



San Sisto College

Women of Integrity Shaping the Future

ANNUAL OPERATIONAL PLAN

2009

Prepared in consultation with College Staff, College Board and P&F and based upon the 5 Year Strategic Renewal Plan 2007 - 2011

Prepared: 10 October 2008 Updated: 10 March 2009

SAN SISTO COLLEGE:

College Annual Operational Plan 2009

PRIORITY 1 (Priorities are the common key areas for action for 2009)

The Religious and Evangelising Mission of Schools

INTENTIONS (Intentions detail what BCEC/College aims to do for 2009)		GOALS (Goals are what we decide to do to achieve our aims for 2009. 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.)	ACTION PLAN (Milestones/actions by when)	INDIVIDUAL PERFORMANCE (Aligned to Individual Performance Management Plans)	REVIEW & REPORT
We intend to:						
1.1	Strengthen staff, parent and parish community understanding and support for the school's Catholic identity and role within the mission of the Church	Strengthen understanding of and support for the Catholic identity of San Sisto College and in particular, our Dominican ethos and spirituality	<p>1.1.1 Using all opportunities of contact with parents (Parent Information Evenings, Open Day, Opening Mass and other Liturgies, Year 8 Barbecue) to increase their understanding of our identity and mission, Dominican spirituality, college heritage and history</p> <p>1.1.2 Presenting articles and references in print medium (<i>Verigram</i> and editorials)</p> <p>1.1.3 Promoting our Dominican heritage and strengthening our bond with Dominican associations</p>	<ul style="list-style-type: none"> ▪ Speak with parents, at appropriate occasions, about these matters ▪ Ensure, when appropriate, that articles written or speeches delivered, include reference to Dominican Spirituality ▪ When writing in the <i>Verigram</i>, take opportunities to include reference to these matters ▪ Foster an understanding of our Dominican "symbols" through rituals ▪ Build relationships with Dominican friars of Our Lady of Graces Parish, Dominican sisters in Brisbane and in the province of Eastern Australia and the Solomon Islands, as well as members of the Dominican Family overseas e.g East Timor and South Africa ▪ Maintain Dominican Connections group meeting and meal ▪ Build relationships with the above by means such as social occasions, invitations to speak and work with staff and students, participation in Dominican conferences, fundraising for Dominican projects. • Attend Dominican 	<p>APRE</p> <p>APRE</p> <p>APRE</p> <p>APRE</p> <p>PRINCIPAL</p> <p>PRINCIPAL</p>	

			1.1.5 Developing a prayer space/Chapel that is attractive to young women and welcoming as a place of private prayer, and appropriate as a place of communal prayer	<ul style="list-style-type: none"> opportunities – attend 2009 Educational Conference and Common Ground Build relationships with St Martin's School by e.g joint celebration of Dominican Heritage Day, and through curriculum and/or pedagogical matters Redevelop College Chapel following consultation with liturgical/Dominican consultant 	PRINCIPAL/APRE APRE APRE	
1.2	Work collaboratively with pastors, parish communities, deans, bishops and other Archdiocesan agencies in strengthening partnerships within the context of the Archdiocesan Vision and emerging directions	Work collaboratively to bring alive the Archdiocesan Vision of Church within our college community	1.2.1 Implementing the Archdiocesan Vision through the "Catching Fire" initiatives 1.2.2 Celebrating monthly Eucharist 1.2.3 Developing an understanding of the "Religious Life of the School" as per BCEC guidelines.	<ul style="list-style-type: none"> Encourage use of "Catching Fire" initiatives e.g lighting prayer candles Find ways of using prayer experiences devised as part of "Catching Fire" initiatives with staff Liaise with priest to celebrate Eucharist Prepare end of year liturgy or Mass for staff Use staff meetings to explain guidelines to staff 	APRE APRE	
1.3	Provide ongoing formation opportunities in spirituality for mission, theology and religious education for staff including a focus upon justice, peace and ecological sustainability	Provide on-going faith and spirituality opportunities for staff	1.3.1 Providing optional opportunities for personal faith development	<ul style="list-style-type: none"> Provide prayer and liturgy for staff e.g prayer at beginning of Terms, monthly Mass and alternative Tuesday prayer mornings Support staff access to BCE in-service in this area Encourage new staff to complete in-service re spirituality and faith 	APRE	
1.4	Further develop the quality and effectiveness of learning and teaching in classroom religious education	Further develop the quality of learning and teaching of religious education	1.4.1 Continuing review and update of Religious Education modules 1.4.2 Appointing a PAR Religious Education Years 8 – 9 to assist the APRE	<ul style="list-style-type: none"> Arrange for teachers to review units regularly Develop units with new format (DoL) and including HOM Make appointment from January 2009 	APRE PRINCIPAL	
1.5	Continue to provide faith development and formation opportunities for students	Continue to provide faith development and formation opportunities for students	1.5.1 Developing a student leadership culture steeped in Dominican Christian values	<ul style="list-style-type: none"> Continue to develop student Christian leadership steeped in Dominican/Gospel values Continue to develop lessons about Dominican heritage, and values so that students 	APA APRE	

