



San Sisto College

Annual operation plan

2018

Author College Leadership Team

Version 27/02/2019

Strong Catholic Identity

Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
1 Community and faith formation	Introduce a different 'style' of staff RE PD – one that will also introduce the college theme for 2018 – Living Hopefully.	Sustained engagement of staff in a variety of prayer experiences	Feedback survey distributed to staff Anecdotal evidence from staff re: the success of the day	Staff to recognise their need for stillness and silence – and engage in it on the day	1. Unpack the college theme 2. Staff to opt into interest sessions which expresses the college theme	Term 1	EQ to organise All staff
2 Sustain a Catholic identity by delivering a planned, strategic and integrated leadership for mission	Investigate immersion opportunity for 2018 and how these opportunities might be sustained into the future (given rigorous guidelines from BCE) Ensure the Relationships and Sexuality Education program is reflected in the HPE curriculum	All aspects of College life are infused with a consideration of Catholic identity Consideration of Catholic identity in all aspects of College life – curriculum	Negotiate with Emmaus how to run a combined immersion. Students go on immersion. Immersion opportunity offered in 2019 Critique HPE work program looking for opportunities to inject Catholic perspective. These to be written into HPE work program	EQ to go in 2018 Sustainability for 2019 needs to be considered. HPE staff may need access to PD opportunities to gain confidence with Catholic teachings	1. Pre-immersion briefings 2. Immersion 3. Post-immersion briefings RE and HPE staff critique the HPE program looking for opportunities for Catholic perspective in program	Term 3 Term 4	SH, EQ EQ, EM, RG, AP, GH
3 To deliver a planned, strategic and consistent approach to Dominican charism	Enhance staff understanding of Dominican charism	Continued growth in staff and student understanding of the charism and the College's history	Pilgrimage group formed Teacher meeting presentations on Dominican charism	Network international Dominican sources to ensure pilgrimage is authentic and meaningful – and achieves its objective Range of staff to present charism topics	Gain enough interest in a pilgrimage to ensure it goes ahead 5 min timeslots at teachers' meetings	Into 2019 Term 4	SH EQ All staff

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3 To deliver a planned, strategic and consistent approach to Dominican charism	Continue to strengthen college's association with DEA	Seeking of overt opportunities to highlight Dominican charism	Attendance at DEA opportunities	Staff and students to nominate their intent	EQ attend Director of Mission meeting run by DEA Send a group of students to Common Ground	Term 1 Term 3	EQ Staff and students
4 Sustained excellence in classroom RE teaching through engagement with school-wide pedagogy and system initiatives	Work towards a fully 'accredited to teach RE' department	Strong Catholic identity	All RE staff complete 5 hours of teaching RE PD by the end of 2018	Identify how best to deliver PD. Assess the knowledge and skill needs of the department.	Assess the current thinking around PD for RE staff. Need to enable RE staff to dedicate RE PD as well as their other subject areas.	Term 4	CLT RE staff



Excellent Learning & Teaching

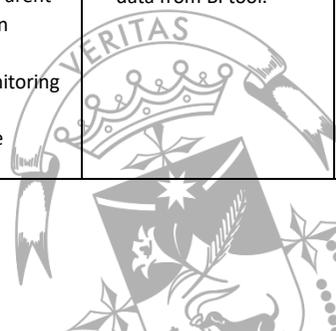
Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
<p>5</p> <p>Facilitate student progress in literacy and numeracy</p>	<p>By the end of 2018, there will be 90% of students in Year 10, 70% of Year 9 students, 85% of Year 8 students and 75% of students in Year 7 who have demonstrated the 20-24 benchmark on the Writing Analysis Tool through school-wide focus on the eight elements of writing, particularly sentence structure.</p>	<p>Improved performance in other literacy measures (e.g. NAPLAN, PAT-R)</p>	<ul style="list-style-type: none"> • WAT data (Term I – IV); • WAT data summarised on data wall; • PAT-R start and end of year testing; • PAT-R data summarised on data wall; 	<ul style="list-style-type: none"> • Staff understanding of purpose, intent, construction and marking of Writing Analysis Tool; • Staff understanding of Bump It Up approaches; • Appropriate embedding of literacy development in subject areas and in dedicated literacy curriculum time; • Staff ability to interpret data walls (WAT, PAT-R) • Staff capacity to respond to data from measurement tools. 	<ul style="list-style-type: none"> • Dedicated literacy time in curriculum Years 7-10 – allows for specific teaching of literacy concepts; • Purposeful construction of WAT tasks via dedicated subject teachers with associated professional development; • Embedding of literacy education approaches across the entire curriculum; • Use of the Bump It Up approach in all subject areas. 	<ul style="list-style-type: none"> • WAT developed, implemented and marked each term; • Data wall updated each term; • PAT-R for non BCE feeder school Year 7 students by March to provide baseline; • End of year PAT-R testing for measurement of growth. 	<ul style="list-style-type: none"> • College Leadership Team • Academic Leader - Learning & Teaching • Academic Leadership group • Subject teachers • Literacy/Enrichment staff



