ST PIUS X COLLEGE
CHATSWOOD

Strategic Improvement Plan **2021 - 2023**

fide et labore

THROUGH FAITH AND HARD WORK

Principal's Message

I am proud to present to you the St Pius X College Strategic Improvement Plan 2021-2023.

The Strategic Improvement Plan is the result of extensive consultation with parents, students, staff, the College Board and Leadership Team. The Edmund Rice Education Australia (EREA) Renewal process in 2016 was also invaluable and recommendations have been incorporated.

I would like to express my gratitude to each and every one for their enriching contributions to this plan which so comprehensively charts our future direction. I would also like to acknowledge the professional services of our facilitator, Mr Christopher Barrett, Director of StarCon Strategic.

The solid foundations of our plan for the future are the College's Vision and Mission statements and the EREA touchstones and values which remain our constant.

Unlike previous plans, this plan is very much a live document. It is a "rolling plan" which will be continually evaluated as components and targets are realised and other imperatives emerge.

The Plan outlines the College's six strategic priorities

1	MISSION AND IDENTITY
2	LEARNING AND TEACHING
3	PASTORAL CARE AND WELLBEING
4	A CATHOLIC WORKPLACE
5	STEWARDSHIP AND SUSTAINABILITY
6	STRATEGIC LEADERSHIP AND PARTNERING

Professional learning and Information and Communications Technology (ICT) are themes that are integrated in the Strategic Priorities.

Each Strategic Priority has a number of Components which then have a number of Strategic Intents. The Strategic Intents are ambitious targets and actions which will challenge us to be resourceful and innovative in addressing each Strategic Priority.

2017 marked 80 years since the Christian Brothers accepted the invitation of the Parish Priest to establish a Catholic college for boys in the Edmund Rice tradition. In 1937 the College started with 5 teachers and 147 students in a handful of classrooms. Today, we are a College of 1,150 students, 100 staff and extensive facilities at Chatswood, Oxford Falls and Huntington House. We are proud of our traditions and focussed on the future of St Pius X College – Fide et Labore – through faith and hard work.

John Couani - Principal

Mission

The Mission of St Pius X College is to provide Catholic education for boys in the Edmund Rice tradition for the whole person. The College community strives to promote the spiritual, intellectual, social, cultural and physical growth of each person.

Vision

The Vision of the College is to spread the Good News of Jesus Christ through quality Catholic education in the Edmund Rice tradition to make a positive difference in our world.
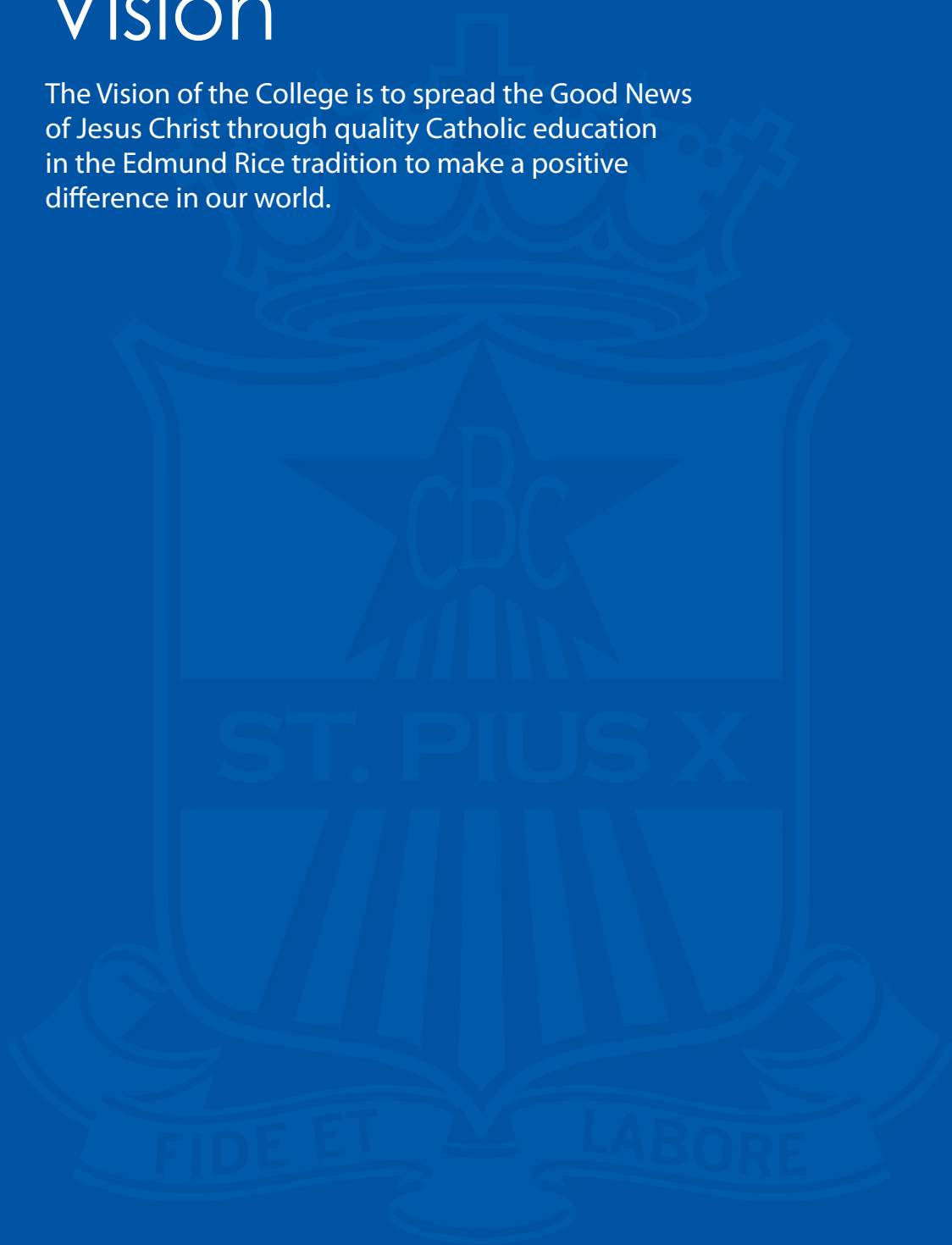
Touchstones