			<p>1.5.2 Offering voluntary student faith-developing opportunities</p> <p>1.5.3 Offering opportunities for service (Rosies, Ronald McDonald House, St V de Paul)</p>	<p>across year levels are learning/being reminded of these.</p> <ul style="list-style-type: none"> ▪ Develop liturgies and rituals using college symbols, and ensure that their meaning is explained ▪ Provide monthly Mass ▪ Provide opportunity to train as Eucharistic Ministers 	<p>PRE</p> <p>APRE</p> <p>APRE</p>	
1.6	Develop the religious life of the school so that the faith backgrounds of the students are recognized	Recognise and value faith backgrounds of all students	<p>1.6.1 Using inclusive language in reference to faith backgrounds</p> <p>1.6.2 Including positive reference to other faith backgrounds where appropriate</p>	<ul style="list-style-type: none"> ▪ When speaking of Christian beliefs and practices, e.g Lent, set these in the context of religious beliefs and practices of religions in general ▪ Acknowledge that people in this community come from different faith backgrounds and that we can learn from each other ▪ When speaking of Christian beliefs and practices, e.g Lent, set these in the context of religious beliefs and practices of religions in general ▪ Acknowledge that people in this community come from different faith backgrounds and that we can learn from each other 	<p>APRE</p> <p>APRE</p>	

PRIORITY 2

Student Learning Outcomes

INTENTIONS (Intentions detail what BCEC/College aims to do for 2009) We intend to:	GOALS (Goals are what we decide to do to achieve our aims for 2009. 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.)	ACTION PLAN (Milestones/actions by when)	INDIVIDUAL PERFORMANCE (Aligned to Individual Performance Management Plans)	REVIEW & REPORT
2.1 Strengthen the continuity of learning and teaching approaches to enhance the engagement of all students across the middle and senior phases of learning	<p>Support a smooth transition from Primary to Secondary College</p> <p>Strive for a culture of full engagement where young women are empowered and skilled in the learning process</p> <p>Develop a culture of excellence and high expectations</p>	2.1.1 Ensuring thorough and appropriate induction program 2.1.2 Liaising closely with feeder schools 2.1.3 Providing teacher in-service on supporting students with special needs. 2.1.4 Ensuring rigour in the classroom 2.1.5 Reviewing processes and practices to ensure maximization of opportunities for resilience-building culture 2.1.6 Ensuring that homework is given with clarity, is meaningful, is marked and is adapted appropriately for students with special needs 2.1.7 Engaging young women in appropriate Career Education and Personal Development	<ul style="list-style-type: none"> ▪ Continue with eight-day initial induction program and add further days/sessions of "induction" / San Sisto expectations throughout year ▪ Have transition forms completed by mid Term 4 ▪ Work with students to determine learning styles – Day 1 2009 ▪ VCOP and Numeracy programs implemented ▪ Implement DoL and HOM throughout college ▪ Capitalise on VARK understandings, ensure staff have adequate training in attending to learning styles ▪ Review OP training and analyse results of 2008 ▪ Implement ESL support and ITAS tutoring ▪ Review processes with GC to ensure that students' psychological well-being is attended to appropriately – proactive support groups, method of dealing with emotive and emotional issues ▪ Supervise homework detention. ▪ Monitor Careers education in Years 9 & 10 and organize Careers Day for Yrs 10 & 12 ▪ Monitor the new structure of 	DEPUTY and APRE DEPUTY DEPUTY PRINCIPAL STIE DEPUTY DEPUTY DEPUTY DEPUTY LEADERSHIP DEPUTY STIE and ESL Consultant, DP DEPUTY	

