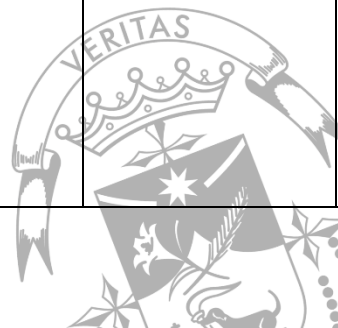# Annual Operation Plan

2019

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**	Consolidate a Religious Education Formation Day to develop staff spirituality. 2019 College theme – Seeking Connectedness; "I am because we are". Review and Implementation of staff and student formation plan.	Sustained engagement of staff in a variety of prayer experiences	Feedback survey distributed to staff and students RE. Formation Plans. Anecdotal evidence from staff re: the success of the RE Formation Day and Plan.	Staff to recognise their need for stillness and silence – and engage in it on the day. Staff encouraged to look for opportunities in their everyday life to continue these practices.	1. Unpack the college theme 2. Staff to opt into interest sessions which expresses the college theme 3. Staff and student participation in service activities. 4. Staff and student participation in immersion opportunity. 5. Staff and student participation in pilgrimage opportunity. 6. Engage with Parish for potential Sacramental Program for students	Ongoing January Ongoing June/July September Ongoing	EQ to organise All staff and students.
2 **Sustain a Cath identity by delivering a planned, strategic and integrated leadership for mission**	Catholic Identity Framework to be thoroughly implemented as per staff and student formation plan.	All aspects of College life are infused with a consideration of Catholic identity.	All aspects of College life are infused with a consideration of Catholic identity.	APRE to attend BCE PD opportunity across year RE. Catholic Identity Framework (Jill Gowdie presenting).	1. Leigh Stower to present on Catholic Identity and Perspective at Staff RE Formation Day. 2. APRE to pilot Catholic Identity Program with staff.	Ongoing	SH, EQ. EM

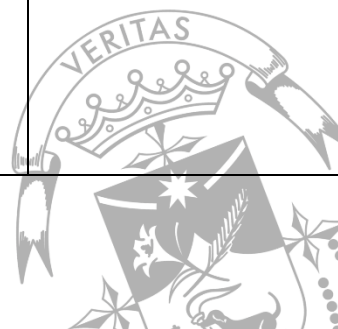|							
	Consolidate immersion opportunity for 2019. Ensure that these opportunities are sustainable into the future (given rigorous guidelines from BCE).		Consolidate immersion relationship with Emmaus College. Students go on immersion. Immersion opportunity offered in 2020	APRE to work with Liz Madden in preparation of 2019 Immersion group and plan. Sustainability for 2020 needs to be considered.	3. Pre-immersion briefings 4. Immersion 5. Post-immersion briefings		
	Consolidate the Relationships and Sexuality Education program in the HPE curriculum		Infusion of RSE into Years 8 and 10 HPE planning.	HPE staff may need access to PD opportunities to gain confidence with Catholic teachings	HPE staff critique Yr. 8 and 10 HPE program looking for opportunities for Catholic perspective in program	Ongoing	RG, HPE staff
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	Network international Dominican sources to ensure pilgrimage is authentic and meaningful – and achieves its objective	Gain enough interest in a pilgrimage to ensure it goes ahead	Into 2019	SH EQ
			Teacher meeting presentations on Dominican charism	Range of staff to present charism topics	5 min timeslots at teachers' meetings	Term 4	All staff
	Identification of Dominican Charism within the Catholic Identity Framework.	Seeking of overt opportunities to highlight Dominican charism	Attendance at DEA opportunities		Investigate APRE attendance at DEA Director of Mission meeting. Celebrate Dominican Feast Days. Re-establishment of Dominican iconography in new buildings.	Ongoing	EQ All staff

