# San Sisto College

*Women of Integrity Shaping the Future*

# *ANNUAL OPERATIONAL PLAN*

# *2016*

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

**Prepared:  February 2016**                                    **Updated:**                                    **Reviewed:**

**SAN SISTO COLLEGE**:

# College Annual Operational Plan 2016

## PRIORITY 1 (Priorities are the common key areas for action for 2016)
### *Mission and Religious Education*

| BCE STRATEGIC INTENTS | | COLLEGE GOALS (Goals are what we decide to do to achieve our aims for 2016. 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, programs and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church. | • To continue to strengthen the use of religious language (Habits of Spirit)<br>• To make explicit links between elements of college life and the Church | • Continue positive psychology training to staff to enhance an inspirational Catholic culture<br>• Include charism in induction of new staff program<br>• Provide broad range of religious/social justice/prayerful activities in which staff and students can participate<br>• Induct new staff in BCE RE | |
| 1.2 | A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition. | • To continue to review and refine curriculum materials with a view to validation of RE program | • Ensure that all RE units are written in accordance with current college pedagogical framework and new syllabus | |
| 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. | • To ensure that the religious life of the school is overt and embedded within the culture of the college<br>• Common Ground – meaningful experience<br>• 800 years celebrations<br>• Reorganisation of assembly prayer roster over 2 year period to allow opportunity for all homerooms to lead | • Continue 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<br>• Explore and participate in student activities (locally and globally) to enhance spirituality of students | |
| 1.4 | A cohesive and integrated approach for the spiritual formation of staff. | • To develop a consistent and strategic approach to Dominican formation and induction<br>• To emphasise staff spiritual formation and provide opportunities for same<br>To provide options for areas of interest for staff re BCE RE and Dominican formation | • Continue 3 minute Meditative Prayer<br>• Staff Mass and prayer<br>• Complete Catching Fire involvement<br>• Offer options to staff for completion of RE accreditation/teaching in a Catholic school<br>Staff retreat | |
| 1.5 | A cohesive and integrated approach for the professional learning of staff in religious education and theology. | • To provide specific PD for RE staff<br>• Increase RE qualified staff<br>• To have a well-qualified religious education team, and for all staff to be committed to professional learning in relation to religiosity and spirituality | • Continue to release RE staff 1 x day per year for RE in-service<br>• Continue to release RE staff 1 x day per year for team planning and in-service re: RE and theology<br>• Continue to promote scholarships<br>• Continue to emphasise and focus on Habits of Spirit<br>• To promote study in RE/Theology | |
| 1.6 | A shared understanding of and practical responses to Catholic Social teaching. | • To highlight Catholic social justice issues<br>• To integrate social justice action and school offerings into the curriculum | • Continue to provide service and justice activities for staff and students<br>• Continue to provide of guest speakers involved in Social Justice activities<br>• Explore models of service learning<br>East Timor every second year | |

