

2017 Annual Plan:

STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	RESPONSIBILITIES	WHEN	
1. MISSION AND IDENTITY	1.1. CATHOLIC IDENTITY AND EDMUND RICE EDUCATION				
	1.1.1	Engaging with the Charism of Blessed Edmund Ignatius Rice	1.1.1.1. <i>Continually embed the Charism and Touchstones and values of the College in the daily teaching and learning (eg. Year 10 assessment included a link to "inclusive Community". Each term focus on one value.</i> 1.1.1.2. <i>Promote the touchstone of Gospel Spirituality with the students</i> 1.1.1.3. <i>Gospel Spirituality integrated into Year 9 English unit of work highlighting this theme.</i>	AP Mission and Identity and REC All Staff Yr 9 English staff	2017 2017 2017
	1.2. RELIGIOUS EDUCATION				
	1.2.1.	Religious Literacy	1.2.1.1. <i>Expand literacy focus that will strengthen student understanding and use of religious terms (vocabulary).</i>	AP Mission and Identity and REC	2017
	1.2.2.	Religious Education Pedagogy and Accreditation	1.2.2.1. <i>Merging of Literacy and Drama with Religious Education in Stage 3.</i> 1.2.2.2. <i>Reviewing our pedagogy that incorporates the living examples of our liturgical life and faith to be entwined, particularly embracing our College Chapel.</i>	AP Mission and Identity and REC and Junior School Curriculum Coordinator	2017
	1.3. LITURGICAL LIFE				
	1.3.1.	Liturgical Life of the College	1.3.1.1. <i>Provide regular opportunities for prayer, reflection and workshop. Use of the Chapel for staff and students. Regular Mass opportunities in the Chapel.</i>	AP Mission and Identity and Mission Team	2017
	1.4. FORMATION				
	1.4.1.	Faith Formation	1.4.1.1. <i>Review Reflection Days and Retreats in order to provide opportunities to strengthen the faith and spirituality of students and staff.</i> 1.4.1.2. <i>Review the Faith Formation dimension of our Year 5 and 6 camps.</i>	AP Mission and Identity and Mission Team Head of Junior School, Junior School Coordinator	Term 1 Term 1
	1.5. SOCIAL JUSTICE AND OUTREACH				
1.5.1.	Contemporary Social Justice Issues	1.5.1.1. <i>Implementing contemporary Social Justice issues more into the curriculum, particularly addressing the contemporary issues that our society faces today, eg. PDHPE, Geography, History, TAS</i>	AP Mission and Identity and Mission Team Curriculum Coordinators	2017	
1.6. PARISHES AND THE WIDER CHURCH					
1.6.1.	Youth Ministry	1.6.1.1. <i>Provide opportunities for students/staff to engage more fully with aspects of Parish life at OLD and in the Diocese.</i> 1.6.1.2. <i>Develop RE Programs to support, link and connect students with a diverse range of other Edmund Rice Schools and Institutions around the world.</i>	AP Mission and Identity and Youth Minister	2017	

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2. LEARNING AND TEACHING	2.1 AN EXPERT TEACHING TEAM			
	2.1.1 Learning Framework	2.1.1.1 <i>Complete the development of the St Pius Learning Framework</i>	Coordinator of Innovative Learning	<i>Term 4</i>
	2.1.2 Capacity Building – Collaborative Practice	2.1.2.1 <i>Promote and evaluate the trial innovative learning space (LC1)</i>	Coordinator of Innovative Learning, Learning Teams	<i>Terms 1, 2 and 3</i>
	2.2 SYSTEMATIC CURRICULUM DELIVERY*			
	2.2.1 Engaging and Relevant Curriculum	2.2.1.1 <i>Broaden the range of course offerings to cater for wider range of student interests and abilities in Stage 6</i>	AP Teaching and Learning	<i>Term 1</i>
		2.2.1.2 <i>Design and implement a Post School Survey – 1 year, 3 years, 5 years.</i>	AP Teaching and Learning	<i>Term 1 and 2</i>
		2.2.1.3 <i>Evaluate existing Stage 4 Curriculum.</i>	Coordinator of Innovative Learning and Curriculum Administration Coordinator	<i>Terms 1 and 2 Terms 1 and 2</i>
		2.2.1.4 <i>Implement new HSC (Preliminary) Syllabus for 2018: - History, English, Sciences, Science Extension, Mathematics</i>	Studies Coordinators	<i>Term 2 – Term 4</i>
		2.2.1.5 <i>Identify and evaluate the implementation of STEM Year 5-10</i>	AP Teaching and Learning (Maths, Science, Visual Arts, Technology Coordinators) Head of Junior School and Junior School Coordinator	
	2.3 DIFFERENTIATED TEACHING AND LEARNING*			
	2.3.1 A Whole-School Approach to Differentiated Learning	2.3.1.2 <i>Investigate opportunities for overlap between Stage 3 and 4 for purposes of differentiating the curriculum.</i>	Maths and English Coordinators	<i>Terms 1 and 2</i>
	2.3.3 Students with Special Learning Needs	2.3.3.1 <i>Increase the sharing of student needs through iWise</i>	LSE Coordinator	<i>Term 1</i>
	2.4 EFFECTIVE AND CONTEMPORARY PEDAGOGY*			
	2.4.1 Boys' Education	2.4.1.1 <i>Develop authentic student and parent voice in learning</i>	Coordinator of Innovative Learning	<i>Terms 1 and 2</i>
		2.4.1.2 <i>Implement a student developed learning survey</i>		
	2.5 LITERACY AND NUMERACY			
	2.5.1 A Whole-School Approach to Literacy	2.5.1.1 <i>Complete the SPX Literacy strategy</i>	AP Teaching and Learning	<i>Terms 1 and 2</i>
	2.7 DATA-INFORMED PRACTICE*			
	2.7.1 Data Informing Student Centred Learning	2.7.1.1 <i>Maximise the use of data informing students' progress and achievement to feedback into differentiated teaching: - Assessment Services Australia - ICAS Competitions - Internal data</i>	AP Teaching and Learning	<i>Term 1</i>
		2.7.1.2 <i>Redevelop the student Subject Selection process to include 'guided discussion' with 'Senior' Teachers.</i>	Curriculum Administration Coordinator	<i>Terms 1 and 2</i>