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6 Advancing student academic achievement	QCS results in 2018 will represent an improvement on 2017 in terms of alignment between in-school measures and QCS data.	Individual student QCS result improvement.	<ul style="list-style-type: none"> • QCAA-published QCS data • QCS practice test data 	<ul style="list-style-type: none"> • Staff unity RE. scaffolding /feedback protocols • Staff awareness of basket development within subject areas • Targeted academic mentoring of students 	<ul style="list-style-type: none"> • Review of current practices RE. scaffolding/feedback in Year 12. • 7-12 audit of scaffolding/feedback protocols to develop gradual release model. • Engagement with BCE Data EO to develop basket awareness with Academic Leaders • Professional development for data-based academic mentoring • Refinement of Yr 12 QCS Preparation Program 	<ul style="list-style-type: none"> • Review of Year 12 practices Term I for impact with MS1 assessment items. • 7-12 review completed by end Term II. • BCE EO engaged in Term I. Implementation of recommendations by Term II. • Reconceptualised academic mentoring program from Term I. • 12QCS classes reorganised to group top achievers together to cater for their needs. 	<ul style="list-style-type: none"> • CLT • AL Learning & Teaching • PL: Learning Enhancement • Middle Leaders • Teaching staff
7 Prepare for and implement Senior Schooling Initiatives for 2019 and beyond	The new QCE framework will be readied for implementation in 2019.	Retuning of subject selection/careers processes	<ul style="list-style-type: none"> • Parent-engagement surveys • Subject enrolment patterns for Year 11, 2019. 	<ul style="list-style-type: none"> • CLT understanding of new QCE system. • AL: Careers' understanding of implications of new system for tertiary entrance • Academic Leader and teaching staff understanding of new QCE model as it impacts on teaching areas. 	<ul style="list-style-type: none"> • Strategic release of information to school community • Refinement of Pathways/Subject Selection/Careers evenings for Year 10 students. • Staff engagement with QCAA PD and school release planning days. 	<ul style="list-style-type: none"> • As per Implementation plan. 	<ul style="list-style-type: none"> • CLT • AL Learning & Teaching • PL: Learning Enhancement • Academic Leaders • Teaching staff

