



ANNUAL IMPROVEMENT PLAN 2023

STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	RESPONSIBILITY	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 Touchstones and the College's Values further embedded in all aspects of College Life enriched by the rich context of the Edmund Rice charism.	1.2.1.1 Further embed the Touchstones, College values and Charism of Blessed Edmund Rice by engaging Year 5 in a Reflection Day at Oxford Falls. 1.2.1.2 Ongoing Year 7 Touchstone Induction Day – development of a cohesive cohort who can articulate and act consistently with our values. 1.2.1.3 Ensuring that students see alignment between the Charism of Edmund Rice (namely our touchstones) and our works of social justice. 1.2.1.4 Continual involvement of the Edmund Rice Society in Social Justice initiatives, with the view to a Junior Edmund Rice Society.	Head of Junior School Year 7 Coordinator, AP Pastoral Care, Wellbeing & PC Team Mission and Identity Team	24/02/23 10/2/23 Term 1 ongoing
	1.2 RELIGIOUS EDUCATION			
	1.2.1 Religious Literacy Strengthen religious literacy of students and staff	1.2.1.1 Staff and students participate in liturgical celebrations throughout the year. 1.2.1.2 RE classes to be involved at parish masses 1.2.1.3 Students and staff to be involved in monthly Youth Mass	AP Mission and Identity	
	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	1.2.2.1 Junior School staff (Vanessa Burke, Bridie Barrett and Raelene Notley) to complete Graduate Certificate in RE to ensure they have relevant RE qualifications. 1.2.2.2 Junior School staff to develop pedagogical skills by exploring quality assessment strategies for RE (and to begin reporting on RE). 1.2.2.3 Year 7 and 9 RE curriculum to align with CSO regarding scope and sequence and units of work. 1.2.2.4 Junior School staff PD with CSO on development of stage 3 RE curriculum in Semester 2.	Head of Junior School Head of Junior School RE Faculty RE Faculty RE Faculty/Head of Junior School	TBA Terms 1 - 4
	1.3 LITURGICAL LIFE			

	1.3.1 Liturgical Life of the College Opportunities strengthened for the engagement of staff and students in the liturgical life of the College	1.3.1.1 Junior School staff will increase our participation in liturgies by adding a Mother's Day, Father's Day, and Grandparent's Day liturgy. 1.3.1.2 Encourage staff to participate in fortnightly Chapel Masses. 1.3.1.3 Opportunity for Junior School to celebrate the sacrament of Reconciliation to be explored. 1.3.1.4 Major feasts celebrated with Mass / liturgy	Head of Junior School	Terms 1 - 4
	1.5 SOCIAL JUSTICE AND OUTREACH			
	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.	1.5.2.1 Outreach opportunities and social justice initiatives to continue. New ventures to be explored. 1.5.2.2 Immersion program to continue with staff succession planning to take place to increase the experience of interested staff. 1.5.2.3 Major initiatives include: Lenten Collection, Winter Appeal and Christmas Giving. 1.5.2.4 Edmund Rice hours as required reinstated for Years 10 and 11	Social Justice Coordinator AP Mission and Identity	10/08/2023
2. TEACHING AND LEARNING	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	2.1.1.1 Junior School to continue to develop Mathematics and English programs with a view to implementing the new syllabus in 2024. 2.1.1.2 Develop a shared understanding of authentic teaching and learning informed through 'Implementing Liberating Practice'.	Head of Junior School AP T and L, AP Pastoral Care & Head of Junior School	Terms 1 - 4
	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	2.1.2.1 Utilise Blueprint courses in CANVAS in years 5 to 12 to promote collaboration and sharing of resources 2.1.2.2 Maximise Faculty meeting opportunities through focussed team meetings. 2.1.2.3 Develop a shared understanding of effective leadership of collaborative practices 2.1.2.4 Identify suitable spaces for collaboration 2.1.2.5 Head of Junior School to collaborate with Mathematics faculty to look at improving consistency across Junior and Senior schools.	AP Teaching and Learning	

