



# San Sisto College

*Women of Integrity Shaping the Future*

## ***ANNUAL OPERATIONAL PLAN***

# **2014**

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

**Prepared: 22 January 2014    Updated:    Reviewed:**

## College Annual Operational Plan 2014

### PRIORITY 1 (Priorities are the common key areas for action for 2014)

#### *Mission and Religious Education*

<b>BCE STRATEGIC INTENTS</b>		<b>COLLEGE GOALS</b> (Goals are what we decide to do to achieve our aims for 2014. They are established as part of the renewal plan and annual goal setting to focus action around our aims.)	<b>STRATEGIES</b> (Strategies detail how goals will be achieved. They align directly to the goals.)	<b>REVIEW &amp; REPORT</b>
1.1	Policies, programs 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"> <li>Review culture of college and experience of charism</li> </ul>	<ul style="list-style-type: none"> <li>Continuing positive psychology training to staff to enhance an inspirational Catholic culture</li> <li>Increasing charism in induction of new staff program</li> <li>Explaining the Towards Integration policy to staff</li> <li>Celebrating participation in pilgrimage</li> </ul>	
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"> <li>Ensure currency and best practice within religious education curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Continuing implementation of new RE curriculum 8 – 10 as per BCE guidelines</li> <li>Ensuring that all RE units are written in DOL/CITW and new syllabus</li> </ul>	
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"> <li>Ensure that the religious life of the school is overt and embedded within the culture of the college</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to integrate and make overt the Dominican Gospel values, Habits of Spirit and Faith into classroom, assemblies and school activities and into unit planners as per curriculum plan</li> <li>Exploring and participating in student activities (locally and globally) to enhance their spirituality</li> </ul>	
1.4	A cohesive and integrated approach for the spiritual formation of staff.	<ul style="list-style-type: none"> <li>Develop a consistent and strategic approach to Dominican formation and induction</li> <li>Emphasise staff spiritual formation</li> </ul>	<ul style="list-style-type: none"> <li>Dedicating Term 1 or 2 PD day to spirituality/RE for all staff</li> <li>Dedicating ½ day PD at beginning of year to Dominican formation</li> <li>1 x staff meeting or equivalent per year committed to a Dominican topic</li> <li>Introducing staff to Towards Integration</li> <li>Staff Mass and prayer</li> <li>Completing Year 2 of Catching Fire</li> </ul>	
1.5	A cohesive and integrated approach for the professional learning of staff in religious education and theology.	<ul style="list-style-type: none"> <li>Promote study in RE/Theology</li> <li>Provide specific PD for RE staff</li> <li>Increase RE qualified staff</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to release RE staff 1 x day per year for RE in-service</li> <li>Continuing to releasing RE staff 1 x day per year for team planning and in-service re: RE and theology</li> <li>Continuing to promote scholarships</li> <li>Planning for RE inservice and re: Religious education and spirituality</li> <li>Exploring models of service learning</li> </ul>	
1.6	A shared understanding of and practical responses to Catholic Social teaching.	<ul style="list-style-type: none"> <li>Highlight Catholic social justice issues</li> </ul>	<ul style="list-style-type: none"> <li>Presenting in-service on Catholic Social Teaching at 1 x staff meeting per year or as per Towards Integration</li> <li>Continuing to provide service and justice activities for staff and students</li> <li>Continuing to provide of guest speakers involved in Social Justice activities</li> </ul>	

