ANNUAL PLAN 2021

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 "Better Together" and the action "Motivate your Mate" throughout school Masses and liturgies, assemblies, school publications and student Activities. 1.1.1.2 Ensuring that all gatherings have an Acknowledgement of Country 1.1.1.3 Year 5 introduce 'Touchstones' and the life and charism of Edmund Rice in Term 1. Br Carl to speak to Year 5 . Ensure understanding of Edmund Rice values which are reinforced throughout the year by special days ie Pink Ribbon Day, No Bullying etc. Investigate and plan for an Edmund Rice introduction/reflection day for Term 1, 2022.	AP Mission and Identity AP Mission and Identity Head of Junior School/ Year 5 Class teachers.	Term 1-4 2021 Semester 1
	1.2 RELIGIOUS EDUCATION			
	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, including events such as Staff Spirituality Day. 1.4.1.2 Ensure opportunities for staff through EREA formation programs at career appropriate stages. 1.4.1.3 Provide optional opportunities for faith formation for staff and students and parents on some weekends at Workul Koo. 1.4.1.4 Ensure the Year Camps encompass spirituality and faith opportunities. 1.4.1.5 Develop Year 12 Retreat program to incorporate Eucharistic celebrations and clergy involvement 1.4.1.2 Reconciliation opportunities for the Junior School	AP Mission and Identity AP Mission and Identity AP Mission and Identity AP Mission and Identity/ Head of Junior School	Nominate staff Term 1 Semester 1

	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 Outreach to utilise EREBB across the network and share our Social Justice Initiatives with other EREBB schools. 1.5.2.2 Develop our partnership with St Joseph's Walgett and St Mary's Bowraville. 1.5.2.3 Seek opportunities to expand social justice opportunities for student participation. 1.5.2.4 Develop and expand relationship with Centacare and The Glen Centre for increased student involvement. 1.5.2.5 Use RAP and Red Dirt to connect with Parish, wider communities expand opportunities for students to outreach	AP Mission and Identity	End of Term 3
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 Extend understandings of the framework at staff meetings, school assemblies and parent meetings as well as staff Professional Development 2.1.1.2 Introduce EREA Learning Framework into SPX 2.1.1.3 Finalise Publication	AP Teaching and Learning	End of Term 1
	2.1.3 Capacity Building - Coaching and Mentoring Approaches for coaching and mentoring program focused on building teacher capacity implemented.	2.1.3.1 Further extend the implementation of the Middle Leaders Growth Coaching Program and professional learning. 2.1.3.2 Consolidate Growth Coaching with Subject Coordinators	Professional Learning Coordinator	End of Term 1 End of Term 2
	2.2 SYSTEMATIC CURRICULUM DELIVERY			
	2.2.2 NSW Curriculum Reforms (NESA Curriculum changes)	2.2.2.1 Commence discussion with Subject Coordinators and teaching staff on implications of the reform 2.2.2.2 Draft an SPX impact statement of Reforms	AP Teaching and Learning	End Term 2
	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 Further implement recommendations from LSE Review 2.3.1.2 Develop the Learning Support Team as the Diverse Learning Team 2.3.1.3 Increase Teachers understanding of Gifted and Talented through the GERRIC Mini-COGE.	AP Teaching and Learning Diverse Learning Coordinator Professional Learning Coordinator	End of Year End Term 1 End of Term 2 Ongoing