	2.1.3 Capacity Building-Coaching and Mentoring Approaches for coaching and mentoring program focused on building teacher capacity implemented	2.1.3.1 Review and evaluate the 2022 Graduate Teacher Support Program. 2.1.3.2 Conduct audit of middle leaders Growth Coaching training and implement further training where required. 2.1.3.3 Evaluate the 'Subject Coordinators Room' as to its effectiveness in enabling coaching and mentoring. 2.1.3.4 Improve teacher access, analysis and application of student data through Octopus BI	AP Teaching and Learning HR Compliance Manager AP Teaching and Learning HR Compliance Manager AP Teaching and Learning	
	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	2.1.4.1 Teachers in collaboration with their subject coordinators, develop their individual learning plans and upload into CANVAS. 2.1.4.2 Apply for Accredited provider and submit courses to NESA for accreditation.	AP Teaching and Learning HR Compliance Manager	
	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.	2.6.1.1 Junior School students continue to be engaged in the planning of assessments, development of rubrics and the review of units of work. 2.6.1.2 Utilising the Student Learning Attributes, all students undertake regular goal setting and review in CANVAS. 2.6.3 Implement progressive reporting for Years 5 to 7	Head of Junior School/JS Staff AP Teaching and Learning AP Pastoral Care AP Teaching and Learning Head of Junior School	

3. PASTORAL CARE AND WELLBEING	3.1 STUDENT WELLBEING			
	<p>3.1.1 Wellbeing as a School Community Imperative</p> <p>There is a whole school understanding of and proactive response to student wellbeing utilising a range of programs across all aspects of school operations.</p>	<p>3.1.1.1 Alignment with the EREA Learning Statement principle that wellbeing underpins optimal learning and self-actualisation of individual and community.</p> <p>3.1.1.2 Integration of student Pastoral Care theme: Listening to Learn and Learning to Listen aligned with Dadirri: Deep listening for rich learning along with student, staff and parent meetings, orientation, induction, and support processes to develop a shared curriculum of story and journey across the wider school community. Longitudinal engagement with our EREBB partners, Kokoda-Callan Services, Years 5-11, RAP, Camps Program through to Snowy Hike.</p> <p>3.1.1.3 Integration of Pastoral Care programs, school camps, reflection days, learning opportunities, community days, immersion experiences, induction and orientation programs, remedial and extension support of student, staff and community wellbeing in a pastoral care journey which underpins a positive sense of identity, shared values and experiences, rich learning, and inclusive & supportive community.</p> <p>3.1.1.4 Engagement and compliance with safeguarding standards, in support of safety and wellbeing.</p> <p>3.1.1.5 Presentation of National Days of Action as opportunities and themes of Inclusion, Respect for others, Support, Wellbeing, Mental Health (RUOK), Social Justice, Support of positive relationships across the school. Promotion of student voice.</p> <p>3.1.1.6 Peaceful Kids program (Junior School)</p> <p>3.1.1.7 Cyber-bullying play (Junior School)</p> <p>3.1.1.8 Reconciliation Action Plan Team, Eddie Rice Social Justice group, Edmund Rice Education Beyond Borders engaging connections with interstate and overseas partner schools, Joint initiatives with Mercy and Brigidine Colleges, CBHS Lewisham. Red Dirt connections with schools, communities, significant sites and centres such as Bourke Gundabooka PCYC in NW NSW. And other initiatives giving positive voice, agency and opportunities for action to students.</p>	<p>School Leadership Team, AP Pastoral Care and Wellbeing Team.</p> <p>Student Leadership Team, AP Pastoral Care and Year Coordinators, Pastoral Care- Home room Teachers.</p> <p>Year Coordinators, Counselling and Wellbeing Teams</p> <p>AP Pastoral Care, Deputy, and Leadership Team</p> <p>Pastoral Care and Student Leadership Teams</p> <p>Head of Junior School, Counselling Team, and Junior School staff</p> <p>Head of Junior School RAP student and staff teams and leaders, Eddie Rice Teams, Year Coordinators.</p>	<p>Term 1 and 2</p> <p>Term 1 - 4</p> <p>Commencing Terms 1 – 4</p> <p>Term 1 March onwards to Reconciliation Week, NAIDOC Week, Int Women's Day, RUOK? Day etc</p>