Gospel Spirituality

Liberating Education

Inclusive Community

Justice and Solidarity

Gospel Spirituality

EXCELLENCE

FAITH

Justice and Solidarity

Liberating Education

OPPORTUNITY

RESPECT

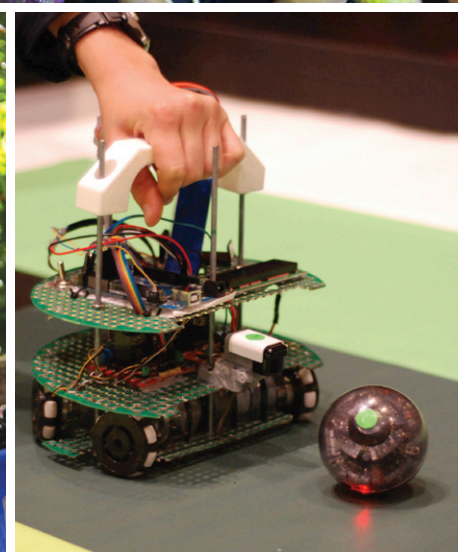Inclusive Community

Values

FAITH

EXCELLENCE

OPPORTUNITY

RESPECT

'Core Business' Strategic Priorities (1-3)

1 MISSION AND IDENTITY

Strategic Priority 1 outlines priorities that define St Pius X College as a Catholic school founded on faith in Jesus Christ. Integral to this is the lived expression of the Edmund Rice tradition. Priority is given to enriching the Religious Education Curriculum and its role in the spiritual and academic formation of staff and students. The College is committed to engagement with the mission and expression of the Church through liturgical celebration, opportunities for reflection and practical works of outreach grounded in Catholic social teaching.

1.1 CATHOLIC IDENTITY AND EDMUND RICE EDUCATION

1.1.1 Engaging with the Charism of Blessed Edmund Ignatius Rice
Touchstones and the College's Values further embedded in all aspects of College Life enriched by the rich context of the Edmund Rice charism.

1.1.2 Edmund Rice Networks
Strengthen engagement with Edmund Rice networks and partnerships in local, national and international settings.

1.2 RELIGIOUS EDUCATION

1.2.1 Religious Literacy
Strengthen religious literacy of students and staff.

1.2.2 Religious Education Pedagogy and Accreditation
A program of professional learning developed and implemented that builds pedagogical skills, qualifications and accreditation to teach RE.

1.2.3 Specialist Teachers of Religious Education
Opportunities provided for the establishment of a core team of specialist RE teachers.

1.3 LITURGICAL LIFE

1.3.1 Liturgical Life of the College
Opportunities strengthened for the engagement of staff in the liturgical life of the College.

