



Strategic Plan (2018 – 2021)



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Siena
CATHOLIC COLLEGE

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College Mission

The College forms its vision and mission statements around the words Prayer, Care and Learning. The College aims to educate the whole person: intellectually, physically, socially, emotionally and spiritually. Within this context the school community strives to promote and uphold Christian values and to foster and applaud the talents and potential of each student.

College Vision

The vision of Siena Catholic College is to journey with each student so that they come to realise their God-given potential.

College Values

Our Christian tradition - journeying, growing, renewing Dignity and Justice for all - recognition of human dignity and equality Catholic Christian community - service of others, a joyful presence High quality learning - zest for life, learning quality achievement Collaboration and subsidiarity - "shared wisdom" Creativity - flexible and future oriented Stewardship - responsible, accountable, seek truth and the right way A mutual accountability - open communication.

Strong Catholic Identity

Objective 1: To explore and develop the charism of St Dominic within the school community to deepen our Catholic identity and to re-contextualise faith for our young people.

Indicators

- By the end of 2018, we will have completed the Change 2 Process, identifying practical and measurable short and long term goals. Articulate a plan for engagement by the wider community.
- By the end of 2019, charism will be evident in the prayer and liturgical life of the College. A plan will be developed and implemented to introduce symbols and iconography across the College.
- By the end of 2020, units of work will be developed in Religious Education (Years 7-10) which will focus on the key elements and people associated with the Order of St Dominic.
- By the end of 2021, all members of the College community will be able to articulate an understanding of charism and point to ways in which it deepens the College's Catholic identity.

Strategies

- School visits Professional Learning Religious Education focus Prayer and liturgy focus Parent engagement (i.e. P&F) Change 2 Process: established planning and steering committee DEA Student Conference Alignment with policy, process, student leadership and other initiatives.

Student Wellbeing

Objective 1: To develop the pastoral support of students through both enhancing current, and introducing new, programs and processes to ensure optimum wellbeing and engagement for all students.

Indicators

- By the end of 2018, our feedback mechanisms – good relations surveys, interviews, anecdotal observations, online feedback tools - will demonstrate a very high level of student satisfaction with the experience of being a part of the Siena community (greater than 80% stating they enjoy coming to school), and a very high level of recognition (greater than 90%) and support (greater than 80%) of the programs and processes that exist to enhance wellbeing and engagement. Furthermore, the College will achieve an attendance rate of >92% as an indicator of student satisfaction.

Strategies

- Timetabled Pastoral Care Programs:
 - WSM/BSW
 - House Group specific
 - Year level specific
 - Core Group specific
- Mindfulness - An allotted time for mindfulness practice each day will be undertaken by all staff and students with the purpose of allowing students access to the strategies and time to enhance their sense of wellbeing and connection.
- Student Liaison Case Manager- A designated role holder will be trialled for those students who are most at risk of disengagement and disillusionment to work with the existing Pastoral support team to address the specific contributing causes and map a pathway forward best suited to the individual.
- Supported relational practices - Specific age and stage appropriate strategies and materials will be sourced and provided along with latest Professional Development for staff to assist in the developing and maintaining of quality positive relationships with students in subject and pastoral areas, designed to enrich the learning environment and see ongoing improve in outcomes in regards to wellbeing and learning concurrently.

Excellent Learning and Teaching

Objective 1: Developing students' literacy capacity continues as a focus in 2018. Strategies to grow students' writing proficiency will be enhanced with an emerging focus on reading/reading comprehension.

Indicators

By the end of 2018, students will be in target range as per the following:

- a. Literacy: Writing**
 - i. Year 7 - 60%;
 - ii. Year 8 - 65%;
 - iii. Year 9: 70%;
 - iv. Year 10: 75%
- b. Literacy: Reading**
 - i. NAPLAN Benchmark: 60% of Year 7/9 students in > Band 2+
 - ii. PAT-R Benchmark: 60% of all students achieving > Stanine 6

By the end of 2019, students will be in target range as per the following:

- a. Literacy: Writing**
 - i. Year 7 - 70%;
 - ii. Year 8 - 80%;
 - iii. Year 9: 80%;
 - iv. Year 10: 85%
- b. Literacy: Reading**
 - i. NAPLAN Benchmark: 70% of Year 7/9 students in > Band 2+
 - ii. PAT-R Benchmark: 70% of all students achieving > Stanine 6