# PRIORITY 2

## Learning and Teaching

BCE STRATEGIC INTENTS		COLLEGE GOALS (Goals are what we decide to do to achieve our aims for 2014. 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"> <li>Continue D of L and refinement in Classroom Instruction That Works, HOM&amp;S and school-wide pedagogy</li> <li>Develop strategies for measuring achievements and align goals for improvement</li> <li>Develop leadership skills and define accountabilities of academic leaders within faculties re: curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring all units 7 – 12 on portal</li> <li>Continuing to develop resources in Habits of Spirit</li> <li>Commencing Year 2 of Performance, Devt &amp; Goal Setting to be led by college leaders</li> <li>Formulating college calendar of release for subject teachers for planning purposes and publish</li> <li>Monitor and track every student's progress, develop strategies for improvement for individuals; report 2-weeks after reporting period to CLT and staff</li> </ul>	
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"> <li>Continue with implementation with Australian curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Providing Professional Learning and release time for Australian curriculum</li> <li>Continuing to support implementation with time release for unit planning/development for Year 7 – 12 as necessary, and time to review 7 – 12 seamless curriculum</li> </ul>	
2.3	Improved literacy and numeracy standards.	<ul style="list-style-type: none"> <li>Provide learning support and training re: NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>Implementing numeracy strategy for NAPLAN improvement</li> <li>Implementing literacy strategy including online support for staff re grammar/punctuation</li> </ul>	
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"> <li>Research and develop models for move to Year 7</li> <li>Continue with implementation of master building plan</li> <li>Explore concept of senior learning space</li> <li>Continue to provide structured ongoing support to incoming students</li> <li>Continue to provide training in the use of IC &amp; LTs in the classroom</li> <li>Continue to provide learning opportunities re: contemporary teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>Preparing college educational brief for new master plan</li> <li>Finalising model for implementation Year 7</li> <li>Finalising curriculum for Year 7</li> <li>Finalising staffing and resources Year 7</li> <li>Continuing building as planned to prepare for Year 7</li> <li>Continuing to conduct orientation programs</li> <li>Towards end of each term conducting extra orientation programs for new students re: Habits of Mind and Spirit</li> </ul>	
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"> <li>Develop integrated student learning and wellbeing program</li> <li>Develop the WELL</li> </ul>	<ul style="list-style-type: none"> <li>Providing staff, student and parent training in matters re wellbeing</li> <li>Promoting use of the WELL as a place of wellbeing</li> <li>Continuing to review all PDE programs, use of year level assembly time, Year 11 leadership program, Year 11 camp</li> <li>Reviewing practices re late arrival of students</li> <li>Adding enhanced drug and alcohol education into PD programs</li> </ul>	
2.6	Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.	<ul style="list-style-type: none"> <li>Continue to explore financial grants</li> </ul>	<ul style="list-style-type: none"> <li>Continuing current support programs</li> <li>Ensuring that every student is involved in extra curricular activities 2/4 terms per year</li> <li>Developing a whole-of-college learning support policy and procedure re assessment of learning supported students</li> </ul>	
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"> <li>Continuing to offer career education in Year 10 as a component of PDE</li> <li>Adding one line of "Career Counselling" to curriculum for access</li> <li>Reviewing VET options in senior school</li> </ul>	
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"> <li>Foster a learning community culture</li> </ul>	<ul style="list-style-type: none"> <li>Providing ongoing staff training on Monday afternoons on range of topics eg. Leadership vs management, Dominican philosophy of education, Excel spreadsheeting, financial management</li> <li>Fully implementing Learning Management System: LIFE</li> <li>Checking feasibility of release for one teacher to support LIFE introduction</li> </ul>	