1.4 FORMATION

1.4.1 Faith Formation
Strengthen Faith Formation opportunities for all members of the College community.

1.4.2 Faith Formation Programs
A comprehensive and integrated Faith Formation/retreat/formation program for Years 5 to 12.

1.5 SOCIAL JUSTICE AND OUTREACH

1.5.1 Age-appropriate Student Engagement
The structure of linking charities and outreach to year cohorts reviewed in the context of Faith in action.

1.5.2 Community Service and Outreach Program
A cohesive program of community service and social outreach including social justice education, partnerships, immersion, fundraising and communications strengthened to engage staff, students, parish and parents.

1.5.3 Contemporary Social Justice Issues
Contemporary social justice issues of concern in our world addressed in school programs and activities across all year levels.

1.6 PARISHES AND THE WIDER CHURCH

1.6.1 Youth Ministry
New models of youth ministry and partnership between the College and parishes developed and supported in strengthening the students' engagement with their Parish.

*Note: Components marked with * are drawn from the National School Improvement Tool*

2 LEARNING AND TEACHING

Strategic Priority 2 outlines the College priorities for enhancing student learning and achievement through contemporary pedagogy. A focus on maintaining a professional learning community for teachers provides an impetus to seek continual improvement in pedagogical practice as well as maintaining a shared understanding of the educational goals of the College that are fulfilled through the Touchstones. The College prepares students to make a positive difference in life.

2.1 AN EXPERT TEACHING TEAM*

2.1.1 Learning Framework
A shared understanding, vision and practice for authentic teaching and learning is informing the development and implementation of a whole-school learning framework.

2.1.2 Teamwork and Collaboration
Professional learning opportunities for teachers and teachers' aides which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies.

2.1.3 Capacity Building – Coaching and Mentoring
Approaches for coaching and mentoring program focused on building teacher capacity implemented.

2.1.4 A Culture of Professional Learning
A culture and practice of professional learning established for all staff comprising highly contemporary programs which address College and individual professional learning priorities focused on pedagogical innovation and curriculum change.

2.2 SYSTEMATIC CURRICULUM DELIVERY*

2.2.1 Engaging and Relevant Curriculum
Curriculum offerings and non-ATAR options continuously monitored and evaluated in terms of meeting students' abilities, interests and career aspirations.

2.3 DIFFERENTIATED TEACHING AND LEARNING*

2.3.1 A Whole-School Approach to Differentiated Learning
Implementation of the whole-school approach to differentiated learning which effectively engages students at all levels and abilities in their learning.

2.3.2 Identifying Learning Needs
The processes for the identification of students' learning needs are further refined and informed by professional learning and discussion.

2.3.3 Students with Special Learning Needs
Strengthened educational provision for students with special needs.

2.4 EFFECTIVE AND CONTEMPORARY PEDAGOGY*

2.4.1 Boys' Education
A highly contemporary school-wide pedagogy informed by the science of learning and professional learning and engaging all aspects and modes of learning in the context of boys' education for Years 5-12.

2.5 LITERACY AND NUMERACY

2.5.1 A Whole-School Approach to Literacy
The whole school approach to the teaching and learning of Literacy embedded and consistent with the College Teaching and Learning Framework.

2.5.2 A Whole-school Approach to Numeracy
The whole school approach to the teaching and learning of Numeracy embedded and consistent with the College Teaching and Learning to make whole-school Framework.

2.6 THE LEARNING CULTURE*

2.6.1 Students Engaging with the Assessment of Learning
Students reflecting on and contributing to the assessment of their own learning and providing constructive feedback.

2.7 DATA-INFORMED PRACTICE*

2.7.1 Data Informing Student Centred Learning
A range of data sourced formally/informally, internal and external is analysed and used in rigorously evaluating the effectiveness of current learning and wellbeing programs and informing the development of more student-centred programs and level of student achievement.

2.7.2 Underachieving Students
A systematic process utilised to better identify and respond to underachieving students.

2.8 CO-CURRICULAR

2.8.1 Co-curricular Program
A co-curricular framework which provides for the participation and engagement of each student.

Note: Components marked with * are drawn from the National School Improvement Tool

3 PASTORAL CARE AND WELLBEING

Strategic Priority 3 outlines priorities for the growth and development of values and the persistence, resilience, and safety of all students. Wellbeing is both central to learning and an outcome of learning. The St Pius X College Pastoral Care program develops and maintains a shared understanding of and commitment to the enhancement of student wellbeing as a holistic state characterised by feelings of energy, confidence, high self-esteem, openness, calm, enjoyment and happiness across the school community. This priority provides opportunity for the expression of our Catholic faith through inclusivity, empathy and the desire to see each individual flourishing as a member of our community with a spirit of belonging. All students learn best when empowered with a positive growth mindset and the capacity to effectively overcome adversity. This is achieved through the development of a Pastoral Care culture of positive relationships between students, teachers, staff and members of the wider school community.

