Edmund Rice College

Strategic Improvement Plan
2015-2019

A CATHOLIC SCHOOL IN THE EDMUND RICE TRADITION
Principal's Message

The Edmund Rice College Strategic Improvement Plan 2015-2019 has emerged from the wide consultation associated with the 2014 School Review process and final Report and the subsequent work with the school community in the development of key strategic goals.

Each year the College Annual Plan will articulate specific outcomes and strategies associated with these central strategic goals. The core of the Strategic Improvement Plan is the College mission and its values which emphasise an authentic Catholic learning community inspired by the charism of Edmund Rice. Through experiences that look at the world through the lens of service and solidarity the College strives to develop reflective learners who develop social interactions with a sense of dignity and compassion.

Peter McGovern

Mission Statement

“The mission of Edmund Rice College is to be an authentic Catholic community grounded in Gospel values and enriched by the tradition of Edmund Rice.

Through quality learning and teaching experiences the College seeks to inspire each person to be a critical and reflective thinker who engages with the world in a context of service and solidarity.”

Values

The core values of Edmund Rice College are embedded in the Touchstones of a Catholic school in the Edmund Rice tradition. The College values of Compassion, Dignity, Service and Solidarity are reflected across the touchstones of Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity.

<table>
<thead>
<tr>
<th>Strategic Domain</th>
<th>Broad Strategic Goal</th>
<th>Intended Improvement</th>
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<tbody>
<tr>
<td><strong>Catholic Life</strong></td>
<td>To provide experiences in being a vibrant member of a Catholic College in the Edmund Rice tradition.</td>
<td>That the lived experience of being a member of the Edmund Rice College Community be formative, liberating and contributing to a just and peaceful world.</td>
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<tr>
<td><strong>Student Wellbeing</strong></td>
<td>To provide each student with quality pastoral support that builds and sustains dignity, respect and the capacity for quality relationships.</td>
<td>That students will develop into fine young men with attributes of respect, compassion, justice, resilience and confidence.</td>
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<td><strong>Student Learning</strong></td>
<td>To foster each student’s engagement in relevant and dynamic learning so that his potential can be realised.</td>
<td>That students will be independent, critical, reflective, creative, collaborative and resilient learners who are equipped for lifelong learning.</td>
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<td><strong>Pedagogy and Curriculum Provision</strong></td>
<td>To provide the highest quality of teaching in an educationally rich and robust setting that offers a broad and dynamic curriculum.</td>
<td>That the College fosters a climate of dynamic curriculum development and professional learning that meets the needs of the 21st century learner, consistent with quality practice in boys’ education.</td>
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<td><strong>Strategic Leadership and Resourcing the College</strong></td>
<td>To build a contemporary, collaborative and well-resourced learning environment which exemplifies ethical governance, high standards and compliance.</td>
<td>That the College cultivates an accomplished, well-resourced staff who are dedicated to their students and undertake their responsibilities enthusiastically and professionally.</td>
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<td><strong>College Community Partnerships and Consultation</strong></td>
<td>To sustain a relevant and highly effective school that enjoys healthy and dynamic partnerships with all stakeholders.</td>
<td>That the College promotes open dialogue with parents/carers and commits to rich partnerships with all stakeholders and outside agencies.</td>
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Strategic Improvement Plan  
2015-2019

Strategic Domains

1 Catholic Life
   • Catholic Identity
   • Edmund Rice charism
   • Religious Education
   • Christian Service and Solidarity Learning
   • Engagement with the Church and wider community

2 Student Wellbeing
   • Respectful climate of learning and relationships
   • Pastoral Care Programs and structures
   • Student leadership and student engagement
   • Aboriginal & Torres Strait Islander engagement
   • Student connectedness, belonging and resilience

3 Student Learning
   • Student achievement
   • Meeting the diverse learning needs of students
   • Literacy and Numeracy
   • Study Skills and Self-Directed Learning
   • Assessment and Reporting

4 Pedagogy and Curriculum Provision
   • Teaching practices
   • Learning and Teaching Framework
   • Curriculum provision and programming
   • Co-curricular Programs
   • Professional Development

5 Strategic Leadership and Resourcing the College
   • Human Resource Management: Recruitment and Retention
   • Workplace Culture
   • Financial Management and Master Planning
   • Information Communication Technologies; Resourcing and Managing
   • Annual implementation of strategic planning

