



San Sisto College

Annual Operation Plan 2020

Author College Leadership Team

Version 23/11/2020

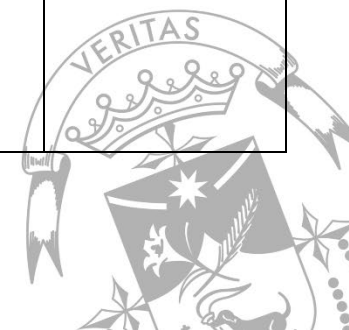
Strong Catholic Identity

Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
<p>1</p> <p>Community and faith formation</p>	<p>Consolidate a Religious Education Formation Day to develop staff spirituality.</p> <p>2020 College theme – Offering Self in Service of Others.</p> <p>Review and Implement staff and student formation plan.</p>	<p>Sustained engagement of staff in a variety of prayer experiences</p>	<p>Feedback survey distributed to staff and students RE. Formation Plans.</p> <p>Anecdotal evidence from staff re: the success of the RE Formation Day and Plan.</p>	<p>Staff to recognise their need for stillness and silence – and engage in it on the day.</p> <p>Staff encouraged to look for opportunities in their everyday life to continue these practices.</p>	<ol style="list-style-type: none"> 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. Commence promotion of details to foster staff interest in 2021 pilgrimage opportunity. 6. Engage with Parish for potential Sacramental Program for students 	<p>Ongoing</p> <p>January</p> <p>Ongoing</p> <p>June/July</p> <p>December</p> <p>Ongoing</p>	<p>TB & DA to organise</p> <p>All staff and students.</p>

<p>2</p> <p>Sustain a Catholic identity by delivering a planned, strategic and integrated leadership for mission</p>	<p>Catholic Identity Framework to be thoroughly implemented as per staff and student formation plan.</p>	<p>All aspects of College life are infused with a consideration of Catholic identity.</p>	<p>All aspects of College life are infused with a consideration of Catholic identity.</p>	<p>APRE or delegate to attend BCE PD opportunity across year RE. Catholic Identity Framework.</p>	<p>1. APRE or delegate to pilot Catholic Identity Program with staff.</p>	<p>Ongoing</p>	<p>SH, TB, DA, EM, MM</p>
	<p>Consolidate immersion opportunity for 2020.</p> <p>Ensure that these opportunities are sustainable into the future (given rigorous guidelines from BCE).</p>						



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	2021 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	Across 2020	SH, TB, DA
			Revitalised Feast days	Continued growth of staff and student understanding of charism and College's history	Reintroduction of House Feast days	Across 2020	CLT, House Captains, SRC
			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	Involvement in DEA event planning		Engagement with any planned DEA opportunities (in collaboration with St. Martin's).	Ongoing	SH, TB, DA
			Attendance at DEA opportunities		Celebrate Dominican Feast Days.		All staff
					Re-establishment of Dominican iconography in new buildings.		
	Strengthen links to Dominicans		Continue to build relationships with OLG, St. Martin's		Fr. Alex to accompany SSC Pilgrimage.	Ongoing	All staff
			Investigate opportunities for Sr. Sheila Flynn for visit SSC.		Open pilgrimage to St. Martin's Leadership Team.		
					Celebrate St. Dominic's Feast Day with Dominican community.		

