



San Sisto College

Women of Integrity Shaping the Future

ANNUAL OPERATIONAL PLAN

2012

Prepared in consultation with College Staff, College Board and P&F and based upon the 5 Year Strategic Renewal Plan 2012 - 2016

Prepared: 1 January 2012

Reviewed: 29 October 2012

SAN SISTO COLLEGE:

College Annual Operational Plan 2012

PRIORITY 1 (Priorities are the common key areas for action for 2012)

Mission and Religious Education

BCE STRATEGIC INTENTS		COLLEGE GOALS (Goals are what we decide to do to achieve our aims for 2012. They are established as part of the renewal plan and annual goal setting to focus action around our aims.)	STRATEGIES (Strategies detail how goals will be achieved. They align directly to the goals.)	REVIEW & REPORT
1.1	Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.	<ul style="list-style-type: none"> Continue to provide staff morning prayer and Masses; student retreat Review policies, practices and procedures against the nature and purpose of Catholic schooling Review culture of college 	<ul style="list-style-type: none"> Staff praying daily with students introducing meditative prayer 2 min daily, whole school 	Done and will continue. Very successful implementation
1.2	A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.	<ul style="list-style-type: none"> Ensure currency and best practice within religious education curriculum 	<ul style="list-style-type: none"> Begin implementation of new RE curriculum 8 – 10 as per BCE guidelines 	On-going
1.3	A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.	<ul style="list-style-type: none"> Ensure that the religious life of the school is overt and embedded within the culture of the college 	<ul style="list-style-type: none"> Continuing to integrate and make overt the Dominican values, Habits of Spirit and Faith into classroom, assemblies and school activities and into unit planners as per curriculum plan 	On-going
1.4	A cohesive and integrated approach for the spiritual formation of staff.	<ul style="list-style-type: none"> Develop a consistent and strategic approach to Dominican formation Emphasise staff spiritual formation 	<ul style="list-style-type: none"> Dedicated Term 1 or 2 PD day to spirituality/RE for all staff Dedicate ½ day PD at beginning of year to Dominican formation 1 x staff meeting or equivalent per year committed to a Dominican topic Preparing plan for Dominican and Catholic formation of staff Staff Mass and prayer 	On-going
1.5	A cohesive and integrated approach for the professional learning of staff in religious education and theology.	<ul style="list-style-type: none"> Promote study in RE/Theology Provide specific PD for RE staff Increase RE qualified staff 	<ul style="list-style-type: none"> Continuing to release RE staff 1 x day per year for RE in-service Continuing to releasing RE staff 1 x day per year for team planning and in-service re: RE and theology Continuing to promote scholarships Preparing a plan for RE inservice and re: Religious education and spirituality Explore models of service learning 	Done and will continue
1.6	A shared understanding of and practical responses to Catholic Social teaching.	<ul style="list-style-type: none"> Highlight Catholic social justice issues 	<ul style="list-style-type: none"> Presenting in-service on Catholic Social Teaching at 1 x staff meeting per year or as per 5 year plan Continuing to provide service and justice activities for staff and students Continuing to provide guest speakers involved in Social Justice activities 	On-going