6 Community Partnerships and Consultation
   • Parent Involvement and Engagement
   • Board Development and Formation
   • Connections with the Old Boys’ Association
   • College Partnerships
   • Marketing and School Promotion
1 Catholic Life

- Catholic Identity
  - Embed the Mission statement and values within the College ethos
  - Enrich the Catholic life of the College through a vibrant and engaging Prayer, Liturgical and Sacramental Program
  - Develop the use of Religious symbols and icons in the College classrooms and grounds
  - To develop the mission of the College to bring faith to life through the message of the Gospels
  - Provide opportunities for staff and student formation

- Edmund Rice Charism
  - Develop community understanding of the Edmund Rice charism
  - Incorporate EREA touchstones in the daily life of the College
  - Cultivate knowledge of the history and traditions of the College and the Christian Brothers
  - Participate in Edmund Rice Education Beyond Borders

- Religious Education
  - Implement Religious Education curriculum of the Wollongong Diocese
  - Review the organisation, delivery and assessment of RE
  - Embed Catholic values across the curriculum
  - Develop Staff formation including EREA experiences, Immersion experiences
  - Accreditation of RE qualifications
  - Review Student Retreat Program across College (7-12)

- Christian Service and Solidarity Learning (CSL)
  - Explore and expand opportunities for CSL in school life
  - Develop effective and informed Advocacy practices
  - Review and expand the Immersion program
  - Develop service leadership as the model for student leaders across College
  - Implement aspects of the EREA ‘Educating for Justice & Peace’ framework across all Key Learning Areas

- Engagement with Church and Wider Community
  - Develop Youth Ministry programs
  - Strengthen links to Parishes including Mass program and other religious links
  - Build a program of outside speakers utilising Old Boys, advocacy groups, Church associations and representatives from multi-faith traditions
2 Student Wellbeing

- Respectful Climate of Learning and Relationships
  - Encourage students to develop and embrace Christian principles through appropriate modelling by all staff
  - Develop pastoral principles: compassion, justice, resilience and confidence within the framework of the College values
  - Strengthen Year Coordinator links with Heads of Department in boys’ case management
  - Renew target areas with teachers in respect to expected student behaviours
  - Ensure ongoing communication with staff about student behaviours and school priorities
  - Encourage students to develop and embrace Christian principles through appropriate modelling by all staff
  - Enhance opportunities for student engagement in a broad range of activities
  - Strengthen students’ sense of belonging and connectedness

- Pastoral Care Programs and Structures
  - Enhance effective pastoral support services for students and families in need
  - Review existing pastoral processes and procedures to effectively respond to a growing school
  - Broaden the awareness of counselling and psychology services among students, staff and parents
  - Ensure there are appropriate induction programs for all students new to the College

- Student Leadership and Student Engagement
  - Review the opportunities for student leadership at all levels, linking leadership to service
  - Develop leadership roles with the intention that they can genuinely initiate student involvement and engagement in the College
  - Review and develop Peer Support Program
  - Enhance the House System as an integral component of school spirit and school engagement

- Aboriginal & Torres Strait Islander (ATSI) Engagement
  - Increase ATSI students’ sense of connectedness to their cultures
  - Increase the understanding and respect for ATSI cultures across the College
  - Utilise programs to ensure the effective support of all ATSI students in their learning
  - Deepen the engagement of ATSI families in the education of their children and the life of the school

- Student Connectedness, Belonging and Resilience
  - Initiate a whole school approach to responding to student needs in the contemporary world such as mental health, bullying, cyber safety and resilience
  - Provide opportunities to students who are isolated or vulnerable.
  - Utilise quality practice in managing boys’ welfare and social interactions
  - Review the Home Room structure to increase opportunities for meaningful pastoral care interactions between students and teachers
  - Nurture the College culture of inclusivity and celebration of diversity in the context of a growing school
3 Student Learning

- **Student Achievement**
  - Utilise quality practices in boys’ education to enhance student learning outcomes
  - Use performance data to identify, support and monitor student achievement
  - Review the award system through which academic and co-curricular achievement, effort and progress are recognised
  - Increase the engagement and motivation levels of students through methods such as a mentoring process.
  - Continue to challenge students to become independent learners

- **Meeting the Diverse Learning Needs of Students**
  - Develop programs, review structures and resources for students with special needs
  - Enhance the whole school approach to differentiation and assessment modification
  - Review and extend the level of assistance to students in programs such as the Homework Club
  - Continue to look to increase learning pathways for students

