

Notre Dame College

2014-2016 Strategic Plan



Catholic Identity

Goal 1:

- ❖ To increase the engagement of the Notre Dame College Community in our Catholic Story.

Strategies:

- Invite parents to professional development days when the focus is on Marist/Mercy Traditions.
- Conduct Parent Seminars that tell our Catholic story.
- Ensure all year levels are engaged in a story about the history of the people that our buildings and house system are named after.
- Include Marcellin Champagnat and Catherine McAuley quotes in student and parent material.
- Implement a systematic process that discerns and assists staff with their own personal faith journey.

Resources:

- Increase in the set up and conducting of parent seminars.
- Increase use of facilities out of hours.

Evaluation Measures:

- Increase in offerings to parent community, and subsequent numbers attending these events.
- All year levels have a meaningful and vibrant program that allows them to explore the history of the people that our buildings and house system are named after.
- Quotes from Marcellin Champagnat and Catherine McAuley appear in regular correspondence to parents and other material used by students at school.

Responsibility:

- Faith and Ministry Team/Leadership Executive.

Catholic Identity

Goal 2:

- ❖ To actively build connections that recognise and celebrate the cultural and religious diversity of our community, as an integral part of our Catholic Identity.

Strategies:

- Change the format and emphasis of Mission Mart to develop more multi-cultural awareness across the college.
- Run a number of multicultural celebrations and events regularly throughout the year and link these to our Catholic story.
- Send college representatives to various multicultural events and have them report back to the school.

Resources:

- Minor funding for events.

Evaluation Measures:

- Impact of Mission Mart on multicultural awareness around the school.
- Number of multicultural events held.

Responsibility:

- Faith and Ministry Team/Leadership Executive.

Catholic Identity

Goal 3:

- ❖ To continually engage the Notre Dame College community in our Catholic story and identity which includes Marcellin Champagnat and Catherine McAuley.

Strategies:

- Create displays relating to our Catholic story that can be used at all Parent/Teacher interview days.
- Prominent displays around the college of the cultural and religious differences in our community and how they relate to our college faith traditions.
- Implement Marcellin Champagnat and Catherine McAuley stories into all RE subjects
- Develop consistent and relevant celebrations for each campus, with an emphasis on Marist and Mercy Traditions.

Resources:

- Minor funding for displays.

Evaluation Measures:

- Number of displays at parent teacher interviews.
- Number of displays around the school.
- Number of celebrations relating to our Marist and Mercy traditions.

Responsibility:

- Faith and Ministry Team/Leadership Executive.

Leadership

Goal:

Each year of the 2014-2016 N.D.C. Strategic Plan will have the same goal of:

- ❖ To develop policies, processes and practices that assist ALL staff to achieve at their maximum performance within our Catholic faith context at Notre Dame College.

Strategies and timelines:

- Promote and expand leadership of Catholic Identity with particular exposure to the Mercy and Marist Charisms.
 - (each year of 2014-2016 (incl.))
- Encourage staff to participate in the Aedificare Program.
 - (each year of 2014-2016 (incl.))
- Develop and implement an Appraisal System that is rigorous, constructive and enriching for those in leadership.
 - (by end of 2014)
- Develop and implement an Annual Review process that is affirming, constructive and enriching for all staff.
 - (by end of 2014)
- Provide significant support to staff new to Positions of Leadership (PoLs) and other leadership roles.
 - (each year of 2014-2016 (incl.))
- Identification, selection and introduction of new Deputy Principals.
 - (by end of 2014)
- Development of the new Leadership Executive Team which includes the new Deputy Principals.
 - (throughout 2015)
- Review of Positions of Leadership (PoLs) and develop new PoL structure for the next 3 years.
 - (throughout 2015)
- Development of the new PoL Team.
 - (throughout 2016)
- Enrich/support staff to strive for excellence within the teaching profession. Foster and enhance the potential of all teachers to be education leaders at Notre Dame College.
 - (each year of 2014-2016 (incl.))

Resource Implications:

- Budgets associated with Professional Development and advertising.
- Mentoring and Coaching Support.
- Attendance at Networking opportunities.