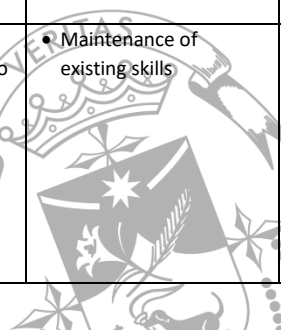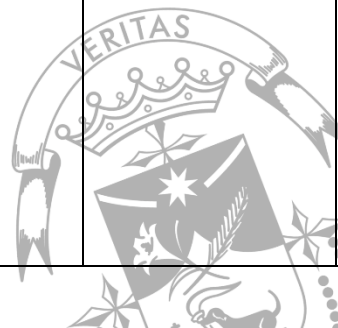|							
	Strengthen links to Dominicans		Continue to build relationships with OLG, St. Martin's Invite Sr. Sheila Flynn for her biennial visit to SSC.		Fr. Alex to accompany SSC Pilgrimage. Open pilgrimage to St. Martin's Leadership Team. Pilgrimage highlights to include visit with Fr. Timothy Radcliffe (Former Master of the Dominican Order), Bologna, Florence, Siena, Rome (Santa Sabina, San Sisto). Celebrate St. Dominic's Feast Day with Dominican community.	Ongoing	All staff
4 **Sustained excellence in classroom RE teaching through engagement with school-wide pedagogy and system initiatives**	Continue encouragement of RE staff towards full accreditation to teach RE.	Strong Catholic identity	All RE staff complete 5 hours of teaching RE PD by the end of 2019	Identify how best to deliver PD. Assess the knowledge and skill needs of the department.	Continue to enable RE staff to dedicate RE PD as well as their other subject areas.	Term 4	CLT RE staff

Excellent Learning & Teaching

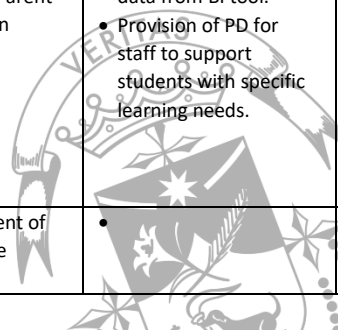| Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
5 **Facilitate student progress in literacy and numeracy**	By the end of 2019, there will be 90% of students in Year 10, 80% of Year 9 students, 90% of Year 8 students and 75% of students in Year 7 who have demonstrated the 20-24 benchmark on the Writing Analysis Tool through school-wide focus on shared teacher understanding and modelling of written responses.	Improved performance in other literacy and numeracy measures (e.g. NAPLAN, PAT-R, PAT-M)	• WAT data (Term I – IV); • WAT data summarised on data wall; • PAT-R and PAT-M start and end of year testing; • PAT-R data summarised on data wall	• Staff understanding of purpose, intent, construction and marking of Writing Analysis Tool; • Staff understanding of Bump It Up approaches. • Sharing of planning for Literacy/Numeracy/Enrichment classes with ALs to facilitate planning for specific skill development in subject classes. • Appropriate embedding and consistency of literacy and numeracy development in subject areas and in dedicated literacy and numeracy curriculum time; • Staff ability to interpret data walls (WAT, PAT-R, PAT-M) • Staff capacity to respond to data from measurement tools.	• Review and consolidate dedicated literacy and numeracy time in curriculum Years 7-10 – allows for specific teaching of literacy concepts; • Refine purposeful construction of WAT tasks via dedicated subject teachers with associated professional development; • Enhance the embedding of literacy and numeracy education approaches across the entire curriculum; • Refine use of the Bump It Up approach in all subject areas. • Literacy Coaches to model literacy strategies in faculty and staff meetings.	• WAT developed, implemented and marked each term; • Data wall updated each term; • PAT-R and PAT-M for non BCE feeder school Year 7 students by March to provide baseline; • End of year PAT-R and PAT-M testing for measurement of growth.	• College Leadership Team • Academic Leader - Learning & Teaching • Academic Leadership group • Subject teachers • Literacy/Numeracy Enrichment staff

Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
6 **Advancing student academic achievement**	Continuous refinement of QCS preparation program to build on successes of 2018.	Individual student QCS result improvement.	• QCAA-published QCS data • QCS practice test data • Next step survey results • QCAA Learner Report	• Continue to support staff unity RE. scaffolding /feedback protocols • Staff awareness of basket development within subject areas • Continue and enhance targeted academic mentoring of OP eligible and ineligible students	• Review of current practices RE. scaffolding/feedback in Year 12. • 7-12 audit of scaffolding/feedback protocols to develop gradual release model. • Continue to develop basket awareness with Academic Leaders • Professional development for data-based academic mentoring • Refinement of Yr 12 QCS Preparation Program	• Review of Year 12 practices Term I for impact with MS1 assessment items. • Development of gradual release model by end Term I.	• CLT • AL Learning & Teaching • PL: Learning Enhancement • Middle Leaders • Teaching staff
7 **Prepare for and implement Senior Schooling Initiatives for 2019 and beyond**	2019 QCE Framework implementation plan refined in terms of QCAA deadlines.	Seamless transition into new QCE model.	• Timely implementation of curriculum elements.	• Continue to facilitate staff understanding of new QCE system.	• Strategic release of information to school community • Release of staff for further curriculum planning without significant loss of learning & teaching time. • Ensure students have basic skills for achieving well in external exams eg handwritten tasks	• As per Implementation plan.	• CLT • AL Learning & Teaching • PL: Learning Enhancement • Academic Leaders • Teaching staff
	Continued focus on Year 12 success	Ensuring Year 12 student performance (under outgoing system) is maintained and valued in 2019	• Subject teachers are encouraged to assist students with subject specific goal setting to encourage improvement in	• Maintenance of existing skills	• Core skills practices • OP predictions and analysis of other Year 12 data sources • Timely advice given • Ensure non-OP students feel valued and think of strategies to	• Ongoing during 2019	• CLT, Academic and Pastoral team

			• academic performance • Student results are maintained or improved using a data based approach • Rigorous QCS/mentoring program		• acknowledge their successes		
	Review changes to Yr 10 to 11 subject selection processes considering lessons learned in 2018 e.g. education of parents RE. new system, education of students and families around subject allocation processes during timetabling.	Retuning of subject selection/careers processes as required.	• Parent-engagement surveys • Subject enrolment patterns for Year 11, 2019.	• Further understandings RE. inter-subject scaling, university prerequisites and ATAR patterns.	• Refinement of Pathways/Subject Selection/Careers evenings for Year 10 students.	• Review by end Term I for execution with Yr 10 to 11 subject selection in Term II.	• CLT, Academic and Program Leaders.
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	• Student engagement and responses in EP program; • Literacy gains as per goal 5. • Parent-engagement surveys	• Staff understanding of Bump It Up approaches; • Staff understanding of metacognition, cognitive verbs, critical thinking strategies • Support the role of teachers to foster and highlight Catholic pastoral practices in the classroom as contributing to excellence in teaching.	• 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. • Continue and Extend Staff Training in Philosophy/ Literacy. • Extend program to include written responses to track progress in Writing Skills (Reflective Writing). • Teaching and Learning page added to Verigram to update parents • Collaborative Teams approach to Model Effective and Expected Practices; • Teacher Buddy System for Critical Friend Feedback;	• Ongoing across 2019	• College Leadership Team • Academic Leader - Learning & Teaching and Learning Enhancement • Academic Leadership group • Subject teachers • Enrichment staff

