STRATEGIC PLAN 2017-2019

STRATEGIC PRIORITY 1  Catholic Identity and Mission

“I am the way, the truth, and the life
—John 14:6

STRATEGIC PRIORITY 2  Learning and Teaching

“I have come that they may have life and have it to the full
—John 10:10

STRATEGIC PRIORITY 3  Student and Staff Wellbeing

“This is my commandment that you love one another as I have loved you
—John 15:12

STRATEGIC PRIORITY 4  Capacity Building

“Give instructions to the wise and they will become wiser still; teach the righteous and they will gain in learning
—Proverbs 9:9

STRATEGIC PRIORITY 5  Stewardship of Resources

“As each one has received a gift use it to serve one another as good stewards of God’s varied grace
—1 Peter 4:10
Vision for Sydney Catholic Schools:

- As partners in Catholic education, we commit ourselves to developing authentic Catholic schools which:
  - are founded on the person of Jesus Christ and enlivened by Gospel values
  - highlight the relevance of our faith to life and contemporary culture
  - are embedded within the community of believers, and share in the evangelising mission of the Church
  - are committed to the development of the whole person

As partners in Catholic education, we commit ourselves to our students by:

Celebrating being Catholic in Australia

- Recognising that Jesus Christ is central to our lives
- Imparting Catholic beliefs, values, practices and traditions within a faith-filled community
- Working with those who experience disadvantage
- Rejoicing in our cultural diversity.

Ensuring Quality Teaching and Learning

- Providing a stimulating and challenging curriculum which links faith and culture
- Promoting our schools as places of learning and excellence
- Embracing the privilege and the challenge of teaching in Catholic schools
- Promoting an active partnership between home, parish, school and community
- Making creative use of available resources.

Making a Difference in our World

- Fostering the dignity, self-esteem and integrity of each person
- Collaborating with others for the good of all
- Inspiring hope and a positive vision for the future
- Continuing the rich tradition of Catholic education in Sydney.

Champagnat Catholic College receives its mandate to operate from the Archbishop of Archdiocese of Sydney, the Most Reverend Anthony Fisher OP, and is part of the Catholic Archdiocesan system. As such, it draws its inspiration from the Bishop and the local Church, and works in harmony with Sydney Catholic Schools.

Champagnat Catholic College prides itself on a strong presence in the local community with a stable well established Catholic tradition. As a school we encourage our boys on their formation journey with a caring and supportive Christian environment. By instilling a strong sense of compassion, social justice and respect for uniqueness, we strive to develop our boys into fine young men who will make a positive difference to their community, their nation and their world and instil hope for the future.

The three pillars of Ministry, Learning and Wellbeing are a focus across Champagnat Catholic College in all facets of College life and are demonstrated in word and action. The College motto - KNOW GOD'S LOVE - is an expression of these three pillars demonstrated through:

- KNOW - to be present to, to witness and to learn
- GOD'S - at the heart, and centre, of all we do is the recognition of our Catholic and Marist heritage
- LOVE - seen through the wellbeing and support of all within the community

To KNOW GOD'S LOVE is the aim of all we do and is the essence of our work as a truly Catholic, Marist and vibrant learning community.
School Strategic Plan 2017-2019

The 2017-2019 School Strategic Plan reflects the requirements of the Education Act and the Commonwealth Government Agenda for School Improvement.

The Australian Education Act introduced in 2013 for all Australian schools has an aspirational reform agenda containing a number of specific goals. This agenda is to position Australia to be ranked, by 2025, as one of the top 5 highest performing countries based on the performance of students in Reading, Mathematics and Science, and rated as a high quality and equity schooling system by the Program of International Assessments (PISA).

A key component of this reform agenda is to achieve sustained school improvement through five specific areas by which the educational outcomes of students will be addressed:

- Quality Teaching
- Quality Learning
- Empowered School Leadership
- Meeting Student Needs
- Transparency and Accountability

These elements are reflected in the Strategic Priorities:

- Learning and Teaching
- Student and Staff Wellbeing
- Building Capacity
- Stewardship of Resource

In addition to these four areas is Catholic Identity and Mission.

