



San Sisto College

Women of Integrity Shaping the Future

STRATEGIC RENEWAL PLAN

2018 - 2019

Prepared in consultation with College Staff, College Board and P&F and based upon the 2 Year Strategic Renewal Plan 2018 - 2019

Prepared: 2018

Updated: Reviewed:

Strong Catholic Identity

Aspiration: Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community

BCE STRATEGIES		SAN SISTO BROAD INDICATORS	STRATEGIES
1	Community faith formation	<ul style="list-style-type: none"> Sustained engagement by staff and students in Retreats; Continued recognition of the importance of and need for retreat experiences at all levels of the College; Sustained engagement by staff and students in a variety of prayer opportunities e.g. labyrinth, meditative prayer, staff prayer, homeroom prayer; Engagement by staff and students in Eucharist e.g. San Sisto Day, College masses, school masses, Community mass. 	<ul style="list-style-type: none"> To continue to provide opportunities for faith formation; To emphasise and encourage staff and student spiritual formation opportunities; To actively seek avenues to facilitate spiritual formation; Seek ways of offering sacramental opportunities e.g. Reconciliation during Lent; Promote social justice opportunities as a means to facilitate faith formation.
2	Sustain a Catholic identity by delivery a planned, strategic and integrated leadership for mission	<ul style="list-style-type: none"> All aspects of leadership of College life are infused with a consideration of Catholic identity. 	<ul style="list-style-type: none"> Consideration of Catholic identity in all aspects of College life e.g. curriculum, pastoral care, administration, operations, and religious life of the College; Induction of new staff in Catholic identity; Provision of immersion opportunities for staff and students.
3	To deliver a planned, strategic and consistent approach to Dominican charism	<ul style="list-style-type: none"> The seeking of overt opportunities to highlight Dominican charism; Sustained and nurtured infusion of Dominican charism across all facets of College life including curriculum; Continued growth in staff and student understanding of the charism and the College's history. 	<ul style="list-style-type: none"> Investigate, encourage and support staff pilgrimage opportunities; Explicitly induct new staff in aspects of Dominican charism; Proactively identify explicit opportunities to highlight the work and message of all Dominicans, past and present, in relation to College life; Continue the building of relationships with the broader Dominican education network e.g. Dominican Education Australasia.
4	Sustained excellence in classroom Religious Education teaching through engagement with school-wide pedagogy and system initiatives	<ul style="list-style-type: none"> Learning and teaching 	<ul style="list-style-type: none"> Religious Education teaching and planning monitored for continued alignment with validated work program; All teachers of Religious Education hold accreditation to teach RE (or be working towards).

Excellent Learning and Teaching

Aspiration: Grow engagement, progress, achievement and wellbeing for each student

