STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	RESPONSIBLITITY	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 "Strength Through Support" and the action "Pursue Your Passion" throughout school Masses and liturgies, assemblies, school publications and student activities.	All staff and student leaders	Terms 1-4
	1.4 FORMATION			
	1.4.1 Faith Formation Strengthen Faith Formation opportunities for all members of the College community.	1.4.1.1 Provide quality and relevant faith forming experiences for staff through Staff Spirituality Day	Assistant Principal - Mission and Identity	Terms 1-4
		1.4.1.2 Ensure opportunities for staff through EREA formation programs at career appropriate stages	Mission and Identity Team	
		1.4.1.3 Provide optional opportunities for faith formation for staff and students and parents on	Assistant Principal - Pastoral Care	

		some weekends at Workul Koo		
		1.4.1.4 Ensure the Year Camps encompass spirituality and faith opportunities.	Assistant Principal Mission and Identity, in consultation with Year Coordinators	
	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 Conduct PNG Callan Services and Kokoda Immersion	Outdoor Education Coordinator and AP Pastoral Wellbeing. Social Justice Coord, AP Pastoral Wellbeing	July 2020
		1.5.2.2 Outreach to share our Social Justice Initiatives with other EREBB schools.	Mission and Identity Team	Term 1-4
		1.5.2.3 Continue through our Founders Day supporting our partner schools.	Assistant Principal Mission and Identity	Term 4
		1.5.2.4 Provide feedback to the St. Pius X community regarding social justice initiatives	Principal and Head of Communications Publications Manager, Mission Team	Term 1-4
		1.5.2.5 Look to expand social justice opportunities for student participation.	Assistant Principal Mission and Identity	
	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 Reconsider new approaches to partnering with Our Lady of Dolours Parish and Youth groups 1.6.1.2 Provide information and opportunities through Parish Youth Groups for students eg OLD meals 1.6.1.3 Expand the Edmund Rice Society for students as an opportunity for Youth Ministry.	Principal, Mission and Identity team Eucharistic Ministers and Mission and Identity Prefects	Terms 1-4
2. LEARNING AND TEACHING	**2.1 AN EXPERT TEACHING TEAM**			
	2.1.1 Learning Framework A shared understanding, vision and practice for authentic teaching and learning is informing the development and implementation of a whole-school learning framework.	2.1.1.1 Publish the College Learning Framework 2.1.1.2 Extend understandings of the framework at staff meetings, school assemblies and parent meetings as well as staff Professional Development	Assistant Principal - Teaching and Learning. Head of Publications and Communications Leadership Team and Studies Coordinators	Term 1-4
	2.1.2 Teamwork and Collaboration Professional learning opportunities for teachers and teachers' aides which strengthen teamwork, collaboration ad sharing of improved classroom teaching strategies.	2.1.2.1 Extend the classroom observations of peer teachers and professional dialogue. 2.1.2.2 Monitor implementation of Faculty Best Practice audit with particular focus on collaboration and moderation.	Professional Learning Coordinator Assistant Principal - Teaching and Learning and Studies Coordinators	Terms 1-3

		2.1.2.3 Continue to collaborate on improved pedagogy through Faculty wide discussion on HSC analysis.		
	2.1.3 Capacity Building - Coaching and Mentoring Approaches for coaching and mentoring program focused on building teacher capacity implemented.	2.1.3.1 Implement Middle Leaders Growth Coaching professional learning	Professional Learning Coordinator and Studies Coordinators	Terms 1-3
	2.3 DIFFERENTIATED TEACHING AND LEARNING			
	2.3.1 A Whole-School Approach to Differentiated Learning 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 Implement the Hess Rigour matrix for all Assessment Tasks from Years 5 to 12.	Assistant Principal - Teaching and Learning	Term 2
		2.3.1.2 Develop a timeline for implementation of recommendations from LSE Review	Principal, Assistant Teaching and Learning and Learning Support and Enrichment Coordinator	Term 1
		2.3.1.3 Develop a proposal for a SPX Enrichment program for Years 5 to 10	Assistant Principal – Teaching and Learning and Library Coordinator	Term 2
		2.3.1.4 Increase Teachers understanding of Gifted and Talented through the GERRIC Mini-COGE.	M Waterson, Professional Learning Coordinator	Term 1 and ongoing to 2021
		2.3.1.5 Introduction of a STEM program into Year	Head of Junior School and Junior	Term 2