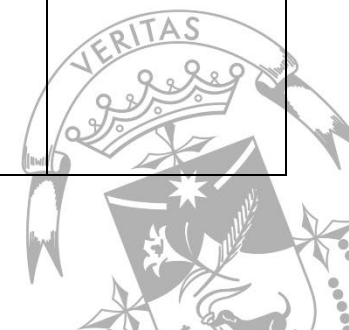


<p>4</p> <p>Sustained excellence in classroom RE teaching through engagement with school-wide pedagogy and system initiatives</p>	<p>Continue encouragement of RE staff towards full accreditation to teach RE. (Highlight REAP/Foundations to staff for accessing qualifications).</p>	<p>Strong Catholic identity</p>	<p>All RE staff complete 5 hours of teaching RE PD by the end of 2020</p>	<p>Identify how best to deliver PD. Assess the knowledge and skill needs of the department.</p>	<p>Continue to enable RE staff to dedicate RE PD as well as their other subject areas.</p> <p>Identify wider scope for staff to bank accreditation hours.</p> <p>Budget considerations for purposefully assigning SRF monies for RE PD.</p>	<p>Term 4</p>	<p>CLT</p> <p>RE staff</p>
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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 2020, there will be 90% of students in Year 10, 90% 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.</p>	<p>Improved performance in other literacy and numeracy measures (e.g. NAPLAN, PAT-R, PAT-M)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Staff understanding of purpose, intent, construction and marking of Writing Analysis Tool; • Staff to complete Write Up Training module 2 • Learning Support staff upskilled w.r.t. Write Up models, cognitive verbs and literacy strategies • Staff literacy capacity improved via shared practice • 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. 	<ul style="list-style-type: none"> • 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. • Write Up Coaches to model literacy strategies in faculty and staff meetings. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • College Leadership Team • Academic Leader - Learning & Teaching • Academic Leadership group • Subject teachers • Write Up team • Literacy/Numeracy Enrichment staff • Learning support Team



Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
<p>6</p> <p>Advancing student academic achievement</p>	<p>Reflection on 2019 QCS basket data in light of cognitive verb acquisition.</p>	<p>Enhancement of staff and student understandings of cognitive verbs in Snr school</p> <p>Enhancement of staff and student understandings of cognitive verbs in Snr school</p>	<ul style="list-style-type: none"> Targeted verb development with Year 11 and 12 students. 	<ul style="list-style-type: none"> Increased staff awareness of opportunities for cognitive verb application within subject areas 	<ul style="list-style-type: none"> DP & AL: L&T to liaise with QCAA data analyst RE. 2019 QCS data Academic Leader: Learning & Teaching to map CCEs in historically underperforming baskets to cognitive verb inventory. Support subject teachers to enhance cognitive verb acquisition in subjects to address historical shortfalls. 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 cognitive verb awareness with Academic Leaders Professional development for data-based academic mentoring 	<ul style="list-style-type: none"> Across year 	<ul style="list-style-type: none"> CLT AL Learning & Teaching PL: Learning Enhancement Middle Leaders Teaching staff
	<p>Cross-curricular mapping of cognition development.</p>				<ul style="list-style-type: none"> Explicit subject-specific identification of cognitive verbs from mock externals and QCAA assessment exemplars 	<ul style="list-style-type: none"> ALs to identify cognitive verbs in mock externals by start Term II 	



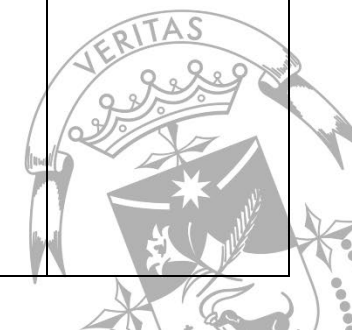
					<ul style="list-style-type: none">• Cross-referencing of above against SSC IA documents• Backwards planning for cognition development in subject TLAPs		
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7 Implement Senior Schooling Initiatives beyond 2019	Continue to foster widespread community understanding and confidence in the Queensland Certificate of Education;	Decrease staff and student anxiety around external exam block	<ul style="list-style-type: none"> Enhanced community understanding of nature of QCE assessment purposes, load, techniques and practices. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Strategic release of information to parents, students and wider community regarding QCE; Rejuvenate Parent Information Evenings to ensure delivery of key message 	Across 2020	<ul style="list-style-type: none"> CLT ALS
	Continue to build staff confidence and proficiency with curriculum documents, assessment techniques and QCAA quality assurance approaches;	Decrease staff and student anxiety around external exam block	<ul style="list-style-type: none"> Increased success with QCAA QA processes; Greater staff uptake of roles in QCAA QA processes 	<ul style="list-style-type: none"> Staff understanding of curriculum documents, assessment techniques and QCAA quality assurance approaches 	<ul style="list-style-type: none"> Engagement with BCE ETG opportunities; Engagement with QCAA QA role PD modules 	<ul style="list-style-type: none"> Across 2020 	<ul style="list-style-type: none"> CLT ALS Teaching staff
	Review historical data RE. student destinations to determine usefulness of current subject suite to student outcomes.	Better alignment between student needs and subjects offered.	<ul style="list-style-type: none"> Data-informed decision-making 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> PL: Careers to engage with historical destination data. CLT to reflect on suitability of current suite w.r.t. destination data. 	<ul style="list-style-type: none"> End Sem I 2020 	<ul style="list-style-type: none"> CLT PL: Careers PL:LE