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	2.8 CO-CURRICULAR			
	2.8.1 Co-curricular Program	2.8.1.1 <i>Evaluate the range and type of co-curricular offerings and investigate opportunities for non-competitive participation.</i>	Sports Masters, Performing Arts Coordinator	<i>Term 1 and 2</i>

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3. PASTORAL CARE AND WELLBEING	3.1 STUDENT WELLBEING				
	3.1.1 Wellbeing as a School Community Imperative	3.1.1.1	<i>Develop and refine Pastoral Care Programs from Years 5-12 to support sequential, progressive holistic development of our student and community wellbeing.</i>	(All) Pastoral Care and teaching staff, Head student services Wellbeing Coordinators, Year Coordinators.	<i>Term 2 and 3</i>
		3.1.1.2	<i>Enhance student transition into Year 7 – consider program to continue to meet their emotional, social and academic needs. Consider homework loads and evaluation of learning expectations</i>	Head Student Services Year 7 Coordinator, Counselling & support staff, Subject Coordinators, Teaching staff.	
		3.1.1.4	<i>Conduct a review of the College canteen in the context of the NSW Healthy Schools Canteen program.</i>	HSS, Canteen staff, Wellbeing Teams, Business Manager.	
3.1.3 Student Leadership	3.1.3.1	<i>Develop student opportunities for distributed leadership, and leadership skill development</i>	HSS, Year and Well being Coordinators. Mindmatters facilitators, staff	<i>Term 2- 4</i>	
	3.2 PROGRAMS AND STRUCTURES				
	3.2.1 Positive Learning Behaviours	3.2.1.1	<i>Integrate opportunities for cross curricula Social and emotional learning (SEL), Mindmatters, Mindfulness, Positive Education, Positive Psychology, and Growth mindset principles as stage appropriate to our students' learning needs.</i>	HSS, Year Cos, Wellbeing Cos, PC staff,	<i>Trm 1-3</i>
		3.2.1.2	<i>Prioritise time for staff and students to share best practice teaching and learning practices around higher order wellbeing and thinking cultures.</i>	AP Teaching and Learning, Head of Student Services	
		3.2.1.3	<i>Conduct a review the our policies, programs, staffing, practices, and Pastoral Care and Wellbeing structures, including Vertical and Horizontal student integration opportunities and models.</i>	Deputy Principal Head of Student Services Year Coordinators Pastoral Care Staff, Counselling and Wellbeing Team staff	<i>Term 1 and 2</i>
		3.2.1.4	<i>Develop a "Pius" specific Pastoral Care model</i>	Head of Student Services, Year Coordinators & Wellbeing Coordinators, Pastoral Care staff	<i>Term 4</i>
		3.2.1.5	<i>Review mentor programs from student and staff perspectives.</i>	Peer Mentoring, Counselling staff	<i>Term 1 and 2</i>
		3.2.1.6	<i>Develop the Student Wellbeing Coordinator Stage 4 and 5 roles to enhance effective use of resources to support student pastoral care and wellbeing by linking support programs and interactions.</i>	Head Stud Services, Wellbeing and Year Coordinators	<i>Term 1-4</i>
		3.2.1.7	<i>Investigate alternate ways for student attendance to be monitored, eg. Use of student ID card.</i>	Knowledge Management, Coordinators, Head of Student Services, Attendance officer	<i>Term 2-3</i>