Responsibilities/Roles:

- Leadership Executive.
- School Board and Canonical Administrator.
- Finance Manager.
- Staff in Positions of Leadership (PoLs).

Evaluation Measures:

- Numbers and quality of applications for Deputy Principal and PoL positions.
- Number and variation of Professional Development activities undertaken.
- Evidence collected around effectiveness of Appraisal and Annual Review processes.

Facilities, Finances and Resources

Goal 1:

- ❖ To ensure decision making regarding the allocation of resources is informed by the College Strategic Plan and is according to greatest educational and/or financial need

Strategies:

- Develop the College Master Plan for Buildings and Grounds
- Develop a College Maintenance Plan for all College facilities and resources
- Introduce Strategic Budgeting Procedures for Curriculum Area Leaders
- Review process for Capital Expenditure
- Adapt format of College Board Finance Sub-Committee meetings and documentation to reflect College Strategic Plan
- Refer to the College Strategic Plan when providing feedback to stakeholders regarding resource allocation decisions

Resources:

- Budget for architect to develop College Master Plan
- Maintenance Software acquisition and/or training
- Professional Development of Learning Area Leaders and Other Curriculum Leaders in strategic budgeting processes
- Charter of Sandhurst School Improvement Stewardship of Resources element

Evaluation Measures:

- Do we have a staged and costed College Master Plan to inform decision making when establishing College budgets?
- Do we have a comprehensive and costed College Maintenance Plan to inform decision making when establishing College budgets?
- Are we receiving meaningful Strategic Budget submissions annually from Learning Area and Other Curriculum Leaders?

Responsibility:

- Notre Dame College Master Plan Sub-Committee
- Leadership Executive
- Finance Manager
- Facilities Manager

Facilities, Finances and Resources

Goal 2:

- ❖ To ensure all resource allocation decisions consider the long-term environmental and financial impact on the College.

Strategies:

- Maintain and report utilities data on the Schools Environment Tracking System (SETS)
- Develop a Sustainable Environmental Management Plan
- Conduct an energy audit to identify efficiencies that may be achieved
- Promote and provide for recycling within the entire College
- Develop a document storage, disposal and retrieval system
- Provide reports from PaperCut software to highlight large printer use areas for review
- Explore how the use of technology can reduce paper consumption and create other efficiencies
- Develop forward budget projections to demonstrate College capacity to fund capital projects with enrolment variations
- Utilise benchmarking tools to identify areas requiring review
- Give preference to environmentally sustainable products and services when making purchases
- Review existing practices and systems to identify efficiencies that may be achievable
- Educate staff and students about sustainable practices

Resources:

- Budget to implement recommendations from energy audit
- Catholic Education Office Staff Support
- Budget for purchase of Document Storage and Retrieval Solution
- Budget for support with development of medium and long term budgeting
- Charter of Sandhurst School Improvement Stewardship of Resources element
- Somerset Survey
- CECV School Improvement Reports

Evaluation Measures:

- Determine progress towards the ResourceSmart Australian Sustainable Schools Initiative (AuSSI) 5 Star Accreditation
- Reduction in utility consumption
- Assess usefulness of forward budget projection tools in providing timely and useful information for decision making
- Compare benchmarking results to measure achievements

Responsibility:

- Notre Dame College Board Finance Sub-Committee
- Leadership Executive
- Finance Manager
- Facilities Manager
- Manager of Notebook Service Centre

Facilities, Finances and Resources

Goal 3:

- ❖ To raise stakeholder awareness of the governance structures the College operates within and to ensure appropriate consultation occurs for both strategic and operational decisions

Strategies:

- Raise awareness of the role of the Canonical Administrator and College Board within the College Community
- Develop role descriptions and responsibilities of leadership positions within the College
- Encourage co-responsibility and shared decision-making
- Develop Delegations Policy
- Ensure processes provide ample opportunity for stakeholder input during College decision making

Resources:

- Sandhurst Charter of Governance.
- Charter of Sandhurst School Improvement Stewardship of Resources element
- Notre Dame College Board Constitution