# PRIORITY 2
## *Learning and Teaching*

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| 2.1 | Enhanced pedagogical practice that is data-informed and evidence-based. | • To review current pedagogical frameworks in light of BCE Model of Pedagogy and Visible Learning commitment. <br><br>• To continue with a focus on using data to inform judgement and direction <br><br><br><br>• To increase the quality of teacher feedback on student learning <br><br>• To refine understanding of middle leadership structure and how it pertains to curriculum development and pedagogy at the College. | • Engagement in BCE's *Making Learning Visible Collaborative*. <br>• Ongoing and targeted staff Visible Learning PD <br>• Use of VL Literacy Monitoring Tool. <br>• Continued development of the College's ACER standardised testing program. <br>• Increased understanding and application of BI Tool as a data analysis tool <br>• Establish a professional learning community to focus on provision of effective feedback. <br>• Exploration of existing structure with stakeholders <br>• Review of current structure against emerging issues | |
| 2.2 | Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence. | • To further enhance implementation of Australian Curriculum | • Review time allocations per curriculum document <br>• Provide planning time and support for Phase III subject areas <br>• Investigate assessment and reporting of Australian Curriculum w.r.t. BCE Model of Pedagogy | |
| 2.3 | Improved literacy and numeracy standards. | • To enhance student literacy and numeracy <br>• To empower staff to make informed decisions regarding literacy and numeracy practices | • Use of VL Literacy Monitoring Tool. <br>• Continued development of the College's ACER standardised testing program. <br>• Increased understanding and application of BI Tool as a data analysis tool. <br>• Use of Education Perfect to build student capacity. | |
| 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. | • To review current College curriculum structures and practices in light of Review of Senior Assessment and Tertiary Entrance. <br><br><br><br><br><br>• To review, dialogue about and implement best practice re. teaching of Year 7 | • Participation in QCAA pilot programs e.g. Endorse before use trial. <br>• DP membership of BCE Senior Schooling Working Group. <br>• Dissemination of relevant information from QCAA e.g. memos. <br>• Participation in QCAA forums/workshops relating to the Review of Senior Assessment and Tertiary Entrance <br>• Review and modification of current Year 7 Orientation/Induction processes. <br>• PD opportunities tailored to middle school to support VL and Aust. Curriculum initiatives | |
| 2.5 | Comprehensive whole-school approaches provide pastoral care, protection of students, student behavior support and foster social and emotional well-being. | • To continue to monitor the operations of the WELL <br><br>• Develop effective Student Behaviour Support program | • Review WELL structure and function against emergent issues <br>• APA to write a Student Behaviour Support policy <br>• Implement BCE's SBS package | |
| 2.6 | Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations. | • Enhance support for students with specific needs <br><br><br><br>• Improve support for ESL students | • Examine Visible Learning's capacity to serve as diagnostic toolkit <br>• Upskill staff for assisting students with diverse needs <br>• Review and improve ESL provision within College via more consistent targeting of student need | |

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| 2.7 | Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options. | • To maximise student pathway options and awareness<br><br>• To review current College career education processes in light of Review of Senior Assessment and Tertiary Entrance. | • Continue the inclusion of career education as component of Year 10 PDE program<br>• Review of subject selection process esp. Years 10 to 11.<br>• Review of existing timetable structures with view to increasing pathway flexibility.<br>• Review current SET Plan process<br>• Dissemination of relevant information to counsellors.<br>• Review of current practices in light of emerging developments in tertiary entrance. | |
| 2.8 | School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching. | • To enhance College-wide use of ICLT esp. LIFE<br><br>• To review current approaches to College ICLT management | • Liaise with BCE EO to upskill staff in LIFE.<br>• Incorporation of ICLT agenda items into Departmental meeting structures.<br>• Review Middle Leadership structure with view to incorporating eLearning responsibility at appropriate juncture.<br>• Investigation of current roles and responsibilities.<br>• Review Middle Leadership structure with view to incorporating ICLT management responsibility at appropriate juncture.<br>• Investigate and rectify existing ICLT issues that reduce effectiveness of learning and teaching. | |