				<p>classes in year 8 and 9 that allow flexible groupings and that are blocked</p> <ul style="list-style-type: none"> ▪ To evaluate PDE Program to ensure relevancy and appropriateness ▪ Continue phase-in and Monitor DoL and HOM – timetable days for implementation at beginning of year ▪ Monitor progress and make adjustments as necessary 	<p>CC - PDE & APA</p> <p>DEPUTY</p> <p>APA</p>	
2.2	Implement quality pedagogy that is underpinned by contemporary research	Develop a school-wide authoritative pedagogy	<p>2.2.1 implementing Dimensions of Learning pedagogy progressively through whole of college PD, systematic and gradual program re-writing in conjunction with Essential Learnings or National curriculum as appropriate</p> <p>2.2.2 Strategically implementing Dimension 5 Habits of Mind across the college with all students as per recommendations from 2008</p>	<ul style="list-style-type: none"> ▪ As per Strategic Professional Development Program and College Calendar • Refine Implementation of Habits of Mind throughout year to years 9 – 12 and to Year 8 in Induction and then with revision as programmed; Years 9 – 12 will be implemented in block time as per review in 2008 	<p>PRINCIPAL DEPUTY</p> <p>DEPUTY</p>	
2.3	Develop inclusive, comprehensive and quality curriculum, assessment and reporting processes	<p>Develop a strategic approach to assessment</p> <p>Ensure that the curriculum is relevant and appropriately challenging for all students</p>	<p>2.3.1 Preparing students for QCS test from Yrs 8 – 12 and for NAPLAN test</p> <p>2.3.2 Developing staff awareness of QCS tasks through staff notices/staff meetings</p> <p>2.3.3 Continuing to focus on VET and provide for Work Education within program</p> <p>2.3.4 Reviewing Work Programs and modules regularly</p> <p>2.3.5 Ensuring that programs cater for full range of learners</p> <p>2.3.6 Developing staff professionally through appropriate in-service</p>	<ul style="list-style-type: none"> ▪ Encourage staff to include QCS-style questions on exams. Work with key staff on QCS preparation in Yrs 11 & 12 and NAPLAN yr 9 ▪ QCS tasks distributed each week attached to the What's On. Key staff involved in QCS preparation and all staff involved with marking. Copies of past papers made available to all staff. ▪ Review new subjects in Year 10 to check effectiveness ▪ Facilitate the Review of Work Programs and modules following state/system decisions re curriculum ▪ Liaise with HODs to ensure that the needs of all learners are being met – particular emphasis on English and Maths. ▪ Facilitate staff attendance at conferences and PD days 	<p>DEPUTY</p> <p>DEPUTY</p> <p>DEPUTY</p> <p>DEPUTY</p> <p>DEPUTY</p> <p>DEPUTY</p>	
2.4	Improve student performance in literacy	Improve student performance in literacy	2.4.1 Continuing implementation of strategic plan for numeracy and literacy	<ul style="list-style-type: none"> ▪ Review Literacy and Numeracy plans 	DEPUTY	

	and numeracy	and numeracy	development across the curriculum with focus on data analysis 2.4.2 Ensuring that literacy and numeracy is developed across the curriculum	<ul style="list-style-type: none"> Test Yr 8 at the induction day and/or start of the year to determine numeracy and literacy standards. Retest in then last week of Term 2 and again at the end of 2009. 	DEPUTY	
2.5	Use data and evidence-based processes to inform learning and teaching	Use data to inform practices and procedures re literacy, numeracy and QCS	2.5.1 Analysing QCS and NAPLAN data with staff, developing strategies to inform teaching and learning 2.5.2 Involving staff in QCS preparation, marking and data analysis	<ul style="list-style-type: none"> Recent QCS and NAPLAN results analysed and trends and lesser strengths identified. CCEs named on assessment tasks. Staff provided with copies of recent tests. Key staff involved in QCS preparation. Staff made aware of recent trends and problems. Staff involved in SRI marking. 	DEPUTY DEPUTY	