8 Innovate for excellence by building on learning and teaching initiatives and practices.	Reformation of Middle Leadership Consultative Committee to determine ML structure for following triennium.	Streamlining of roles in College to reflect current initiatives and pressures.	Determination and dissemination of new ML structure	•	<ul style="list-style-type: none"> • Determination of personnel for MLCC • Development of meeting schedules and agendas. • Determination of College needs. 	• Sem II 2020	<ul style="list-style-type: none"> • CLT • Teaching staff • Union Chapter
	Develop a Data Action Plan	Coordination of data gathering activities; clarification of purpose of same	<ul style="list-style-type: none"> • Capture of all data collection points; • Development of rationale for data gathering; • Purposeful use of data gathered. 	•	<ul style="list-style-type: none"> • Compilation of data opportunities at the College; • Discussion of purpose and potential uses of this data; • Formalisation of data gathering/use timelines. 	End Sem I 2020	CLT PL:LE AL: L&T ALs Teaching Staff
	Leverage college involvement in Write Up project to further enhance student literacy and teacher pedagogy objectives	<ul style="list-style-type: none"> • Upskilling of teaching staff w.r.t literacy, strategies that maximise impact; • Refine and embed a College-wide shared vision for pedagogy for curriculum delivery using consistent language and evidence-based practices. 	<ul style="list-style-type: none"> • Ongoing reflection and refinement of quarantined literacy time in Years 7 & 8; • Ongoing reflection and refinement Enrichment Program in Years 9 & 10 to continue literacy objectives and to enhance cognitive verb acquisition. • Development of shared teacher understanding of strategies that maximise impact. 	<ul style="list-style-type: none"> • Staff understanding of metacognition, cognitive verbs, critical thinking strategies, pedagogies 	<ul style="list-style-type: none"> • Continue and Extend Staff Training in Philosophy/ Literacy. • Collaborative Teams approach to Model Effective and Expected Practices; • Use of the Bump It Up approach in all subject areas. • Teaching Bites added before ELT Update on Wednesday Mornings; • Continue to include Teaching and Learning page 	Across 2020	Write Up team AL: L&T ALs Teaching staff



					<p>in Verigram to update parents</p> <ul style="list-style-type: none"> • Staff PD opportunities (whole or staff, Faculty groups) to foster shared pedagogic understandings. 		
	<p>Formalising and systemising Gifted and Talented initiatives.</p>	<ul style="list-style-type: none"> • Identification and extension of highly capable students 	<ul style="list-style-type: none"> • Development of strategic plan for G&T provision 	<ul style="list-style-type: none"> • Development of understanding of what a strategic G&T plan looks like 	<ul style="list-style-type: none"> • PL:LE to attend State QAGAT conference; • PL:LE to liaise with BCE staff to enhance understanding • PL:LE to draft whole of school plan for G&T provision. 	<p>Across 2020</p>	<p>CLT PL:LE</p>
	<p>Define and implement classroom norms and expectations.</p>	<ul style="list-style-type: none"> • Common language and understating of behavioural expectations 	<ul style="list-style-type: none"> • Production and distribution of classroom norms posters • Teacher incorporation of norms into classroom practices. 		<ul style="list-style-type: none"> • Consult with staff and students to develop agreed College standards (Sister Standards) to implement within the classroom. • Distribution of classroom norms to every teaching space in the College 	<p>Week 4 Term I</p>	<p>AD PLs Student Leaders</p>