# PRIORITY 3

## *Professional Practice and Collaborative Relationships*

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| 3.1 | Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school. | • To continue the close connection with the Fathers at Our Lady of Grace's<br>• To continue with visits to and exchanges with St Martin's | • Include Fathers in college functions<br>• Actively promoting community Mass<br>• Make links wherever possible with the parish and local school community<br>• Continue with celebrating Dominican Family Day | |
| 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. | • To support parents in educating students re: PDE topics<br>• To foster positive and affirming relationships with parents and members of the community<br>• Focus on building community spirit | • Continue to invite parents to school Masses, rituals and school liturgies<br>• Make greater use of parent portal<br>• Conduct parent nights as appropriate e.g. QTAC information/wellbeing and PDE issues<br>• Prepare information sheets, update website with relevant information and keep website current – articles in *Verigram*/social media<br>• Conduct PPP program<br>• Clearly outline channels of communication | |
| 3.3 | A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care. | • To support and foster well-being of staff<br>• To provide learning opportunities for staff | • Provide mentoring for younger teachers<br>• Continue Performance, Devt and goal setting for all staff<br>• Provide all new staff with a buddy<br>• Continue with extensive formation, induction process<br>• Continue to prepare strategic professional development program each year<br>• Include PD towards dealing with parents demands<br>• Acknowledge staff successes eg. Café healthy school | |
| 3.4 | Leadership development and succession planning informed by the mission and purpose of Catholic Education. | • To develop leadership training opportunities for staff | • Promote BCEC Leadership  programs and offer opportunities for leadership development<br>• Foster learning community culture<br>• Continue use of process planning/setting of goals and review process | |
| 3.5 | Development of effective professional learning communities both within schools and across the wider BCEO community. | • To develop a learning community of leaders keeping others abreast of current research/information<br>• To encourage networking of teachers with teachers in other schools | • Involve Academic Leaders in recruitment and selection and in decision making<br>• Opportunities for middle leaders to share current findings/research/learning | |
| 3.6 | Productive links are forged with professional bodies and institutions, the broader community and government agencies. | | • Continue to foster high quality relationships with stakeholders<br>• Continue to develop our relationships within the BCE system including within other school communities | |
| 3.7 | A safe, healthy and productive school environment for students, staff and community. | • To maintain physical and healthy well-being of staff | • Recruit high quality staff to service needs of college<br>• Provide appropriate OH&S training<br>• Continue with physical wellbeing program for staff<br>• Complete staff well-being policy | |
| 3.8 | Consultative and collaborative partnerships are evident among schools and between schools and BCEO. | • To maintain links with schools in the Dominican tradition | • Continue preparation of Common Ground 2016 | |

# 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. | • To be sensitive to the needs of staff, students and our community | • Maintain a 5/10 year financial plan<br>• Maintain 5/10 year maintenance and development plan<br>• Investigate air-conditioning for MacKillop block and Drama room | |
| 4.2 | Collaborative processes are in place to develop the budget and to allocate resources. | • To foster a shared approach to budget preparation | • Continue to increase awareness by staff of budget process and budget consideration<br>• Prepare a budget in collaboration with all stakeholders | |
| 4.3 | The formation and professional learning of staff is clearly evident in budget priorities. | • To make provision for team planning in curriculum re school pedagogy (DoL and Classroom Instruction That Works, LIFE, Education Perfect, use of I.T in the classroom) | • Budget appropriately for the provision of Professional Learning | |
| 4.4 | Resourcing decisions and priorities support financial accessibility for families. | | • Monitor finance policies and ensure that all are promoted through *Verigram*<br>• Continue to offer concessions and assess these in accordance to BCE Policy. | |
| 4.5 | Information and learning management systems enhance student and staff engagement with learning, teaching and school operations. | • To keep staff abreast of IT initiatives | • Continue to use IT troubleshooter on staff portal<br>• Monitor provision of laptops<br>• Introduce 2 laptop system: 1 in 7/8/9 and 1 in 10/11/12 beginning with the students who received their laptop in year 7 in 2015<br>• Staff training in IT via to be organised as per needs<br>• Continue to inform parents about the importance and use of the parent portal | |
| 4.6 | Sustainable environmental practices are embedded into the organisational structure and processes of schools. | • To embrace environmentally sustainable practices | • Continue the adoption of sustainable practices such as worm farm and recycling<br>• Monitor power usage consider the installation of solar panels via grant funds<br>• Adopt ethical practices in relation to environmentally sustainable purchasing | |
| 4.7 | Contemporary learning approaches inform the planning, design and use of facilities. | • To complete next phase of master plan | • Keep abreast of current and emerging pedagogies and curriculum offerings that inform classroom/learning spaces and resources | |