PRIORITY 3

Student Support

INTENTIONS (Intentions detail what BCEC/College aims to do for 2009)		GOALS (Goals are what we decide to do to achieve our aims for 2009. 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.)	ACTION PLAN (Milestones/actions by when)	INDIVIDUAL PERFORMANCE (Aligned to Individual Performance Management Plans)	REVIEW & REPORT
We intend to:						
3.1	Develop whole of school responses to student protection, personal and social development, and behaviour support requirements	<p>Review student protection, personal and social development, and behaviour management policies, procedures and requirements</p> <p>Develop a culture of student leadership</p>	<p>3.1.1 Reviewing student protection procedures and college practices with particular focus on role of GC and APA</p> <p>3.1.2 Providing opportunities for student leadership development</p> <p>3.1.3 Developing an ethos of service and stewardship in leadership</p>	<ul style="list-style-type: none"> ▪ Ensure compliance of staff re training ▪ Monitor implementation of Behaviour Support Plan and procedures ▪ Work with APA to ensure systems of compliance and understanding of consequences are clear to staff, parents and students ▪ Provide information to parents through <i>Verigram</i> ▪ Seek opportunities for student attendance at Leadership opportunities ▪ Meet with SRC following meetings ▪ Encourage and affirm student activities and ideas from SRC or other 	<p>PRINCIPAL</p> <p>APA</p> <p>APA</p> <p>PRINCIPAL</p> <p>PRINCIPAL</p>	
3.2	Develop and implement professional learning strategies to meet the needs of students from culturally diverse and minority backgrounds		<p>3.2.1 Providing ESL support to first and second generation NESBs and seek data re 3rd generation</p> <p>3.2.2 Developing a culture of support for ESL learners</p>	<ul style="list-style-type: none"> • Work in consultation with ESL consultant in providing lunch hour workshops to enhance skills of range of ESL or ESL-“impaired” learners. • Encourage attendance at workshops as “mainstream” 	<p>DEPUTY</p> <p>DEPUTY</p>	
3.3	Strengthen our capacity to provide for the diverse needs of students with disabilities	Strengthen our capacity to provide for the diverse needs of students with disabilities	<p>3.3.1 Communicating with feeder schools and specialist staff to provide comprehensive support and preparation for the transition of diverse students entering San Sisto College</p> <p>3.3.2 Networking with BCEC Consultants</p> <p>3.3.3 Providing appropriate and timely professional development for staff relating to specific needs of students with disabilities</p> <p>3.3.4 Implementing timetable structures that support diverse needs</p>	<ul style="list-style-type: none"> ▪ Work with Yr 8 Co-ordinator, relevant support staff and primary schools to gain information to support students entering our College ▪ Use consultants as appropriate ▪ Organise professional development for staff relating to students with specific learning needs ▪ Block classes where appropriate so that flexible groups can be used as a 	<p>APA</p> <p>PRINCIPAL</p> <p>DEPUTY</p> <p>DEPUTY</p>	

				basis for class construction		
3.4	Develop and implement processes that support improved learning outcomes for out-of-home, marginalized and disengaged students	Review policies and practices to ensure that appropriate support is given to students experiencing difficulties financially, educationally or emotionally	3.4.1 Reviewing fee policies and practices 3.4.2 Ensuring that all avenues of support are sought in extending support to students	<ul style="list-style-type: none"> ▪ Analyse data ▪ Make application through Education Support and Equity for all funding possibilities 	BUSINESS MANAGER STIE	
3.5	Explore the development of cooperative networks to more effectively address the needs of students	Use BCEC consultants to enhance student learning outcomes	3.5.1 Networking and capacity building using all available resources and personnel	<ul style="list-style-type: none"> ▪ Use consultants as needed 	PRINCIPAL	