		5 which provides the boys with opportunities to explore and discover aspects of Space at their own level.	School Curriculum Coordinator	
		2.3.1.6 Inclusion of a typing program into the weekly homework of all Junior School students that they work through at their own level.	Head of Junior School and Junior School Curriculum Coordinator	Terms 1-4
		2.3.1.7 Further development of the Digital Technologies outcomes from the Science and Technology syllabus involving integration of coding including the use of microbits.	Head of Junior School and Junior School Curriculum Co-ordinator and TAS Studies Coordinator	Terms 1-4
	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 Launch and implement the SPX Literacy Plan	Literacy Coordinator	Term 1 and ongoing
		2.5.1.2 Incorporation of teaching of grammar in the English writing program and literacy studies in the Junior School Year 6 2020 and Year 5 by commencement of 2021.	Head of Junior School and the Junior School Curriculum Coordinator	Terms 1-4

3. PASTORAL CARE AND WELLBEING	3.1 STUDENT WELLBEING			
	3.1.2 Respectful Relationships The school champions the development of confident, resilient students with a strong capacity for social and emotional learning, engaging with their own learning and enhanced ability to maintain healthy relationships and responsible lifestyles.	3.1.2.1 Reinforce College Mobile Phone and ICT Policies for productive learning and respectful interactions. 3.1.2.2 Use the College Diary to promote positive educational psychology in learning and life 3.1.2.3 Both staff and students model a culture of thoughtful inclusion, care and support for the wellbeing of the other.	College Leadership Team Pastoral care (all) staff. Student leaders and advocates	Throughout the year with a focus on every interaction and possibility for the communication of respect in learning and relationships
	3.1.3 Student Leadership All students are empowered to exercise an active voice to engage in a variety of distributed leadership opportunities with the capacity to effect positive outcomes.	3.1.3.1 Students are encouraged to access opportunities for leadership and voice throughout the Pastoral Care program: the Student Leadership Team and portfolios, Co curricula activities, House Vice Captaincy, Peer Support and Mentoring, Student Wellbeing Empowerment Teams, the student RAP team, Kokoda, Callan Services Immersions, Edmund Rice Society and Social Justice Immersion Team advocacy. 3.1.3.2 increase the leadership opportunities	College Principal, Asst Principal Pastoral Care and Wellbeing Year 11/ 12 Coordinators Year Coordinators, Sports Masters Peer Support Coordinators College Counsellors and Wellbeing Teams Principal and Head of Junior School	Term 1 with set up leadership structures and student groups for the year. Term 3 with induction of Student leadership Teams Semester 2 and 2021 Terms 1-4

		and the voice of the Junior School class captains, as well as the sports captains and vice captains on a Thursday. 3.1.3.3 Include student voice in forums and consultations processes.	Student- Staff Diary Planning Committee Old Boys Association and Speechcraft Facilitators Junior School staff and leaders	
	3.2 PROGRAMS AND STRUCTURES			
	3.2.1 Positive Learning Behaviours Positive learning behaviours are modelled and promoted across the school community.	3.2.1.1 Whole school growth mindset towards student leadership and autonomy of learning 3.2.1.2 Use of the College Diary PERMAH+ strategies, Learning Coordinators, Support and Enrichment, Staff learning PD and James Fellowship grants modelling expert learning and facilitation of learning. 3.2.1.3 Focus on the National Day Against Bullying and Violence - Harmony Day on positive behaviours.	College Leadership Team, Year and Subject Coordinators, all staff and students contributing across the school community	Commencement of annual learning patterns through Term 1, across all learning interactions and in assessment of and for learning. Term 2,3 &4 summation of Learning
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	4.1.1.1 All teaching staff to develop Personal Learning Plans related to their professional learning and the AITSL standards.	Professional Learning Coordinator AP Teaching and Learning	Terms 1-4