# PRIORITY 3

## Professional Practice and Collaborative Relationships

<b>BCE STRATEGIC INTENTS</b>		<b>COLLEGE GOALS</b> (Goals are what we decide to do to achieve our aims for 2014. They are established as part of the renewal plan and annual goal setting to focus action around our aims.)	<b>STRATEGIES</b> (Strategies detail how goals will be achieved. They align directly to the goals.)	<b>REVIEW &amp; REPORT</b>
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"> <li>Continue the close connection with the Fathers at Our Lady of Grace's</li> <li>Continue with visits to and exchanges with St Martin's</li> </ul>	<ul style="list-style-type: none"> <li>Including Fathers in college functions</li> <li>Working together in preparation of Liturgies</li> <li>Actively promoting community Mass</li> </ul>	
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"> <li>Support parents in educating students re: PDE topics</li> <li>Foster positive and affirming relationships with parents and members of the community</li> </ul>	<ul style="list-style-type: none"> <li>Conducting annual 'dinners' or evenings for Years 8/9/10 and 11/12 including keynote addresses on relevant topics</li> <li>Continuing to invite parents to school Masses, rituals and school liturgies</li> <li>Launching new website and parent portal</li> <li>Conducting parent nights; preparing information sheets, <i>Verigram</i> articles and redeveloping and launching new website with relevant information</li> </ul>	
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"> <li>Support and foster well-being of staff</li> <li>Provide learning opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>Providing mentoring for older and younger teachers</li> <li>Continuing Performance, Devt and goal setting for all staff</li> <li>Continuing to conduct staff induction program</li> <li>Providing all new staff with a buddy</li> <li>Continuing to prepare strategic professional development program each year</li> </ul>	
3.4	Leadership development and succession planning informed by the mission and purpose of Catholic Education.	<ul style="list-style-type: none"> <li>Develop leadership training opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>Promoting BCEC Leadership programs</li> <li>Offering opportunities for leadership development</li> <li>Fostering learning community culture through after school Learning Series of lectures/workshops</li> <li>Planning for introduction of new Leadership Structure</li> </ul>	
3.5	Development of effective professional learning communities both within schools and across the wider BCEO community.	<ul style="list-style-type: none"> <li>Develop a learning community of leaders keeping others abreast of current research/information/directories</li> <li>Encourage networking of teachers with teachers in other schools</li> </ul>	<ul style="list-style-type: none"> <li>Conducting lectures 1 x each leader of college (middle and senior)</li> </ul>	
3.6	Productive links are forged with professional bodies and institutions, the broader community and government agencies.		<ul style="list-style-type: none"> <li>Continuing to foster high quality relationships with stakeholders</li> </ul>	
3.7	A safe, healthy and productive school environment for students, staff and community.	<ul style="list-style-type: none"> <li>Establish Well-being Centre (The WELL)</li> <li>Maintain physical and healthy well-being of staff</li> </ul>	<ul style="list-style-type: none"> <li>Recruiting high quality staff to service needs of college</li> <li>Providing appropriate OH&amp;S training</li> <li>Continuing with physical wellbeing program for staff</li> <li>Completing staff well-being policy and promote it</li> </ul>	
3.8	Consultative and collaborative partnerships are evident among schools and between schools and BCEO.	<ul style="list-style-type: none"> <li>Develop stronger links with schools in the Dominican tradition</li> </ul>	<ul style="list-style-type: none"> <li>Attending Dominican Education Network meetings and others as relevant</li> <li>Beginning preparation of Common Ground 2016 and DEN Conference 2017</li> </ul>	

# 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"> <li>Be sensitive to Dominican values in resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Preparing a budget in collaboration with all stakeholders</li> <li>Monitoring practice of self insurance for laptops</li> <li>Maintaining/Preparing a 10 year financial plan</li> <li>Maintaining a 10 year maintenance and development plan</li> </ul>	
4.2	Collaborative processes are in place to develop the budget and to allocate resources.	<ul style="list-style-type: none"> <li>Foster a shared approach to budget preparation</li> </ul>	<ul style="list-style-type: none"> <li>Increasing awareness by staff of budget process and budget consideration</li> </ul>	
4.3	The formation and professional learning of staff is clearly evident in budget priorities.	<ul style="list-style-type: none"> <li>Make provision for team planning in curriculum re school pedagogy (DoL and Classroom Instruction That Works)</li> </ul>	<ul style="list-style-type: none"> <li>Budgeting appropriately for the provision of Professional Learning</li> </ul>	
4.4	Resourcing decisions and priorities support financial accessibility for families.		<ul style="list-style-type: none"> <li>Monitoring new finance policies and ensure that all are promoted through <i>Verigram</i></li> </ul>	
4.5	Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.	<ul style="list-style-type: none"> <li>Keep staff abreast of IT initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop IT troubleshooter on staff portal</li> <li>Checking feasibility of release for one teacher to offer help to others re LIFE</li> </ul>	
4.6	Sustainable environmental practices are embedded into the organisational structure and processes of schools.	<ul style="list-style-type: none"> <li>Embrace environmentally sustainable practices</li> </ul>	<ul style="list-style-type: none"> <li>Continuing the adoption of sustainable practices such as worm farm and recycling</li> <li>Monitoring power usage</li> <li>Adopting ethical practices in relation to environmentally sustainable purchasing</li> </ul>	
4.7	Contemporary learning approaches inform the planning, design and use of facilities.	<ul style="list-style-type: none"> <li>Complete next phase of master plan</li> <li>Review master plan and adjust as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Keeping abreast of current and emerging pedagogies that inform classroom/learning spaces and resources</li> <li>Building the Year 7 facilities and refurbish Prouilhe, Dominic and Marian Buildings</li> </ul>	