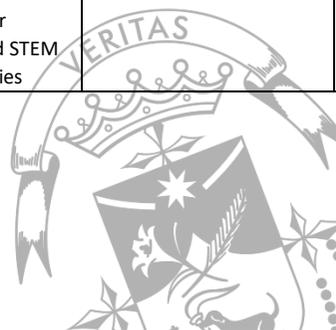


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8 Innovate for excellence by building on learning and teaching initiatives and practices.	Identification, intensification and dissemination of existing excellent teaching practices	Contribution to goals 5, 6, 7	<ul style="list-style-type: none"> • Student engagement and responses in EP program; • Literacy gains as per goal 5. • Parent-engagement surveys 	<ul style="list-style-type: none"> • Staff understanding of Bump It Up approaches; • Staff understanding of metacognition, cognitive verbs, critical thinking strategies 	<ul style="list-style-type: none"> • Use of the Bump It Up approach in all subject areas. • Specific curriculum time quarantined for development of critical thinking skills and metacognition via Year 9 & 10 Enrichment Program. 	<ul style="list-style-type: none"> • Ongoing across 2018 	<ul style="list-style-type: none"> • College Leadership Team • Academic Leader - Learning & Teaching • Academic Leadership group • Subject teachers • Enrichment staff
9 Achieve maximum learning potential by working with parents and the broader community to support each child	Achieve maximum learning potential by working with parents and the broader community to support each child		<ul style="list-style-type: none"> • Positive and affirmative relationships with parents and members of the community • Increased parent involvement in the College • Increased links outside of the College eg Primary Feeder Schools • Increased links between San Sisto College and other College to establish collaborative practices and forge networks • Increased Parent Information sessions • Closer monitoring of student attendance 	<ul style="list-style-type: none"> • Create a community wide understanding of ways in which student learning potential can be strengthened; • Increase parental understanding of approaches/techniques that support student wellbeing and academic success; • Appropriate embedding of literacy development in subject areas and in dedicated literacy curriculum time; • Staff ability to interpret attendance data. • Staff capacity to respond to attendance data from BI tool. 	<ul style="list-style-type: none"> • Increase and broaden opportunities for communication and engagement with parents eg website, use of email, information evenings, Verigram, portal • Continue to conduct primary school visits and increase academic outreach to feeder schools • Closely monitoring student attendance and working with parents to ensure that this occurs • Seek opportunities to engage with other colleges with a variety of informal and formal mechanisms eg Nudge, Cluster, Social Justice 	<ul style="list-style-type: none"> • Parent information nights run on a regular basis each term; • Attendance records monitored on a weekly basis with parent conversations being held each term; • Visits to BCE feeder schools are run during Term 2; • Cluster meetings held Term 1 and Term 4; • Opportunities for inter-school engagement occur throughout each term. 	<ul style="list-style-type: none"> • College Leadership Team • Pastoral Leadership group • WELL Staff • Academic Leader - Learning & Teaching • Academic Leadership group • Learning Enhancement Team • Subject teachers



Building a Sustainable Future

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12 Improve the Health and Wellbeing of all staff and community	Improve the Health and Wellbeing of all staff and community		<ul style="list-style-type: none"> Attendance and academic data summarised on a regular basis (Term I – IV); Use of data strategies to identify and respond to cohort and individual student needs. Continue to provide staff opportunities for community building and wellbeing 	<ul style="list-style-type: none"> Ensure alignment between wellbeing and academic performance; Work with staff and community to enhance opportunities for wellbeing; Continue to promote student wellbeing in light of changing and emergent needs (educational, wellbeing); To be sensitive to the needs of staff, students and our community. 	<ul style="list-style-type: none"> Introduction of new middle leadership role (Program Leader Learning Enhancement); Provision of new WELL facility; Dedicated facilities and amenities for staff and students (Gym, showers). Dedicated professional development activities for staff in order to ensure currency of knowledge (e.g. Eyes Open Social Media, Thrive) 	<ul style="list-style-type: none"> Commencement of new middle leadership role (Program Leader Learning Enhancement) in Term 1; New WELL facility in design/planning phase during terms 1 & 2 and construction phase Terms 3 and 4; Dedicated facilities and amenities in design/planning phase during terms 1 & 2 and construction phase Terms 3 and 4. 	<ul style="list-style-type: none"> College Leadership Team Program Leader Learning Enhancement Pastoral Leadership group Academic Leadership group Subject teachers <p>Literacy/Enrichment staff</p>
13 Optimise the College Digital Strategy Framework	To produce a documented digital plan for the College	Building a Sustainable Future	<ul style="list-style-type: none"> Creation of new role in Middle Leadership Framework (Academic Leader Digital Integration) Documented Digital Plan Dedicated facilities for robotic and STEM opportunities 	<ul style="list-style-type: none"> Clarification for CLT concerning scope of digital plan 	<ul style="list-style-type: none"> Formalize the digital plan for the College including the existing practices and structures Improve the proficiency of the staff regarding the use of e-learning tools 	<ul style="list-style-type: none"> Term 4 2018 	<ul style="list-style-type: none"> CLT AL Learning & Teaching PL: Learning Enhancement Academic Leaders Teaching staff