<p>9</p> <p>Achieve maximum learning potential by working with parents and the broader community to support each child</p>	<p>Continue to pursue maximum learning potential by working with parents and the broader community to support each child</p>		<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 e.g. Primary Feeder Schools • Increased links between San Sisto College and other College to establish collaborative practices and forge networks • Increased Parent Information sessions • Evolution of Verigram to online platform. • Continual promotion through marketing of the College • Achievement of system attendance goal. 	<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. • Provision of PD for staff to support students with specific learning needs. 	<ul style="list-style-type: none"> • 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 e.g. Nudge, Cluster, Social Justice • Implement Student Attendance Improvement Plan, including regular reporting and review of data. • Leadership and College Board review of the Social Media Policy; 	<ul style="list-style-type: none"> • Parent information nights run on a regular basis each term; • Attendance records monitored on a weekly basis for use with Homerooms to motivate attendance. • 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. 	<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
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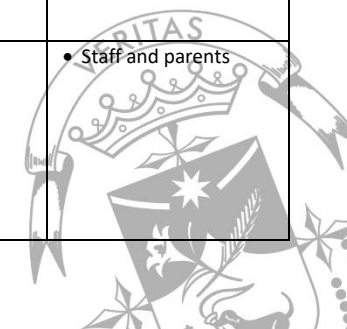


Building a Sustainable Future

Strategic plan objective	Goal	Associated objective	Success marking	Capacity building required	Activities	Completion by	Staff involved
12 Continue the development of sustainable future strategies reflective of Church teachings	Knowledge within community of Church teachings that guide sustainable practices.		Decisions made within the College are in line with Church teachings.			• Across 2020	• Whole staff
13 Continuous improvement of all staff through performance and development process	All College employees are aware and included in goal setting and improvement process;	Greater alignment between individual goal setting and College strategic Planning	<ul style="list-style-type: none"> Goals completed by all staff members and reviewed with line manager 	<ul style="list-style-type: none"> Understanding of College Strategic plan and Annual Operation Plan 2020 	<ul style="list-style-type: none"> Goal setting and review. 	<ul style="list-style-type: none"> Goals developed Term I 2020 Goals reviewed Term III 2020 	• All staff
	Leadership programs are available for access by employees;		•	•	•	•	•
	Establishment of learning communities within the College.		•	•	•	•	•
	Develop and resource a whole school approach to Mentoring and Coaching.		•	•	•	•	•



13 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	<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"> 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 	<ul style="list-style-type: none"> New WELL facility online in terms 1 Dedicated facilities and online in term 1 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Improved communication of decision making across entire staff. 	<ul style="list-style-type: none"> Leadership skills 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Term I 	<ul style="list-style-type: none"> CLT, Middle Leaders, all staff
	Engage parents and students in the College Community via extracurricular events		<ul style="list-style-type: none"> Strengthened relationships within the community 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> continued refinement of parent/student activities eg State of Origin Father/Daughter night 	<ul style="list-style-type: none"> Ongoing across 2019 	<ul style="list-style-type: none"> Staff and parents



<p>13</p> <p>Optimise the College Digital Strategy Framework</p>	<p>To produce a documented digital plan for the College</p>	<p>Building a Sustainable Future</p>	<ul style="list-style-type: none"> • 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"> • Ongoing across 2019 	<ul style="list-style-type: none"> • CLT • AL Learning & Teaching • PL: Learning Enhancement • Academic Leaders Teaching staff
<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 <ul style="list-style-type: none"> • Dominic Centre stage 2—installation of air-conditioning to all rooms 	<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 <ul style="list-style-type: none"> • Completion of building project with air-conditioning and landscaping 	<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 <ul style="list-style-type: none"> • Engage an energy consultant 	<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 <ul style="list-style-type: none"> • Management of budget and financial assessment in delivery of college facilities 	<ul style="list-style-type: none"> • Ongoing across 2019 <ul style="list-style-type: none"> • Ongoing across 2019 	<ul style="list-style-type: none"> • College Leadership Team • Past pupils • P&F Committee <ul style="list-style-type: none"> • College Leadership Team • Academic Leadership • Facilities • IT Department



<p>15</p> <p>Strengthen decision making and accountability at governance of the college</p>			•	•	•	•	
<p>16</p> <p>Incorporate Environmental Strategies within college plans</p>			•	•	•	•	•