NEW HORIZONS 2016-2018

- provides the framework
- directs and informs

OUR SCHOOL STRATEGIC PLAN IS INFORMED BY:

- Sydney Catholic Schools Annual Improvement Plan priorities
- School context including
  - school’s values, beliefs, aspirations and/or vision
  - school self evaluation and review
  - background information on the specific features of the school and its community
  - student performance information
  - staff information
  - significant school programs
  - priority areas and achievements from the previous plan.
# CATHOLIC IDENTITY & MISSION

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| 1.1 Strengthen the understanding of and commitment to the role of the Catholic School within the Church Community | The Champagnat Ministry Plan  
Develop a strategic and cohesive Champagnat Ministry Plan to bring focus to the evangelising and educational mission of the school as informed by the Archbishop’s Charter.                                                                                     |
| 1.2 Enhance and diversify the faith formation and religious leadership opportunities for staff | Staff Faith Formation  
Engage with SCS - Religious Education and Evangelisation Team, the Marist Association of Saint Marcellin Champagnat and Marist Life and Formation Team to access high quality staff faith formation opportunities.  
Staff Leadership of Faith Formation Experiences  
Provide opportunities for all staff to develop their religious leadership and authentically lead prayer, reflections and retreats, and engage with pilgrimages and other immersion experiences.  
ATSI Spirituality  
Enrich the school community’s knowledge and appreciation of ATSI culture and spirituality through approaches including experiential learning. |
| 1.3 Foster the personal and spiritual growth of students, engaging them in the life and mission of the Catholic faith community | Student Social Justice and Immersion Experiences  
Facilitate the engagement of students with social justice and outreach initiatives including local and global immersion experiences and programs  
Student Faith Formation  
Provide age-appropriate opportunities for students to engage in the life of the Church through evangelization, catechesis, social justice, Retreat and Reflection Programs, and service |
| 1.4 Nurture and deepen students’ knowledge and understanding of the Catholic tradition | Religious Literacy  
Strengthen pedagogical practices in the teaching of Religious Education with a view to improving the religious literacy of students |
| 1.5 Strengthen approaches to family evangelisation | Family Evangelisation  
Foster the custom and practice of inviting families to engage with the liturgical and prayer life of the College and Marist Schools Australia (MSA)  
Collaboration with Parishes  
Collaborate with local parishes on evangelisation initiatives. |
## LEARNING AND TEACHING