			Student leaders, Captains, House Captains and Vice Captains.	21/02/2023 Term 2-3
	3.1.4 Transitions across the Stages of Schooling New and existing approaches and partnerships are supporting the transition of students into the College	<p>3.1.4.1 Reinforce timely communication of our shared values and principles, codes of conduct and touchstones in support of inclusion, community wellbeing and learning.</p> <p>3.1.4.2 School transition days for new Year 5, 6 and 7 students.</p> <p>3.1.4.3 Support of students in pastoral care environment to move between different school contexts.</p> <p>3.1.4.4 EREA Touchstone Induction Day including role models such as Br Carl Sherrin, Orientation Days, Peer Support and Mentoring programs, Year 10 Term 5 programs and initiatives, triage surveys, counselling support and intervention, guest speakers and support programs eg Dr Prue Salter,</p>	<p>School Leadership Team and Year Coordinators</p> <p>AP Pastoral Care Year Coordinators Head of Junior School Year Coordinators AP Pastoral Care Counselling and Wellbeing Teams</p>	<p>Term 1 - 4</p> <p>Term 4 26/10/2\ (Year 6) & 28/10/23(Years 5 and 6)</p> <p>Term 1 -</p>
	3.2 PROGRAMS AND STRUCTURES			
	3.2.1 Positive Learning Behaviours Positive learning behaviours are modelled and promoted across the school community.	<p>3.2.1.1 Positive Education, Growth Mindset principles, Character Strengths and resilience resources to reinforce relationships and respect across the school community.</p> <p>3.2.1.2 Use of the Student Diary, Code of Conduct and Protocols as well as Respectful classroom learning strategies, practices, and pedagogies supported by resources.</p> <p>-Ongoing training and engagement with EREA Code of Conduct, Duty of Care, Child safeguarding and WHS documents through Staff and Leadership Team Meetings, Complispace and professional training through EREA and other peak bodies eg CSNSW and Office of the eSafety Commissioner.</p> <p>3.2.1.3 Initiatives planned and developed by student leaders at whole school events and assemblies, Year assemblies and student groups. Participation informed by participation in opportunities such as the Mission Australia Youth Survey.</p>	<p>Year Coordinators and AP Pastoral Care</p> <p>Pastoral Care Staff and teams</p> <p>Leadership Team AP Pastoral Care and Pastoral Care Team Counselling Team</p> <p>AP Pastoral Care and Student Leadership Team supported by Wellbeing Teams and Student Empowerment Teams</p>	<p>Term 1</p> <p>Semester 1</p> <p>Term 1 set up</p> <p>Term 1 ongoing Term 1-4</p>

		3.2.1.4 Attendance at professional development training such as CSNSW Law Symposium, CSNSW Govt Funded Living Works Program, Propsych coaching etc.	AP, PC and Counselling Teams	Term 2 - 3
	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	3.4.1.1. Alignment between Pastoral Care teachers, Year Coordinators, Counsellors, and Wellbeing Team Resources to support students, staff, and community members.	AP Pastoral Care, Year Coordinators, Pastoral Care Team, and Counsellors.	Term 1
		3.4.1.24 Support structures for those experiencing higher need Counselling, Peer Support, Mentoring, Student Empowerment Teams, Brickbreak, Mindfulness, etc.	AP, PC and Counselling Teams	Term 1
		3.4.1.3 Extension for students in key priority areas eg RAP Red Dirt Immersion, Connection and Inclusion with partners including remote and EREBB partners: "The virus doesn't discriminate, why should we?" 3.4.1.4 Engagement with CSNSW, Living Works and other organisations and resources to roll out wellbeing support such as Safetalk to Year 10 and staff, Kidman Institute to Year 11, GPs in schools, You Choose, RYDA, Police Youth Liaison and School Engagement Officers, PCYC etc.	RAP and Red Dirt Immersion Teams EREBB student leaders, Student Empowerment Teams Assistant Principal, Year Coordinators,	Term 2 Term 1 - 4
4. A CATHOLIC WORKPLACE	4.1 AN EXPERT OF PROFESSIONALS			
	4.1.2 Recruitment, Induction & Retention of Staff Maintain an 'employer of choice' strategy whereby the best teachers, educational leaders and specialist staff are recruited, developed, and retained.	4.1.2.1 Develop timely responses to resignations to enable rapid recruitment and selection processes. 4.1.2.2 Evaluate New Staff Induction Day for further improvement. 4.1.2.3 Implement Term 1 Induction Program within school day and evaluate effectiveness. 4.1.2.4 Review current teacher loads and timetable structures.	HR & Compliance Manager. AP Teaching and Learning Curriculum Administration Coordinator	