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<p>14</p> <p>Ensure practices and facilities meet future needs of the college</p>	<ul style="list-style-type: none"> To implement a considered approach to the preservation of college history for future generations To commence the Dominic Centre redevelopment mid 2018 constructing a two-storey extension to the existing Aquinas centre, a central courtyard and providing for a range of laboratory, general and flexible learning, gym, learning support, IT support, design technology and amenities areas to respond to the college's growing needs 	<p>College Identity and Dominican Charism</p> <p>Strong stewardship of college resources by appointed stakeholders</p>	<ul style="list-style-type: none"> Implemented system in place for archiving identified records Allocated storage space to house documents and materials Suitable materials used for safe storage and preservation of documents Plans out to Tender 30 April 2018 Building Contract signed 30 June 2018 Construction commenced mid-July 2018 Delivery of Dominic Centre redevelopment Term 1 2019 	<ul style="list-style-type: none"> To be sensitive to the needs of students past and present and our future college management team and community Work with other BCE schools to enhance consistency in approach <p>Make provision for release of staff for project management including the design and build phases of the project</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Investigate and implement an archiving process to protect and maintain college identity and records Allocate secure area for the storage and display of college records Investigate suitable materials for the safe storage of records Collaborative approach and buy in from department heads and leadership to deliver learning spaces equipped with first class facilities Management of budget and financial assessment in delivery of college facilities 	<ul style="list-style-type: none"> Term 4 2018 Ongoing across 2018 Dominic Building Redevelopment Term 1 2019 	<ul style="list-style-type: none"> College Leadership Team Past pupils P&F Committee College Leadership Team Academic Leadership Facilities IT Department



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<p>15</p> <p>Strengthen decision making and accountability at governance of the college</p>	<p>Ensure strong stewardship of college resources by appointed stakeholders</p>	<p>Ensure practices and facilities meet the future needs of the college</p>	<ul style="list-style-type: none"> • Quarterly reporting of actual v budget results • Collaborative CLT meetings to review funding acquittals • Implementation of revised budget preparation model • Quarterly Finance / Curriculum reviews of Staff Costing Model • Updated staff handbook published to portal • Board and Finance Committee members appointed 	<ul style="list-style-type: none"> • Shortlist and approach suitable parents to the Board and ensure sustainability • Appointment of a new board chairperson • Appointment of a finance committee member • Closer monitoring of results against targeted, specific budgets • To be sensitive in review of the staff handbook to reflect staff and community needs 	<ul style="list-style-type: none"> • Principal and Deputy Principal to complete the BCE Governance course • Principal to appoint a Board Chairperson • Board to appoint a finance committee member • Improved Biannual reporting of actual performance against budget to be implemented • Practices are aligned with staff policies and procedures with P&P updated as required 	<ul style="list-style-type: none"> • Ongoing across 2018 • Appointment of Chairperson Term 4 • Appointment of Finance Committee Term 4 	<ul style="list-style-type: none"> • SH, BB • College Leadership Team • Current Board • Current Finance Committee



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<p>16</p> <p>Incorporate Environmental Strategies within college plans</p>	<p>To embrace and improve environmentally sustainable practices within the college</p>	<p>Strengthen decision making and accountability at governance of the college</p>	<ul style="list-style-type: none"> • Alternatives to plastic identified • College merchandise options identified • Established committee meetings actioned 	<ul style="list-style-type: none"> • To be sensitive to the needs of staff and students • Seek ways of incorporating sustainability practices into all plans for building works 	<ul style="list-style-type: none"> • Research and identify alternative options to the use of plastic consumables (bags, plates, cutlery, cups) for student and parent events where possible • Investigate environmentally friendly options for Open Day merchandise and events • Encourage Staff and student's recognition of the importance of environmental sustainability 	<ul style="list-style-type: none"> • Ongoing across 2018 	<ul style="list-style-type: none"> • College Leadership Team • Environment Group (elected staff)