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| **2.1 Provide experiences of learning which engage, challenge, extend and    | **Catholic Values Across the Curriculum:**<br>Embed Catholic truths and values in learning and teaching
| empower students through alignment with the principles of Authentic          | **Effective and Contemporary Pedagogy:**<br>Align the ‘Pagewood Pedagogy’ with the principles of ‘Authentic Learning’ and broader educational research. Strengthen the engagement of all stakeholders with the ‘Pagewood Pedagogy’ |
| Learning**                                                                   | **Students’ Responsibility for their Learning:**<br>Foster students’ capacity to demonstrate responsibility for their learning journey and appropriate educational pathway
|                                                                              | **An Explicit Improvement Agenda:**<br>Engage students and staff in evaluative processes which include critiquing and assessing their own learning through feedback, feedforward, feed-up mechanisms and target-setting
|                                                                              | **Focus on Literacy and Numeracy:**<br>Develop and sustain the whole-school approach to the explicit teaching of literacy and numeracy across the curriculum.
|                                                                              | **Learning Gains (Data informed practice):**<br>Develop a growth-promoting mindset and culture which includes the use of targets and a variety of data analysis to secure learning gains for every student including but not limited to student performance in HSC and NAPLAN. |
| **2.2 Strengthen a culture of improvement through a systematic, reflective   | **A Culture that Promotes Learning:**<br>Utilise ‘Learning Matters’ within the vertical house system to strengthen and animate the link between wellbeing and learning outcomes within the ‘Pagewood Pedagogy’
| and evidence-based approach to learning and teaching**                      | **An Expert Teaching Team:**<br>Develop cross-curricular understandings of STEM education pathways and integrate into the curriculum
|                                                                              | **Transition Points**<br>Foster student and staff collaboration to ensure smooth transition across the continuum of (pre, throughout and post-school) learning so as to empower students to make informed decisions about their learning pathways |
|                                                                              | **Effective Pedagogical Practices:**<br>Formalise the process of providing teachers with on-going detailed feedback on their classroom practices
|                                                                              | **Professional Growth and Accountability:**<br>Strengthen the culture of contemporary professional growth through engagement with relevant professional reading, research and collaboration designed to meet the individual needs of teachers, with respect to the professional standard, that are effective in enhancing student learning. |
| **2.3 Nurture innovation as a key means of enlivening learning and fostering  | **Differentiated teaching and learning:**<br>Develop a whole-school understanding of gifted education and implement a sustainable model of provision for the most capable students that promotes a culture of high expectations and achievement.
| growth across Sydney Catholic Schools**                                      | **- Gifted Students**<br>Develop and implement a sustainable model of educational support for students with diverse learning needs, including those who fall outside the scope of targeted funding, in the context of changing provision and resourcing
|                                                                              | **- Diverse Learning**<br>Utilise the EALD phasing data to further inform personalised learning of students and support with professional learning. |
|                                                                              | **- EALD**                                                                                     |
| **2.4 Support and challenge teachers to improve their practice against       | **Effective Pedagogical Practices:**<br>Formalise the process of providing teachers with on-going detailed feedback on their classroom practices
| professional standards to enhance student outcomes**                       | **Professional Growth and Accountability:**<br>Strengthen the culture of contemporary professional growth through engagement with relevant professional reading, research and collaboration designed to meet the individual needs of teachers, with respect to the professional standard, that are effective in enhancing student learning. |
|                                                                              | **Differentiated teaching and learning:**<br>Develop a whole-school understanding of gifted education and implement a sustainable model of provision for the most capable students that promotes a culture of high expectations and achievement.
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|                                                                              | **- Diverse Learning**<br>Utilise the EALD phasing data to further inform personalised learning of students and support with professional learning. |
| **2.5 Further enhance the provision of and support for students with diverse | **Differentiated teaching and learning:**<br>Develop a whole-school understanding of gifted education and implement a sustainable model of provision for the most capable students that promotes a culture of high expectations and achievement.
| learning needs such as special learning and gifted talented needs**         | **- Diverse Learning**<br>Develop and implement a sustainable model of educational support for students with diverse learning needs, including those who fall outside the scope of targeted funding, in the context of changing provision and resourcing
<p>|                                                                              | <strong>- EALD</strong>                                                                                     |</p>
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| **3.1 Strengthen safe and supportive school environments** | **Safe Environments Students and Staff:** Utilisation of the National Safe Schools Framework, accompanying pedagogical practices and SCS Pastoral Care and Wellbeing policy to inform and uphold the values and practices that create safe learning environments for students and staff  
**Inclusive Community Partnership:** Support families and staff in developing their understandings of complex social and emotional issues affecting learning, and the processes for addressing them |
| **3.2 Resource and support programs which promote mental health and resilience** | **Resilience:** Identify and implement programs and resources such as ‘Mind Matters’ which enhance student resilience and wellbeing in an all-boys’ school setting and support staff and parents with professional learning |
| **3.3 Equip and support school staff with skills and strategies to effectively manage challenging student behaviour** | **Challenging Student Behaviour** Develop and implement a Case Management process which is sustainable and draws on internal staff expertise, external specialist agencies and the SCS Wellbeing team  
**Consistency of Policy Implementation:** Implement wellbeing policies which address behavioural management and ensure consistent implementation, procedural fairness and alignment with ‘Pagewood Pedagogy’ |
| **3.4 Support vulnerable and marginalised students and their families** | **Mitigating Disadvantage:** Deepen the shared understanding of and commitment to the intrinsic value of education pathways as the key strategy for mitigating all forms of disadvantage and in so doing further the aspirations of all students and their families |
| **3.5 Create more supportive environments and resources to promote staff wellbeing** | **Staff Wellbeing in the Catholic Workplace:** Develop a shared understanding of the realities and complexities of the contemporary Catholic workplace with processes in place for the development, auditing/monitoring and management of staff culture, morale and wellbeing.  
**Staff Wellbeing in the Catholic Workplace:** Mentor staff to develop a hope-filled perspective on the profession of teaching and leadership in schools |
## BUILDING CAPACITY