3.1 STUDENT WELLBEING

3.1.1 Wellbeing as a School Community Imperative
There is a whole school understanding of and proactive response to student wellbeing utilising a range of programs across all aspects of school operations.

3.1.2 Respectful Relationships
The school champions the development of confident, resilient students with a strong capacity for sound and emotional learning, engaging with their own learning and better able to maintain healthy relationships and responsible lifestyles.

3.1.3 Student Leadership
All students are empowered with an active voice to engage in a variety of leadership opportunities with the capacity to effect positive outcomes.

3.2 PROGRAMS AND STRUCTURES

3.2.1 Positive Learning Behaviours
Positive learning behaviours are modelled and promoted across the school community.

3.2.2 MindMatters
Principles of the 'MindMatters' program are integrated into the life and culture of the College and complement existing pastoral and wellbeing programs.

3.2.3 Outdoor Education
The College's outdoor education program contributes to the holistic development of students and is valued and supported across the school community.

3.3 STUDENT SAFETY

3.3.1 Digital Technologies and Connectivity
Maintain an understanding of and commitment to the ethical and appropriate use of digital technologies including approaches to cyber-safety and anti-bullying.

3.3.2 Social Issues
Engage with students and families regarding social issues of concern to the health and wellbeing of young people.

3.3.3 An Inclusive Community
There is a whole-school commitment to the common good building an inclusive school community characterised by right relationships, hospitality and acceptance of diversity.

3.3.4 Wellbeing Indicators
Indicators of student wellbeing are known, identified and appropriately addressed.

3.4 SCHOOL COMMUNITY WELLBEING

3.4.1 Pastoral Support in Times of Need
The College reaches out to, and engages with members of the College community in times of need.

3.4.2 Staff Wellbeing
Staff share a mutual responsibility for the maintenance of professional respect, collegiality, collaboration, morale and personal wellbeing.

*Note: Components marked with * are drawn from the National School Improvement Tool*

'Enabling' Strategic Priorities (4-6)

4	A CATHOLIC WORKPLACE

Strategic Priority 4 outlines priorities for addressing the leadership and staffing needs of the College by providing for the on-going development of the skills, resourcefulness and creativity of all College staff. Respect for all is seen as central to sustaining a growth-promoting workplace culture. Strategic people management comprises a positive and respectful workplace culture, policies, values and practices. Successful people management has a positive and measurable impact on levels of self-esteem and productivity, staff turnover and sustainability. College processes and policies should be contemporary, integrated, cohesive and adaptable. The distinctively Catholic nature of the College as a workplace is embraced, promoted, highly valued and well-understood within the College community.

4.1 AN EXPERT TEAM OF PROFESSIONALS*

4.1.1 Professional Standards - Pedagogy
AITSL standards utilised in conjunction with Personal Learning Plans (PLPs) to improve the effectiveness of all teachers.

4.1.2 Recruitment and Retention of Staff
Maintain an 'employer of choice' strategy whereby the best teachers, educational leaders and specialist staff are recruited, developed and retained.

4.1.3 Support Staff
A quality performance growth culture for support staff is developed and maintained.

4.1.4 Role Alignment
Leadership responsibilities and role descriptions are aligned with the strategic and operational priorities of the College.

4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING

4.2.1 The Learning Culture*
Extend the culture of personal professional goal setting and continual improvement informed by AITSL Standards and connected to the College Strategic Plan.

4.2.2 Interpersonal Workplace Skills
Professional learning opportunities and school-based procedures are extending the capacities of staff in regard to effective interpersonal skills.

4.2.3 Building Leadership Capacity
Leadership capacity is developed and extended consistent with National teacher accreditation requirements including the requirements of higher levels of accreditation.

4.2.4 Self-directed Professional Learning
Teachers' engagement in a range of professional associations, learning groups, networks and leadership programs facilitated with a view to developing capacity and identifying leadership potential.

4.3 WORKPLACE CULTURE, HEALTH AND SAFETY

4.3.1 School as a Catholic Workplace
A shared understanding of the contemporary Catholic workplace with processes for the development and monitoring of staff culture, morale and wellbeing.

4.3.2 Safety Culture
Staff trained in and compliant with all mandated Child Protection and Workplace Health and Safety requirements.