	4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING			
	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.	4.2.3.1 Develop Leadership Team professional growth program. 4.2.3.2 Investigate middle leaders' development programs including professional coaching opportunities. 4.2.3.3 Promote participation of appropriate staff members in seeking higher levels of accreditation.	Principal, HR & Compliance Manager; Professional Learning Coordinator	
	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, team building, morale and wellbeing.	4.3.1.1 Continue Staff Wellbeing Program, surveying staff to determine key areas of need. 4.3.1.2 Partner with external specialists, psychologists, trainers etc to provide evidence-based programs targeting wellbeing and team building. 4.3.1.3 Provide team building training to relevant staff, e.g., Leadership Team; Subject Coordinators.	HR & Compliance Manager	
	4.3.2 Safety Culture Staff trained in and compliant with all mandated Child Safeguarding and Workplace Health and Safety requirements.	4.3.2.1 Ensure that all staff, volunteers and contractors complete the mandatory modules on Complispace. 4.3.2.2 Child Safeguarding to remain a standing item in Leadership Team meeting agendas.	HR & Compliance Manager	
5. STEWARDSHIP AND SUSTAINABILITY	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.	5.1.1.1 Continue discussions between EREA and Diocese and Parish. 5.1.1.2 Review College Masterplan and further develop the Chatswood Campus Site Master Plan and potential for staging. 5.1.1.3 Review Sarto site usage, including in the Chatswood Masterplan and staging. 5.1.1.4 Occupy and review the use of the Learning Hub. 5.1.1.5 Workul Koo sea wall development and construction	Principal, Business Manager, Facilities Coordinator,	
	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	5.1.2.1 Review site access during "open" hours & liaise with Parish to accommodate their requirements. 5.1.2.2 Assess the access control system installed in Learning Hub and install it at the Oxford Falls campus if suitable.	Business Manager, Facilities Coordinator, Maintenance Team Property Committee	

	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.	5.2.1.1 Review tuition fee options for 2025 onwards. Review other fees for 2024 onwards and review fee structure. 5.2.1.2 Focus on the fee collection process and resources required. Focus on working with current families and fee payment.	Principal, Business Manager Finance and Risk Committee	
	5.3 ENVIRONMENTAL RESPONSIBILITY			
	5.3.2 Environmental Management An environmental management plan researched, developed and fully implemented.	5.3.2.1 Continue to collect data on past resource usage and work with the Property Committee on ways to reduce our usage (power, paper, water etc.) 5.3.2.2 Install solar power at Chatswood Campus	Business Manager, Facilities Coordinator, Maintenance Team Property Committee	
	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.			
6. STRATEGIC LEADERSHIP AND PARTNERING	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.			
	6.2 STRATEGIC PARTNERING			
	6.2.1 EREA Networks Professional learning networks are fostered and developed across the EREA community.			

	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 Council and characterised by robust, flexible and responsive strategic thinking and planning			
	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 Advisory Council and EREA Close alignment and consistency of purpose maintained between the College Advisory Council’s structure and operations, EREA Strategic Directions and EREA Governance as set out in the ‘Design’ and reflected in the Council’s Annual Plan and aligned with the College Strategic Plan.			