



San Sisto College

Women of Integrity Shaping the Future

ANNUAL OPERATIONAL PLAN

2011

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

Prepared: 1 January 2011

Updated: Reviewed: 1 December 2012

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| | | | 1.1.4 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"> celebration of Dominican Heritage Day, and through curriculum and/or pedagogical matters Redevelop College Chapel following consultation with liturgical/Dominican consultant Celebrate our 50th birthday with appropriate recognition of our Dominican heritage | APRE PRINCIPAL APRE PRINCIPAL APRE | Done (no shared pedagogical work) Done Done |
| 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 | Need to review Done Done On-going |
| 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 | Done Done Done and on-going |
| 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 | <ul style="list-style-type: none"> Arrange for teachers to review units regularly Develop units with new format (DoL) and including HOM | APRE | |
| 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 across year levels are learning/being reminded of | APA APRE | |

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| | | | <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>1.5.4 Offer opportunities for Reconciliation within community</p> | <p>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 ▪ Continue to review service opportunities. Continue with St Brendan's homework club ▪ Explore further opportunities in 2011 | <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 ▪ Organise inter-faith dialogue opportunities as per SOR program | <p>APRE</p> <p>APRE</p> <p>APRE</p> | |

PRIORITY 2

Student Learning Outcomes

| INTENTIONS (Intentions detail what BCEC/College aims to do for 2011) We intend to: | GOALS (Goals are what we decide to do to achieve our aims for 2011. 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 |
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| 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 yea ▪ Have transition forms completed by mid Term 4 ▪ Timetable 10 mins into staff meetings for updates re learning support ▪ Implement DoL and HOM throughout college ▪ Units or work written in new Unit Planner framework ▪ Capitalise on VARK understandings, ensure staff have adequate training in attending to learning styles ▪ Review OP training and analyse results of 2009 ▪ 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 ▪ Continue to monitor the new structure of classes in year 8 and 9 that allow flexible | DEPUTY and APRE DEPUTY STIE DEPUTY DEPUTY DEPUTY DEPUTY STIE and ESL Consultant, DP APA, GC, PRINCIPAL DEPUTY PRINCIPAL | |

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| | | | <p>2.1.8 Appoint a Learning Enrichment Coordinator</p> <p>2.1.9 All subjects/classes to make provision for teaching talented and gifted students</p> | <p>groupings and that are blocked</p> <ul style="list-style-type: none"> ▪ Continue phase-in and Monitor DoL and HOM timetable days for implementation at beginning of year ▪ Research implementation of Habits of Spirit and provide support to staff where possible ▪ Oversee and audit the inclusion of higher order thinking skills in units of work ▪ Plan units that meet needs of all students | <p>PRINCIPAL</p> <p>PRINCIPAL</p> | |
| 2.2 | Implement quality pedagogy that is underpinned by contemporary research | Develop a school-wide authoritative pedagogy | <p>2.2.1 Continuing to focus on planning in Dimensions of Learning, with a focus on Habit of Mind and Spirit</p> <p>2.2.2 Developing high expectations of “Classroom Culture”; ensure that expectations are clearly documented, articulated and consistently applied</p> | <ul style="list-style-type: none"> ▪ As per Strategic Professional Development Program and College Calendar ▪ Facilitate classroom visits as per the Teacher Role and Performance Planning ▪ Provide quality feedback/feedforward in particular relating to implementation of DoL ▪ Observe and comment upon in classroom visits | <p>PRINCIPAL 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> | <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. | <p>DEPUTY</p> <p>DEPUTY</p> <p>DEPUTY</p> <p>DEPUTY</p> <p>DEPUTY</p> | |

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| | | | 2.3.6 Developing staff professionally through appropriate in-service | <ul style="list-style-type: none"> Facilitate staff attendance at conferences and PD days | DEPUTY | |
| 2.4 | Improve student performance in literacy and numeracy | Improve student performance in literacy and numeracy | <p>2.4.1 Continuing implementation of strategic plan for numeracy and literacy development across the curriculum with focus on data analysis</p> <p>2.4.2 Ensuring that literacy and numeracy is developed across the curriculum</p> | <ul style="list-style-type: none"> Review Literacy and Numeracy plans 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 2010. Maintain data re results in pre Year 8/Year 8 literacy and numeracy. Maintain data of targeted groups | <p>DEPUTY</p> <p>DEPUTY</p> <p>STIE</p> | |
| 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 | <p>2.5.1 Analysing QCS and NAPLAN data with staff, developing strategies to inform teaching and learning</p> <p>2.5.2 Involving staff in QCS preparation, marking and data analysis</p> | <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. See above section re maintaining data in literacy/numeracy. | <p>DEPUTY</p> <p>DEPUTY</p> <p>STIE</p> | |