*Note: Components marked with * are drawn from the National School Improvement Tool*

5   STEWARDSHIP AND SUSTAINABILITY

Strategic Priority 5 outlines priorities for long-term sustainability of the College into the future and for environmental stewardship. Responsible business plans, policies and practices are fundamental platforms to ensuring sustainability in a competitive educational setting. A significant priority is the upgrading of College facilities for effective teaching and learning in contemporary, learning environments.

Sustainable provision of ICT infrastructure, and connectivity provides reliability, accessibility, adaptability and security across the learning and administrative environments.

5.1   BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE

5.1.1   Facilities Master-plan
Planning for the delivery of the facilities master-plan, specifically the provision of contemporary and adaptable facilities and teaching environments on the Chatswood and Oxford Falls campuses, and informed by the College Learning Framework.

5.1.2   Safe and Secure Infrastructure and Facilities
The College built environment mitigates risk to the individual and collective safety and wellbeing of the College community.

5.2   FINANCIAL SUSTAINABILITY AND AFFORDABILITY

5.2.1   Sustainability and Changes in Funding Levels
Long-term financial sustainability of the College is maintained in the context of changes to educational funding.

5.2.2   Affordable Catholic Education
The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for their sons.

5.3   ENVIRONMENTAL RESPONSIBILITY

5.3.1   Stewardship of the College and Wider Environment
There is a commitment and shared responsibility across the College community for the stewardship of the College and wider environment.

5.3.2   Environmental Management Plan
An environmental management plan researched, developed and fully implemented.

5.4   TECHNOLOGY AND INFORMATION MANAGEMENT

5.4.1   ICT Master-plan
Information and knowledge management architecture and processes are accessible, reliable, secure and contemporary and informed by an ICT Master-plan.

5.5   RISK MANAGEMENT

5.5.1   Risk-aware Culture
The College has a well-established risk-aware culture minimising the occurrence and impact of risk.

Note: Components marked with * are drawn from the National School Improvement Tool

6 STRATEGIC LEADERSHIP AND PARTNERING*

Strategic Priority 6 outlines priorities for embedding a culture and practice of strategic thinking, planning and acting. There is an active commitment to positive working relationships and successful outcomes with parents, stakeholders and partner agencies. The College values all parents and provides effective structures for, and actively promotes parental involvement in their son's learning, seeking and acting on parents' views and informing them about their son's learning and the work of the school. A culture and practice of teamwork, collaboration and mutual support underpins working relationships in the College's mission of Catholic education, with strategic partnering characterised by innovation, creativity and value-adding.

6.1 COLLEGE COMMUNITY ENGAGEMENT*

6.1.1 Consultation and Communication Strategy
The College's overall communication and consultation strategy is meaningful and timely and engages parents, staff and Board in dialogue, consultation and communication.

6.1.2 Social Media and Technologies
Social media and technologies utilised appropriately to enhance aspects of school organisation, two-way communication and interaction across the College and wider community.

6.1.3 Engaging with Parents in the Faith Development of their Sons
New and effective ways are continually identified and utilised to assist parents to engage in the faith development of their sons.

6.2 STRATEGIC PARTNERING*

6.2.1 EREA Networks
Professional learning networks are fostered and developed across the EREA community.

6.2.2 Post-school Partnerships
Post-school education and partnering is fostered and supported with students and former students actively engaged with local industry, commerce and vocational links.

6.2.3 Transitions across the Stages of Schooling
New and existing approaches and partnerships are supporting the transition of students into the College.

6.2.4 Relationship with the Diocese and Parishes enhanced.
Liaison and sharing resources and services with local Parishes, the CSO and the Diocese fostered and facilitated.

6.3 STRATEGIC LEADERSHIP, THINKING AND ACTING*

6.3.1 Strategic Leadership
Strategic leadership is exercised by the College Leadership Team and endorsed by the College Board and characterised by robust, flexible and responsive strategic thinking and planning.

6.3.2 National School Improvement Framework
National School Improvement Framework and the College's Effectiveness Indicators are informing the focus and evaluation of the adequacy and impact of the Strategic Plan.

6.4 GOVERNANCE*

6.4.1 Governance Compliance
The College governance structures policies and procedures comply with Government legislation and requirements.

6.4.2 Alignment - College Board and EREA
Close alignment and consistency of purpose maintained between the College Board's structure and operations, EREA Strategic Directions and EREA governance as set out in the 'Design' and reflected in the Board's Annual Plan and aligned with the College Strategic Plan.

*Note: Components marked with * are drawn from the National School Improvement Tool*