PRIORITY 4

Staff Support

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4.1	Implement a coordinated strategic approach to professional learning	Implement a strategic approach to professional learning	4.1.1 Prioritising staff professional development in alignment with the college renewal plan and goals Resourcing PDE, Dimensions of Learning Pedagogical Framework, Using Data to enhance learning outcomes)	<ul style="list-style-type: none"> ▪ Provide staff with copy of a Strategic Professional Development Plan for 2009 ▪ Prioritise PD ensuring that student learning is not impeded by teacher absence from the classroom 	PRINCIPAL DEPUTY	
4.2	Develop the skills and capacities of teachers, leaders and support staff to enhance their professional growth	Be a Professional Learning Community steeped in a culture of performance development	4.2.1 PARs working collaboratively with DP/APA to foster and develop leadership and management skills within performance culture 4.2.2 Staff/peer –developed Professional Development 4.2.3 Staff/peer mentoring for new staff 4.2.4 Fostering professional networks 4.2.5 Training staff in use of standard formats for presentations (correspondence, name tags etc as per style policy)	<ul style="list-style-type: none"> • Principal presents an outline of expectations for performance and processes (prior to new triennium) • AP/DP meet regularly with respective team members to reflect on progress in developing personal and team performance and performance culture, promoting both feedback and feed forward • Principal meets regularly with College Leadership Team members to reflect on progress in developing personal and team performance and performance culture, promoting both feedback and feed forward • Maintain networks <ul style="list-style-type: none"> ▪ Ensure that Leadership team uses intranet effectively ▪ Ensure use of standardized Corporate presentation 	PRINCIPAL PRINCIPAL/DP/AP PRINCIPAL	
4.3	Utilise contemporary employment arrangements that are occupationally healthy, safe and productive for staff		4.3.1 Ensuring that staff understand QCT requirements	<ul style="list-style-type: none"> • Remind staff of new requirements and provide notification of possible in-service opportunities 	DEPUTY	

4.4	Promote and enhance workplace environments that are pastorally supportive	Foster the well-being and physical comfort of staff	4.4.1 Fostering the activities of the Social Club	<ul style="list-style-type: none"> ▪ Encourage and support Social Club 	PRINCIPAL	
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PRIORITY 5

Partnerships and Relationships

INTENTIONS (Intentions detail what BCEC/College aims to do for 2009)		GOALS (Goals are what we decide to do to achieve our aims for 2009. 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.)	ACTION PLAN (Milestones/actions by when)	INDIVIDUAL PERFORMANCE (Aligned to Individual Performance Management Plans)	REVIEW & REPORT
We intend to:						
5.1	Build strong partnerships among staff, students, parents and parish that are underpinned by the religious and evangelizing mission of the college	Welcome staff, students and parents at liturgies, Masses and other college functions	5.1.1 Celebrating Eucharist monthly and extend invitation to all members of college community 5.1.2 Continuing with alternative Tuesday prayer sessions	<ul style="list-style-type: none"> ▪ Liaise with priest to establish times for Masses ▪ Campus Minister to prepare girls e.g. for readings, prayers of the faithful ▪ Mass to be advertised in <i>Verigram</i> and invitation extended to all 	APRE	
5.2	Effectively partner with, and engage, our parent community in school renewal and policy development	Strengthen parental involvement in college life	5.2.1 Providing/Extending opportunities for the involvement of parents 5.2.2 Involving P&F, College Board and Finance in Renewal Processes 5.2.3 Conducting Thanksgiving Evenings and other appropriate functions for parents and community members	<ul style="list-style-type: none"> ▪ Continue with Working Bees ▪ Maintain IC & LT Consultative Committee ▪ Conduct Grandparents' Day for Year 8s ▪ Communicate effectively through various avenues re college progress and activities ▪ Assist College Board in redeveloping policies consistent with new structure and framework – final policies to be reviewed in 2009 ▪ Maintain Thanksgiving Evening ▪ Continue "Industry Breakfast" or luncheon 	PRINCIPAL PRINCIPAL PRINCIPAL PRINCIPAL	
5.3	Further develop collaborative partnerships and links with Catholic schools within the local area	To develop closer links with St Martin's for both staff and students	5.3.1 Continuing social functions with staff from St Martin's	<ul style="list-style-type: none"> ▪ Establish social function with St Martin's staff – Barefoot Bowls 	PRINCIPAL	
5.4	Strengthen links with vocational education providers, industry, civic groups and employers	To develop and renew existing links with industries and employers	5.4.1 Conducting Industry breakfast or luncheon and tours of college	<ul style="list-style-type: none"> ▪ Maintain Visitors' Day concept ▪ Conduct Industry Breakfast or luncheon 	PRINCIPAL	