Evaluation Measures:

- Review InsightSRC data to determine stakeholder satisfaction regarding consultation and decision making processes
- Confirm a Delegations Policy has been developed and implemented
- Review the College Community awareness of the role of the Canonical Administrator and College Board

Responsibility:

- Notre Dame College Board
- Leadership Team

Curriculum

Goal 1:

- ❖ To achieve improved literacy skills and outcomes for all students

Strategies:

- To utilize the learning and teaching structures of Notre Dame College to improve classroom practice
- To review, develop and implement the whole college literacy policy
- To professionally develop staff to utilize effective approaches (including ICT) to embed literacy techniques and strategies into all learning areas.
- To enhance the learning and teaching practices in classrooms by agreeing on pedagogy and achieving required outcomes as outlined in the Australian Curriculum Standards, using the structure of Professional Learning Teams

Resources:

- Scheduled fortnightly Professional Learning Team meetings throughout the whole school to develop teaching programs that address improved literacy strategies in all learning areas.
- Continue to build the capacity of the Literacy Leaders and Teacher Librarian and Learning Area Convenors to work with staff that enables all teachers to analyse data and establish goals to improve student outcomes
- Continued development and updating of curriculum documentation that address the Australian curriculum and meet AUSVELS standards
- Increase the use of the Tactical Teaching Strategies

Evaluation Measures:

- NAPLAN results will reflect improved aggregate student performance figures
- Positive growth in student's literacy skills as tracked using assessment tools such as On Demand (Linear or Adaptive) testing and PAT (Tri testing strategies for comparison)
- A measured improvement across the whole school using AusVELS standards
 - *(consulting with CEO John Eason to assist us set a target for these evaluation measures?- challenge to set and achieve targets)*
- To achieve improved results on those scales with the insightSRC that reflect on the quality of the teaching and learning environment
 - *(consulting with CEO John Eason to assist us set a target for these evaluation measures?)*

Responsibility:

- Learning and Teaching Leaders, Professional Practice Leaders, Learning Area Convenors and Subject teachers
- Literacy Team (comprising Deputy Principal: Learning and Teaching, Literacy Leaders, Teacher Librarian)
- Learning Enrichment co-coordinators

Curriculum

Goal 2:

- ❖ To improve student learning outcomes and promote high levels of student engagement in learning at Notre Dame College

Strategies:

- To review the current year 7 and 8 curriculum with a focus on student outcomes and engagement
- Strengthen the newly established Professional learning Teams structure by refining their scope and purpose
- Refine the procedures that relate to Online Progressive Feedback model (as determined by the 2012 FDT) and transfer processes using the synergetic platform
- To review the information and practices that relate to the VCAL program
- To review the Year 9 Program and Outward bound, especially how it impacts on student engagement
- To implement revised policies and procedures that relate to Late Work and academic achievements
- Continue to implement a range of ICT strategies across all learning areas that engage students
- Investigate 'best practice' in other schools and revise policies and procedures that improve student engagement and educational outcomes
- Ongoing focus on differentiating teaching and learning to cater for students with mixed abilities

Resources:

- Accessing external support in the review of Year 7 and 8, Year 9 and VCAL programs
- All staff: Professional Development within Professional Learning Teams and as a whole school that challenges teachers to improve strategies to engage students and increase learning outcomes
- All staff: Professional Practice Leaders - continued focus on collegiate reflection, peer coaching and mentoring and coaching initiatives to help improve professional practice across the school

Evaluation Measures:

- To achieve improved results on those scales with the insightSRC that reflect on the quality of the teaching and learning environment (*for example: engaging practice, quality teaching, student motivation, curriculum processes*)
- Evidence of current curriculum documentation that is mapped against AUSVELS and addresses 4 critical questions of learning.
- Parent survey, feedback on effectiveness of reviewed policy and procedures that relate to student engagements and improved learning outcomes

Responsibility:

- All staff
- Leadership Executive Team, Learning Teaching Leaders, Learning Area Conveners, Professional Practice Leaders, Literacy Leaders, Teacher Librarian, ICT support staff

Curriculum

Goal 3:

- ❖ To achieve improved Numeracy outcomes for all students.