		2.3.1.4 Implement the Honours Program 2.3.1.5 Monitor use of the Hess Rigor Matrix for consistency in differentiation 2.3.1.6 Identify Year 6 students for the honours program in Year 7.	AP Teaching and Learning Subject Coordinators Junior School Curriculum Coordinator	Term 4
	2.4 EFFECTIVE AND CONTEMPORARY PEDAGOGY			
	2.4.1 Boys' Education A highly contemporary school-wide pedagogy informed by the science of learning and professional learning and engaging all aspects of learning in the context of boys' education for Years 5-12. (CANVAS)	2.4.1.1 Continue implementation of the LMS CANVAS : students /teachers/community 2.4.1.2 Teacher Professional Learning Plans uploaded through CANVAS 2.4.1.3 All Assessment Schedules uploaded onto CANVAS 2.4.1.4 Each Faculty to have commenced use of CANVAS 2.4.1.5 All parents enrolled 2.4.1.6 Trial Report reflection/goal setting activity with Year 10 using CANVAS 2.4.1.1.7 Teaching and Learning course created in CANVAS with resources uploaded 2.4.1.8 Continually reinforce practice of evidence-based teaching and highly effective teaching practices through Staff news/Staff meetings and PLTs 2.4.1.9 Monitor implementation of 4th Year of student reflection process 2.4.1.10 Introduce active monitoring of students in Stage 6	AP Teaching and Learning Senior Study Coordinators	Ongoing Term 1 Term 1 Term 1 Term 1 Ongoing Term 3 Term 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 Evaluate the first year of the Literacy Plan (2020) and commence the second cycle of implementation 2.5.1.2 Commence the second cycle of the literacy plan with 2.5.1.3 Year 5 Writing program being rewritten. 2.5.1.4 Junior School working in conjunction with learning support team to provide KLA vocabulary lists.	Literacy Coordinator Junior School Curriculum Coordinator/ Year 5 class teachers.	Term 1 Terms 1-4 Terms 1-4

			Junior School Curriculum Coordinator	
3. PASTORAL CARE AND WELLBEING	**3.1 STUDENT WELLBEING**			
	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 Foster student leadership through initiatives including those led by Pastoral Care Wellbeing Leaders. RAP Team, House Vice Captains, Class Captains. 3.1.3.2 Continue to work with student leadership team to give voice to their pastoral care themes: "Better Together – Motivate your mate" transition to 2022. 3.1.3.3 Student Empowerment Teams to reach out and lead whole school wellbeing initiatives: NDA, RUOK Day. 3.1.3.4 Develop the connection between the Senior College leaders and the Junior School class captains/sports captains.	Assistant Principal Pastoral Care and Wellbeing Leadership Team Student leadership Team Student Empowerment Teams Assistant Principal Pastoral Care and Wellbeing/ Student leadership Team/ Head of Junior School	Term 1 – 3 Term 3 Term 1 Terms 1 - 4
	3.2 PROGRAMS AND STRUCTURES			
	3.2.2 Positive Learning Behaviours Principles of the "Be You" program integrated into the culture of the College to complement existing pastoral and wellbeing programs. (MindMatters to "Be You")	3.2.2.1 Develop student Positive Psychology protocols including Growth Mindset and supported by diary and learning practices. 3.3.2.2 Empower wellbeing students to lead the PERMAH+ positive education model 3.3.2.3 Students are empowered to take responsibility for their own learning growth and development working with their teachers.	Pastoral Care staff Student Wellbeing Teams Teaching staff	Term 1 Term 2 Term 1 - 4
	3.2.3 Outdoor Education The College Outdoor Education Program contributes to the holistic development of students and is valued and supported across the school community.	3.2.3.1 Review Camp and Outdoor Education Program 2021 to integrate each experience in a sequentially planned progressive challenging growth experience. 3.2.3.2 Include a diverse range of staff and students in the Outdoor Education programs at appropriate levels: Yr 5 Camp, Red Dirt Expedition, Yr 11 Snowy Expedition. 3.2.3.3 Adjust the Outdoor Education program to contemporary constraints: Covid and Environmental.	Deputy Principal Assistant Principal Pastoral Care Outdoor Education Coordinator Year Coordinators Pastoral Care Staff	Term 2 Term 1–2 Term 1 Term 3