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	3.2.2 Mindmatters	3.2.2.1 <i>Empower students through opportunities such as MindMindmatters Teams, Wellbeing Week, Wellbeing Wednesdays, RUOK Day, National Day of Action Against Bullying and Violence, and White Ribbon Day, to identify and address contemporary real world issues in our community and society..</i>	Head of Student Services, Wellbeing Teams, Mindmatters Empowerment Teams, Student Leadership Team	<i>Term 1-4</i>
	3.2.3 Outdoor Education	3.2.3.1 <i>Further develop a sequential and robust outdoor education camp to enhance the development of student centred skills for overcoming adversity in a range of situations.</i> 3.2.3.3 <i>Review the Year 6 transition to an outdoor education camp with challenge by choice activities to assist in the development of the students' self-esteem, confidence and friendship.</i>	Head of Student Services, Outdoor Education Coordinator, Year Coordinators, Well being Coordinators Year 6 Teaching staff, Head of Student Services, Head of Junior School and Junior School Coordinator.	<i>Term 1- 4</i> <i>Term 1 -2</i>
	3.3 STUDENT SAFETY			
	3.3.1 Digital Technologies and Connectivity	3.3.1.1 <i>Review patterns of ICT use in contributing to cybersafe and anti-bullying order learning including: - Evaluation of current activity - Research students' views and experiences of cyberbullying.</i> 3.3.1.2 <i>Introduction of the eSmart Digital Licence in to Stage 3.</i>	Knowledge Management Coordinator, Head of Student Services, Well-being Coordinator, Junior and Senior Resource Centre Coordinators Head of Junior School , Junior School Coordinator	<i>Term 3-4</i> <i>Term 3-4</i>
	3.3.3 An Inclusive Community	3.3.3.1 <i>Connect students, their families and the school with the wider Edmund Rice Community of schools to enhance sharing of culture, ethos, aspirations and expectations. Use the Portal, online tools, video, email conferencing, and other opportunities (snail mail immersion visits, etc).</i>	Head of Student Services, IT support, RE staff	<i>Term 1-4</i>
	3.3.4 Wellbeing Indicators	3.3.4.1 <i>Measure wellbeing indicators to be tabled and publicised to the school community.</i> 3.3.4.2 <i>Develop and identify tools for reporting wellbeing measurement/ indicators, making use of technology, student voice and interactions, and staff expertise.</i>	Deputy Principal, Head of Student Services, Mindmatters & Well being teams. College support and counselling staff Deputy Principal and Head of Student Services	<i>Terms 2 - 4</i>
	3.4 SCHOOL COMMUNITY WELLBEING			
	3.4.1 Pastoral Support in Times of Need	3.4.1.1 <i>Review capacity and practices of College PC support structures to best effectively extend support to community in times of needs</i>	Deputy, HSS, Counselling and support staff	<i>Term 3</i>
	3.4.2 Staff Wellbeing	3.4.2.1 <i>Continue to develop the range of strategies and approaches that support the well-being of all staff. Utilise existing connections with external agencies and providers where possible</i>	Head of Staff Services, Head of Student Services	<i>Ongoing</i>