Strategies:

- To develop a whole college Numeracy policy
- Utilise relevant numeracy assessment tools to inform numeracy policy.
- Develop an annual timetable for conducting numeracy assessments in each junior year level using identified tools
- Analyse collected data to identify areas of deficiency and mastery to inform discussion and classroom practice
- To explore the possibility of creating the position of numeracy leader and numeracy team
- Professionally develop staff to enhance their data analysis capability and their skills and knowledge of differentiation as a classroom practice
- Research and identify an appropriate numeracy support package for school-wide implementation

Resources:

- Annually engage services of professional consultant to present an analysis of NAPLAN, OnDemand and ACER results.
- Professionally Develop Learning and Teaching Leaders and Mathematics Learning Area Convenor in the analysis of the data and AusVELS standards
- Professionally develop Mathematics Professional Learning Teams in years 7-10 in differentiation skills and practice
- Professionally Develop Learning Enrichment staff in numeracy skills and strategies.
- Purchase of identified numeracy support package (to be determined).
- Scheduled fortnightly Professional Learning Team meetings throughout the whole school to develop teaching programs that address improved numeracy strategies.
- Continued development and updating of curriculum documentation that address the Australian Curriculum and meet AUSVELS standards

Evaluation Measures:

- To achieve improved results on those scales with the insightSRC that reflect on the quality of the teaching and learning environment
 - a. *(consulting with CEO John Eason to assist us set a target for these evaluation measures?)*

Responsibility:

- Learning and Teaching Leaders, Professional Practice Leaders, Mathematics Learning Area Convenor and Subject teachers, ICT Support Staff
- Learning Enrichment co-coordinators

Pastoral Care

Goal 1:

- ❖ To source, develop and implement a holistic social emotional scope and sequence for all students at the College.

Strategies:

- To identify student social and emotional requirements/need at each year level.
- Complete an audit of current programs and curriculum at College
- To consult relevant curriculum documents in relation to the Australian Curriculum
- To gather information on best practice and programs across all learning areas.
- To devise a curriculum document reflecting key skills and knowledge and in sequence.
- To plan implementation into the school program.

Resources:

- Formation of a team to lead and drive.
- Time release for key individuals.
- Professional development for determining examples of best practice.
- Budgetary requirements will be dependent on resources required.
- Staff training and implementation.

Evaluation Measures:

- Clearly articulated and documented Social Emotional curriculum across the College
- Increase in student wellbeing measures through survey data.
- Increased staff capacity to confidently teach Social and Emotional Learning (S.E.L.) content.

Responsibility:

- Principal and Leadership Team
- Counseling Team
- Pastoral group leaders
- All teaching staff

Pastoral Care

Goal 2:

- ❖ To develop pastoral group leaders' capacity to build meaningful and professional relationships with students through quality pastoral care

Strategies:

- The further develop the role description of the Pastoral Group Leaders (PGLs) to include explicit behavior pertaining to developing positive relationships with parents and students
- For Heads of House to be mindful of the inclusion of pastoral group leaders with dealing with individual students

Resources

- Regular pastoral group team meeting
- Time release for PG's to attend Student Welfare and Discipline (SWAD) meetings

Evaluation Measures:

- Clearly articulated and documented Social Emotional curriculum across the College
- Increase in student wellbeing measures through survey data.
- Increased staff capacity to confidently teach SEL content.

Responsibility:

- House Heads
- Leadership Executive

Pastoral Care

Goal 3:

- ❖ To ensure student attendance is monitored and followed up in a consistent approach by all Pastoral Group Leaders and House Heads

Strategies:

- The identification of current number of days absence for students
- The identification of current reasons for student absences
- The development of an Attendance Policy for all students at the College

Resources

- Time Release for identified stake holders to write a policy
- Examples of policies from other educational institutions

Evaluation Measures:

- A decline in the number of days absent for students
- A decline in the category of “unexplained absences” on daily absence reports

Responsibility:

- Deputy Principal – Student Wellbeing
- House Heads
- Pastoral group leaders