New Horizons  

Lived in our community through

| 4.1 Increase the capacity of teachers and learning support staff to respond to the holistic needs of all students | Develop a high-quality performance growth culture for teachers, administrative and learning support staff  
*An Expert Teaching Team*  
Provide professional learning which builds staff understanding of and commitment to the principles and practices of the ‘Pagewood Pedagogy’  
*The ‘Pagewood Pedagogy’*  
AITSL Standards  
Align professional goal setting and teaching practice to the AITSL standards and maintain individual evidence portfolios. |
|---|---|
| 4.2 Develop future Catholic school leaders and strengthen current leadership in our schools | Challenge and support teachers to undertake accreditation appropriate to stage of career with a view to having accredited teachers in each of the four levels of AITSL standards  
*Building Leadership Capacity*  
Develop the capacity of middle leaders to think and plan strategically in creating a culture and practice of continual improvement, transformation and sustainability. |
| 4.3 Enable a collective approach to building system capacity | Foster strategic partnerships and collaborate with other Catholic schools to share best practice in learning, teaching and other areas of school operations.  
*An Expert Teaching Team*  
Deprivatize professional practice through strengthening collegial and collaborative relationships and connections across all courses and forums. |

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CHAMPAGNAT CATHOLIC COLLEGE STRATEGIC PLAN 2017-2019
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| **5.1** Provide vibrant and innovative learning spaces that enhance learning and teaching | **Buildings and Infrastructure**  
Develop a full College master-plan to provide for contemporary and flexible learning spaces aligned with the school-wide ‘Pagewood Pedagogy’

**Repairs and Maintenance**  
Develop a full College master-plan to provide for the maintenance of school facilities and compliance with all WHS requirements.

**Repairs and Maintenance**  
Foster a whole staff stewardship of learning spaces and the College environment |
| **5.2** Ensure that financial management practices across the system are robust, consistent and compliant | **Financial Management Accountability and Compliance**  
Maintain full compliance with all SCS financial processes and policies

**Learning Opportunities through Partnerships**  
Explore sponsorships and industry partnerships with a view to strengthening learning opportunities and pathways for students. |
| **5.3** Develop flexible and contextualised school-level staffing and resourcing decisions | **Staffing**  
Investigate innovative and viable school-based staffing models within SCS staffing and resourcing policy and guidelines to meet the needs of all a multipathway college

**WH&S**  
Maintain a safe and supportive environment through the a systemic approach to risk identification and management. |
| **5.4** Adapt systems and ICT infrastructure to support contemporary learning and teaching into the future | **ICT Upgrades**  
Utilise the ICT SCS Partnership to provide high-quality services and support

**Targeted Use of School Resources**  
Explore provision of ICT hardware, learning devices and software for effective, contemporary, equitable and high-impact learning outcomes delivered by staff |
| **5.5** Support the pastoral outreach of parish communities and respond to family needs | **Partnerships in the Mission of the Catholic Church**  
Maintain effective partnerships and working relationships with Parish Priests and broader Marist community in the shared mission of the Catholic Church |