BCE STRATEGIES		SAN SISTO BROAD INDICATORS	STRATEGIES
1	Facilitate student progress in literacy and numeracy	<ul style="list-style-type: none"> Measurable growth in student writing performance via Writing Measurement Tool, PATR, NAPLAN, QCS; Increased staff engagement with literacy initiatives across all curriculum areas; Improved student performance on QCS writing task. 	<ul style="list-style-type: none"> Progress student demonstration in literacy against SMART goal; Quarantining of dedicated literacy and numeracy time in Years 7-10 Curriculum; Continued use of Bump-it-up approach across all curriculum areas; Targeted staff professional development in identified teams with respect to the writing monitoring tools.
2	Advancing student academic progress	<ul style="list-style-type: none"> School results and QCS results are in greater alignment; Students approach QCS tests with greater confidence and understanding; Self-direction in student learners. 	<ul style="list-style-type: none"> Investigate opportunities for cross marking of student work in single teacher subjects; Conduct schoolwide audit of scaffolding and feedback practices across all curriculum areas; Develop gradual release of responsibility for scaffolding and feedback across years 7-12 in all subject areas; Embed approaches to scaffolding and feedback in school assessment policy; Reconceptualise Academic Mentoring Program to incorporate student achievement data for the establishment of measurable academic goals; Refinement of QCS preparation program to target student needs eg prospective one to five OP students, assessment techniques, instrument techniques and baskets.
3	Prepare for and implement Senior Schooling initiatives for 2019 and beyond	<ul style="list-style-type: none"> Widespread community understanding and confidence in the new Senior Schooling Framework; Timely planning for the implementation of the new syllabus documents and assessment techniques within existing school commitments; Staff confidence and proficiency with new curriculum documents and approaches; Consideration for the implementation of new senior subjects. 	<ul style="list-style-type: none"> Strategic release of information to parents, students and wider community regarding 2019 curriculum; Development of implementation plan for senior schooling initiatives; Staff professional development to foster teacher capability with new syllabus documents; Provision of release funding to allow for planning; Timetabling structures to provide sufficient time to deliver new courses with respect to Term 4 Year 12 External Exam Block.
4	Innovate for excellence by building on learning and teaching initiatives and practices	<ul style="list-style-type: none"> Restructuring of Middle Leadership Framework to prioritise learning and teaching and to be reflective of system expectations and initiatives; Improved student performance in literacy. 	<ul style="list-style-type: none"> Expand our incorporation of the BCE Model of Pedagogy in conjunction with our commitment to Habits of Mind and Spirit Framework; Ongoing commitment to the Excellent Learning and Teaching—Moving Forward strategy with an emphasis on the Bump-it-up approach; Introduction of dedicated curriculum time to thinking

			skills/cognitive verbs.
5	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"> • 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.

Building a Sustainable Future

Build sustainability through people and capability. Ensure stewardship of resources with transparency, accountability and compliance.

BCEC STRATEGIC INTENTS		SAN SISTO BROAD STRATEGIC INTENTS	STRATEGIES
1	Continue the development of sustainable future strategies reflective of Church teachings	<ul style="list-style-type: none"> Knowledge within community of Church teachings that guide sustainable practices. 	<ul style="list-style-type: none"> Decisions made within the College are in line with Church teachings.
2	Continuous improvement of all staff through performance and development process	<ul style="list-style-type: none"> All College employees are aware and included in goal setting and improvement process; Leadership programs are available for access by employees; Establishment of learning communities within the College. 	<ul style="list-style-type: none"> Incorporate allocation of PD for RE teachers to move towards the accreditation of the team; Ensure BCE Leadership Programs are promoted to staff and supported by CLT; Encourage the networking of teachers at academic and pastoral levels; Investigate programs for mentoring for less experienced teachers.
3	Improve the health and wellbeing of all staff and community	<ul style="list-style-type: none"> Introduction of new Middle Leadership Role (Program Leader Learning Enhancement); Provision of new repurposed WELL facility; Dedicated facilities and amenities for staff and students (Gym, Showers). 	<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).
4	Optimise the College Digital Strategy Framework	<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"> Formalize the digital plan for the College; Improve the proficiency of the staff regarding the use of e-learning tools.
5	Practices and facilities to be reflective of current and future needs and growth	<ul style="list-style-type: none"> Whole college is equipped with first class facilities; Implemented system in place for archiving. 	<ul style="list-style-type: none"> Redevelopment of the Dominic Block; Investigate and implement an archiving process to protect and maintain college identity and records.
6	Strengthen decision making and accountability at governance of the college	<ul style="list-style-type: none"> Completion of BCE Governance course by the Principal and Deputy Principal; • Chairperson appointed; Person appointed to finance committee; • Biannual reporting of actual performance against budget; Practices are aligned with staff policies and procedures. 	<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; Review of staff handbook to reflect staff and community needs.
7	Improve environmental sustainability	<ul style="list-style-type: none"> Staff and students recognise the importance of environmental sustainability. 	<ul style="list-style-type: none"> Seek ways of incorporating sustainability practices into all plans for buildings.