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4. A CATHOLIC WORKPLACE	4.1 AN EXPERT TEAM OF PROFESSIONALS*				
	4.1.1 Professional Standards – Pedagogy	4.1.1.1	<i>All teaching staff create, analyse and evaluate ongoing Professional Learning Plans in reference to AITSL Professional Teaching Standards on an annual basis with the guidance and support of relevant coordinators.</i>	Head of Staff Services Assistant Principal (T&L) Subject Coordinators	<i>Terms 1-4 (ongoing cycle of professional planning, feedback and reflection)</i>
		4.1.1.2	<i>Professional Learning Plans are shared with colleagues to model and further develop effective teaching practices that directly meets with AITSL standards.</i>		
		4.1.1.3	<i>Professional Learning Plans are written so that a variety of AITSL Standards disciplines are met across the AITSL Performance & Development Review cycle of 5 years. This model has been given to all staff.</i>		
		4.1.1.4	<i>Ensure teaching professional learning is offered in a variety of forums, using the expertise within the staff.</i>		
		4.1.1.5	<i>Explore the flexibility about co-curricular and use the expertise of staff.</i>		
	4.1.2 Recruitment and Retention of Staff	4.1.2.1	<i>Provide a clear framework of pathway for leadership development of staff.</i>	Principal Deputy Principal Head of Staff Services	2017
	4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING				
	4.2.1 The Learning Culture	4.2.1.1	<i>Reflection and feedback on measures achieved through ongoing professional dialogue.</i>	Professional Learning Team Members (Assistant Principal (T&L) Head of Staff Services, Leaders of Learning, Innovative Education Coordinator	<i>Ongoing Terms 1-4</i>
		4.2.1.2	<i>Share findings/achievements/key learning of effective practices in PLT rounds based on PLPs.</i>		
4.2.1.3		<i>Provide teacher centred/appropriate learning opportunities.</i>			
4.2.1.4		<i>Encourage cross school discussion regarding teacher knowledge/skills.</i>			
4.2.1.5		<i>Initiate cross faculty assessment and activities to develop the learning culture.</i>			
4.2.3 Building Leadership Capacity	4.2.3.1	<i>Implement new Leadership positions for 2017 only. Leaders of learning (2) and Wellbeing coordinators (2)</i>	Assistant Principal (T&L) Head of Staff Services Head of Student Services	2017	
4.2.4 Self-directed Professional Learning	4.2.4.1	<i>Facilitate opportunities to investigate Professional Networks within Broken Bay Diocese, CSO and in EREA</i>	(Assistant Principal (T&L) Head of Staff Services	2017	
	4.2.4.2	<i>Self-determined PLT sessions with increased collective ownership of PLT group.</i>			
	4.2.4.3	<i>Empower teachers to leadership through training, support and encouragement</i>			

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	4.3 WORKPLACE CULTURE, HEALTH AND SAFETY			
	4.3.1 School as a Catholic Workplace	4.3.1.1 <i>Continue with positive and respectful workplace culture.</i> 4.3.1.2 <i>Continue with Wednesday briefings – recognition of various staff, students' achievements, events – celebrating success, milestones.</i> 4.3.1.3 <i>Continue to deliver a transparent culture of co curricular allocation.</i> 4.3.1.4 <i>Emphasis on and resourcing of teacher wellbeing for the individual and to fulfil the role of teacher. Links to positive student learning outcomes.</i>	Leadership Team Deputy Principal, Sports Masters, Performing Arts Coordinator, Leadership Team	2017 2017
5 STEWARDSHIP AND SUSTAINABILITY	5.1 BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE			
	5.1.1 Facilities Master-plan	5.1.1.1 <i>Undertake final consultation with Coordinators and staff in the development of College Education Brief.</i> 5.1.1.2 <i>Develop the College Masterplan for the Chatswood Campus</i>	Principal, Resources Coordinator LT, Board Property Committee	Term 1 2017
	5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY			
	5.2.1 Sustainability and Affordability	5.2.1.1 <i>Engage external consultants in developing long term projections and financial benchmarking.</i>	Finance & Risk Committee	Term 1-2
	5.2.2 Affordable Catholic Education	5.2.2.1 <i>Ensure adequate fee assistance for families who are in financial need.</i>	Finance & Risk Committee	2017
	5.3 ENVIRONMENTAL RESPONSIBILITY			
	5.3.2 Environmental Management Plan	5.3.2.1 <i>Develop a school wide Environmental Management Plan utilizing NSW Government guidelines.</i>	Property Committee, Leadership Team	Term 1-3
	5.4 TECHNOLOGY AND INFORMATION MANAGEMENT			
	5.4.1 ICT Master-plan	5.4.1.1 <i>Develop an ICT Infrastructure Plan in conjunction with the College Masterplan</i>	Business Manager, Knowledge Management Coordinator, IT Manager, Property Committee	Term 1-3
6 STRATEGIC LEADERSHIP AND PARTNERING	6.1 COLLEGE COMMUNITY ENGAGEMENT			
	6.1.2 Social Media Technologies	6.1.2.1 <i>Utilise fully the potential of the Portal and the College website with particular assistance to parents.</i>	Knowledge Management Coordinator, Leadership Team	2017
	6.1.3 Engaging with Parents in the Faith Development of their Sons	6.1.3.1 <i>Provide parent faith opportunities in the year of Gospel Spirituality. Open Chapel to strengthen College Transition Program particularly include Eucharistic opportunities in Stage 4.</i>	AP Mission & Identity, Youth Minister	2017
	6.3 STRATEGIC LEADERSHIP, THINKING AND ACTING			
	6.3.2 National School Improvement Framework	6.3.2.1 <i>Develop a St Pius X College evaluation instrument utilizing the National School Improvement Tool.</i>	Strategic Planning Committee	2017
	6.4 GOVERNANCE			
	6.4.2 Alignment – College Board and EREA	6.4.1.1 <i>Implement Complispace to ensure all policies and school documentation is compliant and easily accessible.</i>	LT, Finance & Risk Committee	2017