PRIORITY 6

Information, Communication and Learning Technologies

INTENTIONS (Intentions detail what BCEC/College aims to do for 2009) We intend to:		GOALS (Goals are what we decide to do to achieve our aims for 2009. 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.)	ACTION PLAN (Milestones/actions by when)	INDIVIDUAL PERFORMANCE (Aligned to Individual Performance Management Plans)	REVIEW & REPORT
6.1	Embed information, communication and learning technologies in learning and teaching processes	Embed information, communication and learning technologies in learning and teaching processes	6.1.1 Reviewing and updating work programs to ensure embedded IC<s as appropriate	<ul style="list-style-type: none"> Facilitate access to computer rooms where necessary. Organise staff inservice on Word 2007. 	DEPUTY	
6.2	Improve access and ongoing provision of hardware, software, training and support arrangements	Improve access and ongoing provision of hardware, software, training and support arrangements	6.2.1 Increasing number of computers and Data Projectors in GLAs 6.2.2 Reviewing changes to IT support 6.2.3 Providing appropriate and timely in-service to staff 6.2.4 Continuing Consultative Committee inclusive of parents and working towards inclusion of student/s	<ul style="list-style-type: none"> Budget accordingly Assign appropriate funds through Renewal Funding and other Work with Business Manager to ensure that student and staff access to IT, training is appropriate Include an element within the PD Plan that is responsive, flexible and strategic in relation to IC&LT skills Maintain committee with BCEC Support. 	PRINCIPAL PRINCIPAL PRINCIPAL PRINCIPAL	
6.3	Enhance the IC and LT competence of staff	Enhance the IC and LT competence of staff	6.3.1 Ensuring adequate provision of hardware 6.3.2 Providing timely training for staff	<ul style="list-style-type: none"> Provide data projectors, lap tops and sufficient other resources in classrooms to promote IC&LT use 	BUSINESS MANAGER	
6.4	Develop online processes, inclusive of interactive school websites, to more effectively communicate within, and across, schools		6.4.1 Launching new website for 2009	<ul style="list-style-type: none"> Continue to seek developmental support to enhance functionality of website 	PRINCIPAL	
6.5	Implement information and learning management systems that enhance student and staff engagement with learning and teaching and school operations	Develop staff competence in school administration systems	6.5.1 Providing staff training in BCEC system software	<ul style="list-style-type: none"> Provide training as new systems are developed 	PRINCIPAL	

PRIORITY 7

Resourcing Catholic Schooling/San Sisto College

INTENTIONS (Intentions detail what BCEC/College aims to do for 2009)		GOALS (Goals are what we decide to do to achieve our aims for 2009. 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.)	ACTION PLAN (Milestones/actions by when)	INDIVIDUAL PERFORMANCE (Aligned to Individual Performance Management Plans)	REVIEW & REPORT
We intend to:						
7.1	Enhance our capacity to be good stewards of financial assets and resources	Ensure best-practice in managing financial assets and resources	7.1.1 Reviewing policies and procedures re financial assets and resource management 7.1.2 Conducting annual stock take of assets	<ul style="list-style-type: none"> Update all financial and asset management and business related policies and procedures and ensure that the handbook contains latest version Refine collection of text hire resources at end of year, based on end 2008 review of new procedures 	BUSINESS MANAGER PRINCIPAL BUSINESS MANAGER	
7.2	Ensure resource planning is aligned with school strategic renewal plans inclusive of changing school demographics	Align resource planning with school strategic renewal plans	7.2.1 Using Renewal Plans to guide and inform budgetary decisions 7.2.2 Developing and maintaining a Strategic Marketing Plan to ensure maximisation of enrolments	<ul style="list-style-type: none"> Regularly monitor budget to actuals to renewal goals Work with Business Manager and Finance re Marketing Plan Review Enrolment Policies against Master Plan 	PRINCIPAL BUSINESS MANAGER BUSINESS MANAGER	
7.3	Refine resource arrangements to support learning and teaching in the context of varying socio-economic, cultural and educational support needs	Refine resource arrangements to support learning and teaching for all	7.3.1 Ensuring appropriate access to technology for staff 7.3.2 Developing college systems to meet changing needs using newer technologies 7.3.3 Adopting Master Plan of college and implement changes as necessary and as recommended	<ul style="list-style-type: none"> Review provisions and budget accordingly Ensure that parent and external community members are consulted re "newer technologies" 	PRINCIPAL PRINCIPAL	
7.4	Ensure that college fee and levy policies and processes are consistent with principles of justice, equity and accessibility	Ensure that college fee and levy policies and processes are consistent with principles of justice, equity and accessibility	7.4.1 Reviewing new budgeting processes and refine as necessary	<ul style="list-style-type: none"> Work with Business Manager to ensure that funds best meet agreed goals and needs 	PRINCIPAL	
7.5	Consult on the allocation of resources and report transparently	Consult on allocation of resources and report transparently		<ul style="list-style-type: none"> Complete Annual Report 	PRINCIPAL	

