



San Sisto College

Women of Integrity Shaping the Future

STRATEGIC RENEWAL PLAN

2020 - 2024

Prepared in consultation with College Staff, College Board and P&F and based upon the 5 Year Strategic Renewal Plan 2020 - 2024

Prepared: February, 2020

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, immersion and pilgrimages; 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 including immersion and pilgrimage; 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 of 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 and pilgrimage 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. Rejuvenate feast days
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 Identify ways to further embed a Catholic perspective across the curriculum. Increase opportunities to gain accreditation to teach religion. 	<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). Quarantine SRF monies to allow RE teaching staff an additional day of PD to ensure accreditation hours are met. Integrate Catholic perspective into TLAP planning. Provision of internal PD opportunities for staff to meet accreditation requirements and to embed Catholic perspectives in curriculum areas. Support of staff to participate in system PD opportunities for same.

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, PATM, NAPLAN; Increased staff engagement with literacy and numeracy initiatives across all curriculum areas Enhance student and teacher resilience for external exams. 	<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; Engagement of staff with the BCE NUMA initiative;
2	Advancing student academic progress	<ul style="list-style-type: none"> Internal and external results are aligned; Students approach external exams 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 Guidance Program to incorporate student achievement data for the establishment of measurable academic goals, and to build student capacity to self-monitor learning through gradual release model.
3	Implement Senior Schooling initiatives beyond 2019	<ul style="list-style-type: none"> Continue to foster widespread community understanding and confidence in the Queensland Certificate of Education; Continue to build staff confidence and proficiency with curriculum documents, assessment techniques and QCAA quality assurance approaches; Ongoing consideration of the suite of senior subjects at the College. 	<ul style="list-style-type: none"> Strategic release of information to parents, students and wider community regarding QCE; Ongoing refinement of implementation plan for senior schooling; Identify and facilitate staff professional development opportunities to foster teacher capability within the QCE system; Provision of SRF to allow for curriculum and pedagogical planning; Support staff in gaining accreditation for QCAA quality assurance roles. Ensuring suite of subjects offered at the college reflects student goals and destinations.
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 school and system expectations and initiatives; Improved student performance in literacy and numeracy. Development and implementation of Data Action Plan. 	<ul style="list-style-type: none"> Enhance 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 strategy with an emphasis on the Bump-it-up approach; Develop a college wide shared vision of pedagogy using consistent language and evidence-based practices.

		<ul style="list-style-type: none"> • Define and implement classroom norms and expectations. • Formalising and systemising the Gifted and Talented initiatives. 	<ul style="list-style-type: none"> • Enhancement of dedicated curriculum time to thinking skills/cognitive verbs. • Regular and informed collection of data in a timely manner to inform planning across all learning areas and wellbeing initiatives. • Consult with staff and students to develop agreed College standards (Sister Standards) to implement within the classroom. • Whole of staff professional development opportunities around strategies that maximize impact. • Coaching of faculties and or individuals by Academic Leader— Learning and Teaching around common language of pedagogy and understanding of strategies. • Identification of appropriate staff member to drive whole of school Gifted and Talented provision.
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; • Continual promotion through marketing of the College; • Increased Parent Information sessions; • Closer monitoring of student attendance to reach system goal attendance initiatives. 	<ul style="list-style-type: none"> • Increase and broaden opportunities for communication and engagement with parents e.g. website, use of email, information evenings, e-Verigram, portal; • Evolution of the Verigram to an online platform for more efficient communication with the community. • 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. • Leadership and College Board review of the Social Media Policy; • Implement Student Attendance Improvement Plan including regular reporting and review of data.

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. Develop and resource a whole school approach to Mentoring and Coaching. 	<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, especially Early Career Teachers by participation in the BCE ECT Program.
3	Improve the health and wellbeing of all staff and community	<ul style="list-style-type: none"> Introduction of new Middle Leadership Structure; Continued enhancement of WELL services and facilities to meet evolving needs of students; Regular team building initiatives to support staff 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).
4	Optimise the College Digital Strategy Framework	<ul style="list-style-type: none"> Documented Digital Plan; Formalising and systemising STEM initiatives. 	<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. Liaise with BCE STEM EO to draft whole of school approach to STEM provision. Identification of appropriate staff member to drive whole of school STEM provision.
5	Practices and facilities to be reflective of current and future needs and growth	<ul style="list-style-type: none"> Development of a 10-year Master Plan for the college Whole college is equipped with first class facilities; Implemented system in place for archiving. 	<ul style="list-style-type: none"> Collaborate with the community through working parties to determine the Master Plan; 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"> 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; 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.