PRIORITY 2

Learning and Teaching

BCE STRATEGIC INTENTS		COLLEGE GOALS (Goals are what we decide to do to achieve our aims for 2012. They are established as part of the renewal plan and annual goal setting to focus action around our aims.)	STRATEGIES (Strategies detail how goals will be achieved. They align directly to the goals.)	REVIEW & REPORT
2.1	Enhanced pedagogical practice that is data-informed and evidence-based.	<ul style="list-style-type: none"> Continue with full implementation of D of L, HOM&S and school-wide pedagogy Develop strategies for measuring achievements and align goals for improvement Develop leadership skills and define accountabilities of curriculum coordinators within faculties re: curriculum development 	<ul style="list-style-type: none"> Completing the writing of units of work in Dimensions of Learning (70% by end of 2012 and 100% by end of 2013. Developing resources in Habits of Spirit Mapping implementation of elements of Dimensions of Learning Developing plan for measuring and reporting outcomes and developing strategies and targets for improvement Formulating college calendar of release for subject teachers for planning purposes 	<p>Units prepared.</p> <p>More work required in 2013</p> <p>Greater use of data to inform strategies for improvements needed in 2013</p> <p>To continue in 2013</p>
2.2	Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.	<ul style="list-style-type: none"> Continue with implementation with Australian curriculum 	<ul style="list-style-type: none"> Providing PDE and release time for Australian curriculum Continuing to support implementation with time release for unit planning/development 	On-going
2.3	Improved literacy and numeracy standards.	<ul style="list-style-type: none"> Provide learning support and training re: NAPLAN 	<ul style="list-style-type: none"> Ongoing training of students and support of staff re: NAPLAN Continuing to prepare students for NAPLAN 	On-going
2.4	Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary.	<ul style="list-style-type: none"> Research and develop models for move to Year 7 Continue with implementation of master building plan Explore concept of senior learning space Continue to provide structured ongoing support to incoming students Continue to provide training in the use of IC & LTs in the classroom Continue to provide learning opportunities re: contemporary teaching practice 	<ul style="list-style-type: none"> Preparing college educational brief Establishing model for implementation Year 7 Preparing curriculum and resources for Year 7 Continuing building as planned to prepare for Year 7 Studying examples of pedagogical practices Continuing to conduct orientations programs Towards end of each term conduct extra orientation programs for new students re: Habits of Mind and Spirit 	On-going
2.5	Comprehensive whole-school approaches provide pastoral care, protection of students, student behavior support and foster social and emotional well-being.	<ul style="list-style-type: none"> Develop integrated student learning and well-being program Develop the WELL 	<ul style="list-style-type: none"> Providing staff, student and parent training Promoting use of the WELL as a place of well being Reviewing all PDE programs, use of year level assembly time, Year 11 leadership program, Year 11 camp 	Done
2.6	Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.	<ul style="list-style-type: none"> Continue to explore financial grants 	<ul style="list-style-type: none"> Continuing current support programs 	On-going
2.7	Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.		<ul style="list-style-type: none"> Continuing to offer career education in Year 10 as a component of PDE Expanding VET options in senior school 	On-going
2.8	School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.	<ul style="list-style-type: none"> Foster a learning community culture 	<ul style="list-style-type: none"> Providing ongoing staff training on Monday afternoons on range of topics eg. Leadership vs management, Dominican philosophy of education, Excel spreadsheeting, financial management 	Done – very valuable. Will continue in 2013