By the end of 2020, students will be in target range as per the following:

- a. Literacy: Writing**
 - i. Year 7 - 90%;
 - ii. Year 8 - 90%;
 - iii. Year 9: 90%;
 - iv. Year 10: 90%

b. Literacy: Reading

- i. NAPLAN Benchmark: 80% of Year 7/9 students in > Band 2+
- ii. PAT-R Benchmark: 80% of all students achieving > Stanine 6
- iii. Literacy: Reading
- iv. NAPLAN Benchmark: 70% of Year 7/9 students in > Band 2+
- v. PAT-R Benchmark: 70% of all students achieving > Stanine 6

By the end of 2021, students will be in target range as per the following:

a. Literacy: Writing

- i. Year 7 - 90%;
- ii. Year 8 - 90%;
- iii. Year 9: 90%;
- iv. Year 10: 90%

b. Literacy: Reading

- i. NAPLAN Benchmark: 90% of Year 7/9 students in > Band 2+
- ii. PAT-R Benchmark: 90% of all students achieving > Stanine 6

Strategies

- Adopt collaborative approaches (student-student; teacher-student) to the composition of texts as part of the Learning Collaborative.
- Incorporate a Literacy criterion in all assessment tasks in all subjects from 7-12 to be reported into Accelerus and SRS (Attributes of the Learner).
- Maintain the existing model of Review and Response, including Core Faces meetings with a growing focus on reading/reading comprehension.
- Identify opportunities for sustained reading in class and comprehension.
- Review existing texts available to students to determine relevance and engagement levels.

Objective 2: To define the operational framework for the new QCE, develop materials procedures and processes related to support it's implementation.

Indicators

By the end of Term 1:

- Structural framework for the implementation of the new QCE to be finalised.
- Subject Handbook for Year 11 and Year 12 to be completed.
- Subject selection procedures and process to be finalised.
- Information packages for parents, students and staff to be developed.
- Support provided for access to QCAA Online Professional Development for staff wishing to engage with these materials.

By the end of Term 2:

- Information in relation to the new QCE provided in appropriate contextual formats for parents, students and staff.
- Information in relation to subject selection processes communicated to parents and students

By the end of Term 3:

- Teaching, Learning and Assessment plans developed for each subject being offered in 2018-2019.
- Assessment materials developed and endorsed "in-house" for Unit 1 of subjects being offered in 2019 (there is a possibility that BCE will support this initiative in some format).
- Review the College Assessment Policy and Guidelines to ensure consistency with the new QCE Syllabi.
- Develop a common understanding of the application of the Reporting Standards contained within each of the new QCE Syllabi.

- Development of appropriate descriptors for use in SRS Reporting System from the Reporting Standards in each of the syllabus documents.

Strategies

- Middle Leader level discussions and consultation related to finalising of the structural framework for the new QCE.
- Consultation with appropriate stakeholders in relation to development of the Subject Handbook and Subject Selection procedures.
- Subject level discussions and consultation with appropriate Middle Leader related to development of Teaching Learning and Assessment Plans.
- Information sessions provided for Parents and Staff as appropriate.
- Information sessions in relation to the new QCE delivered through Year 10 Career Education classes.
- Subject focus groups supported to develop, review and endorse assessment items for use in 2019 Staff supported with time release to engage with QCAA Professional Learning.

Building a Sustainable Future

Objective 1: To develop a professional learning strategy focused on on Catholic community, coherence, collective responsibility and capacity building.

Indicators

- By the end of 2018, the teaching and learning elements of the Professional Learning Strategy will be completed, with a focus on charism.
- By the end of 2019, the Professional Learning Strategy will be developed in relation to collaborative practices focused on the learning growth of students and associated BCE Growth Markers.
- By 2020, the Professional Learning Strategy will reflect a clear focus on building capacity in staff to establish and grow positive relationships with students and contribute to their wellbeing.
- By 2021, the Professional Learning Strategy will articulate a plan for promoting the safety and wellbeing of staff, in OHS, measures to respond to work intensification concerns, and mental health.

Strategies

- Engage with BCE teams to support and facilitate the plan's development across all areas. Work with key staff and organisations around mental health and wellbeing of staff.