	3.3 STUDENT SAFETY			
	3.3.2 Social Issues Engage with students and families regarding social issues of concern to the health and wellbeing of your people. (digital footprint)	3.3.2.1 All members of College community read and sign ICT Code of conduct agreements. 3.3.2.2 Conduct age-appropriate training of all students supported by Parent information, as to how to keep themselves safe and secure online without endangering their reputation. 3.3.2.3 Ensure appropriate follow up to any inappropriate searches or misuse of PLDs or network. 3.3.2.4 Ensure all new Junior School students are aware that we have processes in place to monitor their computer use. Inform parents of good internet protocols for their households.	All students, parents and Staff Assistant Principal Pastoral Care and Pastoral Care and Counselling teams Year Coordinators Head of Junior School	Week 2 Term 1 -3 Through year Term 1
	3.4 SCHOOL COMMUNITY WELLBEING			
	3.4.2 Staff Wellbeing Staff share a mutual responsibility for the maintenance of professional respect, collegiality, collaboration, morale and personal wellbeing.	3.4.2.1 Maintain dialogue and open communication to maintain staff positive mutual support, connections and collaboration. 3.4.2.2 Reinforce collaborative teamwork practices in professional interactions which enhance interpersonal respect and wellbeing- Growth Coaching. 3.4.2.3 Model positive respectful relationships. 3.4.2.4 Establish Women's Wellbeing Weekend	Leadership Team Middle Managers Staff Leadership Team and Middle managers Staff Services & Compliance Coordinator	Term 1–4 Through year. Term 3
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	End of Term 1
	4.1.3 Support Staff A quality performance growth culture for support staff is developed and maintained.	4.1.3.1 Provide opportunity for cross training of current Administration Staff in specific roles 4.1.3.2 Encourage Support Staff to engage in a variety of professional learning opportunities 4.1.3.3 Ensure that all Support Staff are informed of the opportunity provided by the SPX professional Learning Grants	Staff Services & Compliance Coordinator	Throughout the year Term 3
	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.	4.2.3.1 Ensure that all Teaching Staff are informed of the opportunity provided by the SPX Professional Learning Grants	Staff Services & Compliance Coordinator	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 Engage consultants to refurbish B Wing. 5.1.1.2 Complete DA conditions for 39-41 Anderson St and progress the Learning Hub for commencement by end of Term 4 2021. 5.1.1.3 Continue the dialog with EREA/ Diocese / Parish regarding the site with a view to acquisition and / or long-term lease. 5.1.1.4 Consult and further develop the Chatswood Campus Site Master Plan for EREA's approval.	Principal, Business Manager, Facilities Coordinator and Property C'tee	Terms 1-4
	5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY			
	5.2.2 Affordable Catholic Education The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for the 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	Terms 1-4
	5.3 ENVIRONMENTAL RESPONSIBILITY			
	5.3.2 Environmental Management Plan 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 Oxford Falls and explore opportunities at Chatswood Campus 5.3.2.3 Install LED lighting throughout the College campus.	Business Manager, Facilities Coordinator, maintenance Team Property C'tee	Terms 1-4

	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 Ensure all COVID-19 protocols are consistently and reviewed as regulations change. 5.5.1.2 Embed the use of CompliSpace across the College and the completion of compliance training for staff, casual teachers and cocurricular employees. 5.5.1.3 Ensure that the College Risk Framework is consistent with EREA Frameworks.	Principal, Deputy Principal, Staff Services & Compliance Coordinator, Business Manager, Finance and Risk C'tee	Terms 1-4
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 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.	Principal and Business Manager Principal and Head of Publications Leadership Team and Coordinators	Terms 1-3 Terms 1-4 Terms 1-4
	6.2 STRATEGIC PARTNERING			
	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	Principal, Deputy Principal, Business Manager, Head of Publications	Terms 1-4
	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 new EREA Directors, Diocesan BB Catholic Schools Director, new Parish Priest, new Principals at Mercy College and OLD Primary and also the Chatswood Catholic Precinct Committee.	Principal and Leadership Team	Terms 1-4

		6.2.4.3 Revise and promote K-12 pathway for boys and girls across Our Lady of Dolours 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.	6.4.2.1 Revise College Board documentation and role to comply with EREA College Advisory Council restructuring. 6.4.2.2 Expand the College Advisory Council to include a greater external involvement and greater gender balance. 6.4.2.3 Revise College Council Handbook and aligned with EREA policy. 6.4.2.2 Ensure College Strategic Plan is consistent with and inclusive of new EREA Strategic Plan, policy and directions. 6.4.2.2 All new Council members and Committee members to undertake Induction Processes with the College and with EREA that include training in Governance	Principal, Staff Services & Compliance Coordinator, Council Chair and Council members	Terms 1-4