					• Academic Leaders on Learning Walks and Talks; • Teaching Bites added before ELT Update on Wednesday Mornings; • Modelled Teaching Program Continued. • Teacher Goal Setting in Twilight based on Professional Teacher Standards- opportunities to Guide and Observe.		
9 **Achieve maximum learning potential by working with parents and the broader community to support each child**	Continue to pursue maximum learning potential by working with parents and the broader community to support each child		• 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	• 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. • Provision of PD for staff to support students with specific learning needs.	• Increase and broaden opportunities for communication and engagement with parents eg website, publication of staff email contacts, 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	• Parent information nights run on a regular basis each term; • Attendance records monitored on a tri-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.	• College Leadership Team • Pastoral Leadership group • WELL Staff • Academic Leader - Learning & Teaching • Academic Leadership group • Learning Enhancement Team • Subject teachers
			• Development of Attendance	•	• Establishment of consultative committee to	• Attendance Improvement and Engagement Plan	• AD, Pastoral Coordinators,

			Improvement and Engagement Plan • Development of Attendance Policy and Procedures document. • Closer monitoring of student attendance		contribute to development.	and Attendance Policy and Procedures document by end of Term II.	interested staff and parents. • Ratification by College Pastoral Board.

Building a Sustainable Future

Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
12 **Improve the Health and Wellbeing of all staff and community**	Improve the Health and Wellbeing and involvement of all staff and community	Consideration of the system demands and initiatives with respect to teacher workload	• 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	• 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.	• Consolidation of new middle leadership roles ie 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) • Restrategize the induction program and the early teachers program to cater for both groups	• New WELL facility online in terms 1 • Dedicated facilities and online in term 1	• College Leadership Team • Program Leader Learning Enhancement • Pastoral Leadership group • Academic Leadership group • Subject teachers • Literacy/Enrichment staff

	Increase staff contribution in collaborative decision making Enhanced communication from all stakeholders in the College.	Greater variety of ideas contributing to decision making	• Improved communication of decision making across entire staff.	• Leadership skills	• Reinstitute Combined Leaders Meetings with clearly defined agendas published in advance to facilitate consultation and collaboration. • All Middle Leaders to communicate college direction with their teams	• Term I	• CLT, Middle Leaders, all staff
	Engage parents and students in the College Community via extracurricular events		• Strengthened relationships within the community	•	• continued refinement of parent/student activities eg State of Origin Father/Daughter night	• Ongoing across 2019	• Staff and parents
13 **Optimise the College Digital Strategy Framework**	To produce a documented digital plan for the College	Building a Sustainable Future	• Documented Digital Plan • Dedicated facilities for robotic and STEM opportunities	• Clarification for CLT concerning scope of digital plan	• 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	• Ongoing across 2019	• CLT • AL Learning & Teaching • PL: Learning Enhancement • Academic Leaders Teaching staff
14 **Ensure practices and facilities meet future needs of the college**	• To implement a considered approach to the preservation of college history for future generations	College Identity and Dominican Charism	• 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	• 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	• 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	• Ongoing across 2019	• College Leadership Team • Past pupils • P&F Committee

| | | Dominic Centre stage 2—installation of air-conditioning to all rooms | Strong stewardship of college resources by appointed stakeholders | • Completion of building project with air-conditioning and landscaping | • Engage an energy consultant | • Management of budget and financial assessment in delivery of college facilities | • Ongoing across 2019 | • College Leadership Team
• Academic Leadership
• Facilities
• IT Department |

15 **Strengthen decision making and accountability at governance of the college**	Ensure strong stewardship of college resources by appointed stakeholders	Ensure practices and facilities meet the future needs of the college	• 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	• Shortlist and approach suitable parents to the Board and ensure sustainability • 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	• Assistant Principals to complete the BCE Governance course • 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	• Ongoing across 2019 • Appointment of Finance Committee member Term 4	• College Leadership Team
16 **Incorporate Environmental Strategies within college plans**	To embrace and improve environmentally sustainable practices within the college	Strengthen decision making and accountability in governance of the college	• Alternatives to plastic identified • Established committee meetings actioned	• To be sensitive to the needs of staff and students • Seek ways of incorporating sustainability practices into all plans for building works • Gather student voice ie Year 7 PBL expo ideas	• 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	• Ongoing across 2019	• College Leadership Team • Environment Group (elected staff)