PRIORITY 3

Professional Practice and Collaborative Relationships

BCE STRATEGIC INTENTS		COLLEGE GOALS (Goals are what we decide to do to achieve our aims for 2012. They are established as part of the renewal plan and annual goal setting to focus action around our aims.)	STRATEGIES (Strategies detail how goals will be achieved. They align directly to the goals.)	REVIEW & REPORT
3.1	Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.	<ul style="list-style-type: none"> Continue the close connection with the Fathers at Our Lady of Grace's Continue with visits to and exchanges with St Martin's 	<ul style="list-style-type: none"> Including Fathers in college functions Working together in preparation of Liturgies Actively promoting community Mass 	On-going
3.2	Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.	<ul style="list-style-type: none"> Support parents in educating students re: PDE topics Foster positive and affirming relationships with parents and members of the community 	<ul style="list-style-type: none"> Conducting annual 'dinners' for Years 8/9/10 and 11/12 including keynote addresses on relevant topics Continuing to invite parents to school Masses, rituals and school liturgies Conducting parent nights; preparing information sheets, updating website with relevant information and keeping website current 	Term 1 evening very successful. Will explore other initiatives in 2013
3.3	A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.	<ul style="list-style-type: none"> Support and foster well-being of staff Provide learning opportunities for staff 	<ul style="list-style-type: none"> Mentoring older and younger teachers Continuing Performance and Development Program for all staff Continuing to develop staff induction program Providing all new staff with a buddy Continuing to prepare strategic professional development program each year 	Develop role of buddy
3.4	Leadership development and succession planning informed by the mission and purpose of Catholic Education.	<ul style="list-style-type: none"> Develop leadership training opportunities for staff 	<ul style="list-style-type: none"> Promoting BCEC "Out the Box" programs, Step Up Offering opportunities for leadership development Fostering learning community culture through after school Learning Series of lectures/workshops 	On-going
3.5	Development of effective professional learning communities both within schools and across the wider BCEO community.	<ul style="list-style-type: none"> Develop a learning community of leaders keeping others abreast of current research/information/directories Encourage networking of teachers with teachers in other schools 	<ul style="list-style-type: none"> Conducting lectures 1 x each College Leadership Team x each Term on range of topics 	Done and will continue
3.6	Productive links are forged with professional bodies and institutions, the broader community and government agencies.		<ul style="list-style-type: none"> Continuing to foster high quality relationships with stakeholders 	On-going
3.7	A safe, healthy and productive school environment for students, staff and community.	<ul style="list-style-type: none"> Establish Well-being Centre (The WELL) Maintain physical and healthy well-being of staff 	<ul style="list-style-type: none"> Recruiting high quality staff to service needs of college Monitoring creation of the WELL Providing appropriate OH&S training Continuing with physical program for staff Finish writing staff well-being policy 	Completed but will be monitored and reviewed
3.8	Consultative and collaborative partnerships are evident among schools and between schools and BCEO.	<ul style="list-style-type: none"> Develop stronger links with schools in the Dominican tradition 	<ul style="list-style-type: none"> Attending Dominican Education Network meetings and others as relevant 	On-going

PRIORITY 4

Strategic Resourcing

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4.1	The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.	<ul style="list-style-type: none"> Be sensitive to Dominican values in resource allocation 	<ul style="list-style-type: none"> Preparing a budget in collaboration with all stakeholders Monitoring practice of self insurance for laptops Preparing a 10 year financial plan Preparing a 10 year maintenance and development plan 	On-going
4.2	Collaborative processes are in place to develop the budget and to allocate resources.	<ul style="list-style-type: none"> Foster a shared approach to budget preparation 	<ul style="list-style-type: none"> Increasing awareness by staff of budget process and budget consideration 	On-going
4.3	The formation and professional learning of staff is clearly evident in budget priorities.	<ul style="list-style-type: none"> Make provision for team planning in curriculum re DoL 	<ul style="list-style-type: none"> Budgeting appropriately for the provision of Professional Development 	On-going
4.4	Resourcing decisions and priorities support financial accessibility for families.		<ul style="list-style-type: none"> Preparing a set of guidelines for parents seeking concessions Rewriting fee and concession policy to be included in enrolment package and published for current parents 	Done
4.5	Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.	<ul style="list-style-type: none"> Keep staff abreast of IT initiatives 	<ul style="list-style-type: none"> Appointing a college LIFE point of contact Continuing to develop IT troubleshooter on staff portal Developing protocol for student use of emails to teachers 	Done
4.6	Sustainable environmental practices are embedded into the organisational structure and processes of schools.	<ul style="list-style-type: none"> Embrace environmentally sustainable practices 	<ul style="list-style-type: none"> Continuing the adoption of sustainable practices such as worm farm and recycling Monitoring power usage Adopting ethical practices in relation to environmentally sustainable purchasing 	Needs continuous strategy in 2013
4.7	Contemporary learning approaches inform the planning, design and use of facilities.		<ul style="list-style-type: none"> Keeping abreast of current and emerging pedagogies that inform classroom/learning spaces and resources 	On-going