PRIORITY 3

Student Support

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|---|--|---|--|---|--|--|
| 3.1 | Develop whole of school responses to student protection, personal and social development, and behaviour support requirements | Review student protection, personal and social development, and behaviour management policies, procedures and requirements | 3.1.1 Reviewing student protection procedures and college practices with particular focus on role of GC and APA 3.1.2 Ensuring that all college well-being policies are integrated and well known within community 3.1.3 Appointing a Physical Enrichment Coordinator to increase coordinated activities for students before school and lunch times 3.1.4 Continuing with Leading LIGHTS as mechanism of engaging students during lunchbreaks 3.1.5 Developing an ethos of service and stewardship in leadership 3.1.6 Involving Yr 12s and past pupils in the development of younger students 3.1.7 | <ul style="list-style-type: none"> ▪ Ensure compliance of staff re training ▪ Review 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 e <i>Verigram</i> ▪ Older students to talk with / mentor younger students ▪ Implement coordinated activities program maximizing student engagement ▪ Leading LIGHTS conducted as per calendar ▪ Introduce Chess (both inside and outside) ▪ Continue with Salvin Park Aged Care facility and St Brendan's to service options ▪ Encourage and affirm student activities and ideas from SRC or other through regular meetings and following through with recommendations | PRINCIPAL APA/DEPUTY APA PRINCIPAL APA APA/DEPUTY Curriculum Coordinator Science Curriculum Coordinator Science and/or Physical Enrichment Coordinator And/or Learning Enrichment Coordinator APRE APA APRE PRINCIPAL | |
| | | Develop a culture of student leadership | | | | |

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| 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" | DEPUTY DEPUTY | |
| 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 Coordinator, 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 for staff meetings Block classes where appropriate so that flexible groups can be used as a basis for class construction | APA PRINCIPAL DEPUTY DEPUTY | |
| 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 | <p>3.4.1 Reviewing fee policies and practices</p> <p>3.4.2 Ensuring that all avenues of support are sought in extending support to students</p> | <ul style="list-style-type: none"> Analyse data and prepare new policy for review by College Board Implement new funding possibilities since Shaddock Report | 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

| INTENTIONS (Intentions detail what BCEC/College aims to do for 2011) We intend to: | GOALS (Goals are what we decide to do to achieve our aims for 2011. 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 | |
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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 4.1.2 Ensure that staff are appropriately skilled in IC<s | <ul style="list-style-type: none"> ▪ Provide staff with copy of a Strategic Professional Development Plan for 2011 ▪ Prioritise PD ensuring that student learning is not impeded by teacher absence from the classroom ▪ Develop priority of needs and implement strategy of training staff in IC&LT pedagogies and specific program skills | PRINCIPAL DEPUTY CC – Bus/IC< | |
| 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 • 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 • Name buddies for new staff ▪ Ensure use of standardized <i>Corporate</i> presentation ▪ Invite Coordinators to be on selection panels when appropriate | PRINCIPAL PRINCIPAL/DP/AP PRINCIPAL | |

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| | | | 4.2.6 Including Curriculum Coordinators or as appropriate on selection panels | <ul style="list-style-type: none"> ▪ Provide interview and written feedback/forward annually | | |
| | | | 4.2.7 Implement formalized review process/annual review for all/interested staff | | | |
| 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 ▪ Establish a new staff area in "conference" room | PRINCIPAL BUSINESS MANAGER | |

PRIORITY 5

Partnerships and Relationships

| INTENTIONS (Intentions detail what BCEC/College aims to do for 2011) We intend to: | | GOALS (Goals are what we decide to do to achieve our aims for 2011. 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 |
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| 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 parent evenings with guest speakers as necessary (eg Prof Paula Barrett, Neil Fleming) 5.2.4 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 Communicate effectively through various avenues re college progress and activities Assist College Board in finalizing policies Invite guests to present lecturers to parents on topical issues Maintain Thanksgiving Evening Conduct "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 but for individual families rather than groups Conduct Industry Breakfast or luncheon | PRINCIPAL | |

PRIORITY 6

Information, Communication and Learning Technologies

| INTENTIONS (Intentions detail what BCEC/College aims to do for 2011) We intend to: | | GOALS (Goals are what we decide to do to achieve our aims for 2011. 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"> Organise staff inservice on IC&LT pedagogies or as appropriate Explore possibility of employing technician full time | DEPUTY PRINCIPAL | |
| 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 and Interactive White Boards 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 Distribute laptops to Yr 9 2011 and increase training to students 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, laptops 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 Maintain website, Moodle | <ul style="list-style-type: none"> Increase staff use of Moodle | DEPUTY | |
| 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 2011) We intend to: | | GOALS (Goals are what we decide to do to achieve our aims for 2011. 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 |
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| 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 7.1.3 Seek funding through various grants to enhance capacity for building and refurbishment | <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 ▪ Conduct stock take ▪ Prepare Block Grant Authority application ▪ Make application for various grants to build capacity for refurbishment and building enhancement | BUSINESS MANAGER BUSINESS MANAGER 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” ▪ Provide laptops to second draft of Year 9 ▪ Work with architects and project manager to ensure timely completion of all building projects | PRINCIPAL PRINCIPAL DEPUTY PRINCIPAL PRINCIPAL | |

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| 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 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 on their use | Consult on allocation of resources and report transparently | | <ul style="list-style-type: none"> • Complete Annual Report | PRINCIPAL | |
| 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 available | PRINCIPAL BUSINESS MANAGER & Environmental group | |

PRIORITY 8

Renewal and Quality Assurance

| INTENTIONS (Intentions detail what BCEC/College aims to do for 2011) We intend to: | | GOALS (Goals are what we decide to do to achieve our aims for 2011. 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 |
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| 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 as per plan | 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 and Compliance 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"> • Maintain 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 | |