4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING			
4.2.4 Self-directed Professional Learning 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.	4.2.4.1 Encourage teachers to engage in a variety of professional learning opportunities. 4.2.4.2 Ensure that all teachers are informed of the opportunity provided by the SPX Professional Learning Grants. 4.2.4.3 Ensure that all teachers are informed of the opportunity provided by the SPX James Fellowship.	Assistant Principal – Teaching and Learning Professional Learning Coordinator Staff Services and Compliance Coordinator	Terms 1 to 4
4.3 WORKPLACE CULTURE, HEALTH AND SAFETY			
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 Mandatory training on Staff Learning System through CompliSpace for: Child Safeguarding; EREA Code of Conduct; Student Duty of Care; WHS; Bullying – Prevention & Management; Privacy; Complaints Handling. 4.3.2.2 Training for all staff by professional instructors: CPR & First Aid; Evacuation & Emergency. 4.3.2.3 Concussion training for all sports coaches .	Staff Services and Compliance Coordinator Resources and Facilities Coordinator Senior School Sportsmaster	Terms 1-3 Term 4 Terms 1 & 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 Complete and integrate the development in C Wing in other developments of both A and B Wing.	Business Manager and Resources & Facilities Coordinator.	Term 1
		5.1.1.2 Prepare and lodge Development Application for a Learning Hub of classrooms on 39-41 Anderson St Chatswood.	Property Committee, Principal	Term 4
		5.1.1.3 Further develop the College Master Plan for the Chatswood Campus through TKD Architects and consult with the community of parents, staff, students and neighbours.	Property Committee, Principal	Term 1 Term 2-4
	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 Prepare long term forecasts of likely financial outcomes. 5.2.1.2 Further develop the College 10year Financial Plan based on future funding predictions and inclusive of building projects.	Business Manager and Finance and Risk Committee	Term 1-3
	5.3 ENVIRONMENTAL RESPONSIBILITY			
	5.3.2 Environmental Management Plan An environmental management plan researched, developed and fully implemented.	5.3.2.1 Further develop the College's Environmental management Plan to include 4 star green	Property Committee	Term 1

		ratings for all new developments. 5.3.2.2 Seek further Environment initiatives in College facilities. 5.3.2.3 Add solar panels at Oxford Falls		Term 1-3 Term 1-3
	5.5 RISK MANAGEMENT			
	5.5.1 Risk-aware Culture The College has a well-established risk-aware culture minimising the occurrence and impact of risk.	5.5.1.1 Fully complete implementation of CompliSpace. 5.5.1.2 Revisit the College's implementation of the EREA Risk Framework.	Leadership Team Finance and Risk Committee	Term 1 Terms 1-3
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 future educational needs in relation to school facilities and resources. 6.1.1.2 Launch new College website and APP.	Principal, Leadership Team and Property Committee Head of Publications and Communications and Publications Manager	Terms 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 Host EREA Staff Day.	Assistant Principal - Teaching and Learning, Professional Learning Coordinator	Term 3 Terms 1-3

		6.2.1.2 Seek opportunities to host EREA Principals and leaders' gatherings throughout the year. Such as hosting EREA Board, Principals' Meeting and Professional groups.	Leadership Team	
	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.	6.2.2.1 Foster partnerships and increase involvement of ex-students and parents as a resource for student learning and vocational links.	Career's Coordinator, Principal, Studies Coordinators	Terms 1-3
	6.2.4 Relationship with the Diocese and Parishes enhanced. Liaison and sharing resources and services with local Parishes, the CSO and the Diocese fostered and facilitated.	6.2.4.1 Engage with the BB Diocese and particularly with new Bishop Anthony Randazzo through College Opening Mass, Lenten Mass for Project Compassion, invitations to the College. 6.2.4.2 Liaise with diocese, Parish and Chatswood Catholic Precinct Committee on development of Chatswood site 6.2.4.3 Publish and promote K-12 pathway for boys and girls across Our Lady of Dolours	Leadership Team, Mission and Identity Team. Principal, Property Committee Principal, Publications Manager	

		Primary school, Mercy College and St Pius X College.		
	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 Undertake NESA Registration and Accreditation processes and external NESA Inspection. 6.4.1.2 Complete census/ NCCD Audit of Special Needs student funding.	Leadership Team Learning Support and Enrichment Coordinator, Assistant Principal - Teaching and Learning and Business Manager.	Terms 1-2 Term 1
	6.4.2 Alignment - College Board and EREA Close alignment and consistency of purpose maintained between the College Board's structure and operations, EREA Strategic Directions and EREA governance as set out in the 'Design' and reflected in the Board's Annual Plan and aligned with the College Strategic Plan.	6.4.2.1 Revise College Board Handbook and aligned with EREA policy. 6.4.2.2 Ensure College Strategic Plan is consistent with and inclusive of EREA Strategic Plan and directions. 6.4.2.2 All new Board members and Committee members to undertake Induction Processes with the College and with EREA that include training in Governance	Principal, Board Chair Leadership team and College Board Board Chair and Principal	Term 1 Term 1 Terms 1-2