	on their use					
7.6	Promote and encourage environmental sustainability in policies and practices	Encourage environmental sustainability in policies and practices	7.6.1 Recycling hardware 7.6.2 Seeking practical ways of demonstrating environmental awareness within the college	<ul style="list-style-type: none"> ▪ Work with Business Manager to ensure same ▪ Apply for grants as possible 	PRINCIPAL PRINCIPAL & BUSINESS MANAGER	

PRIORITY 8

Renewal and Quality Assurance

INTENTIONS (Intentions detail what BCEC/College aims to do for 2009) We intend to:		GOALS (Goals are what we decide to do to achieve our aims for 2009. 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.)	ACTION PLAN (Milestones/actions by when)	INDIVIDUAL PERFORMANCE (Aligned to Individual Performance Management Plans)	REVIEW & REPORT
8.1	Ensure that renewal and quality assurance processes have clear focus on realizing the vision and mission of Jesus	Prioritise Renewal as a key activity annually	8.1.1 Engaging P&F, College Board, and Staff in the Renewal Process 8.1.2 Aligning Performance Plans with Renewal Goals and strategies	<ul style="list-style-type: none"> ▪ Keep same groups updated re progress ▪ Communicate Annual Goals to parents groups ▪ Renewal and Validation Process components 1.3, 2.1, 3.5, 4.3, 6.1, 6.2, 6.3, 8.1 8.2 ▪ External Review Semester 2 	PRINCIPAL PRINCIPAL PRINCIPAL PRINCIPAL	
8.2	Effectively implement school renewal, validation and compliance processes	Implement practices as required to ensure compliance	8.2.1 Completing Renewal Process, Regulatory Compliance Audit, WH&S Audit 8.2.2 Reviewing policies and procedures	<ul style="list-style-type: none"> • Complete Annual Report • Complete NSSF Audit • Ensure that staff are aware of status of Staff Handbook 	PRINCIPAL PRINCIPAL	
8.3	Increase the performance management capacity of leadership teams	Increase the performance management capacity of the leadership team	8.3.1 Providing appropriate professional training 8.3.2 Implementing strategies to enhance team operations (Planning Days, Social events, Retreat)	<ul style="list-style-type: none"> ▪ Encourage PD in priority areas ▪ Encourage networking ▪ Plan for Leadership Planning days ▪ Provide regular feedback ▪ Ensure at least one two hour meeting per week for Leadership Meetings 	PRINCIPAL PRINCIPAL PRINCIPAL	
8.4	Implement strategic quantitative and qualitative processes for monitoring, developing and reporting on religious education and curriculum			<ul style="list-style-type: none"> • Develop data base of teachers accredited to teach Religion in a Catholic School and maintain same through initial appointment process 	APRE & PRINCIPAL	
8.5	Refine and integrate reporting mechanisms on school performance to the community, Archdiocese and government	Report on school performance	8.5.1 Collecting data systematically and regularly	<ul style="list-style-type: none"> ▪ Gather data as it is produced by outside bodies ▪ Prepare Annual Report by mid June 	PRINCIPAL	