- **Literacy and Numeracy**
  - Identify timetable opportunities that can be utilised to assist students to improve literacy and numeracy standards
  - Investigate different flexible learning environments to support literacy and numeracy initiatives

- **Study Skills and Self-Directed Learning**
  - Utilise study skills programs to develop students’ organisation, study habits and approach to home study and revision

- **Assessment and Reporting**
  - Develop more efficient and effective assessment and reporting practices
  - Develop the practice of assessment for learning ensuring quality feedback
  - Examine cross curricular approaches to assessment where tasks can be shared to address subject specific outcomes
  - Utilise data to inform learning through tracking students’ progress
  - Develop practices that assist students to become independent, critical, reflective, creative and resilient lifelong learners
4 Pedagogy and Curriculum Provision

- Teaching Practices
  - Increase the capacity of teaching staff to use modern, effective and student centred methods of instruction
  - Sustain a practice of common strategies for classroom management across the College
  - Encourage teaching staff to utilise effectively technologies in the classroom as part of their teaching practice
  - Encourage teaching structures that are consistent with best practice in boys’ education

- Teaching and Learning Framework
  - Develop and implement a learning framework as a means to empower the students as self-directed, autonomous learners
  - Develop and utilise a learning framework as a focus in staff professional development
  - Trial the Harvard Zero program and investigate other critical thinking programs
  - Empower the Learning and Teaching Committee to continue to research innovative best practice in learning and teaching
  - Develop a reflective culture of Learning and Teaching

- Curriculum Provision and Programming
  - Implement effectively the Australian Curriculum
  - Broaden Stage 6 curriculum with consideration of vocational educational pathways
  - Improve College resources to meet expanding College needs

  - Broaden curriculum options to meet the needs of a growing school
  - Develop the library as a learning hub
  - Develop further enrichment pathways
  - Incorporate EREA Touchstones into the curriculum across the school

- Co-curricular Programs
  - Increase after school programs in areas such as Sport and Performing and Creative Arts
  - Enhance student confidence and well being through the provision of an extensive co-curricular program
  - Enhance the Christian Service Learning program
  - Explore opportunities for relationships in sporting, academic and cultural programs with other EREA schools

- Professional Development
  - Strengthen the professional development framework and ensure that it is inclusive of teaching and non teaching staff
  - Enhance the link between professional learning and the needs of students in the classroom
  - Develop the structures in place for the orientation of new staff
  - Enrich the induction process for all staff and casual teachers
  - Extend the mentoring processes for New Scheme Teachers
  - Clarify and address the implications of compulsory accreditation for all teachers

5 Strategic Leadership and Resourcing the College

- Human Resource Management: Recruitment and Retention
  - Develop and maintain skilled and dynamic staff
  - Provide opportunities for staff renewal
  - Foster skilled leaders at all levels
  - Provide meeting structures which enhance collaboration and lead to better student outcomes
  - Develop strategies to address succession planning
  - Cultivate school collaboration and communication systems and processes
6 College Community Partnerships and Consultation

- Parent Involvement and Engagement
  - Foster effective parent partnerships
  - Maintain and develop social engagement of parents and families with the College
  - Utilise technology to communicate effectively with parents

- Board Development and Formation
  - Provide and encourage formation opportunities for Board members
  - Address succession planning

- Connections with the Old Boys’ Association
  - Encourage the Old Boys’ Association to develop as an independent organisation
  - Utilise the Old Boys’ Association to enhance learning opportunities for the College community

- College Partnerships
  - Focus on improving student learning through the partnerships with external agencies including University, Conservatorium, Catholic Education Office, Parishes, Catholic schools and organisations, EREA schools, Refugee Action groups, the ATSI Community and local industry
  - Encourage community groups such as the Illawarra Disability Trust and feeder Catholic schools to use College facilities

- Marketing and School Promotion
  - Review the College Marketing Plan
  - Review all school signage and promotional activity to align with EREA requirements

- Workplace Culture
  - Integrate accountability into staff professional practices
  - Refine processes that ensure clear guidelines for staff relations, grievance and conflict resolution
  - Maintain a positive workplace culture defined by clear communication, cooperation and team work
  - Promote a culture which prioritizes a safe workplace
  - Investigate ways to best support staff to manage change in a growing school

- Financial Management and Master Planning
  - Align the College Master Plan with the new strategic plan, stable enrolments and curriculum requirements
  - Develop medium term financial modelling to inform College strategic master planning
  - Undertake planned capital works and maintenance as identified in annual planning
  - Comply with all EREA and other statutory reporting requirements

- Information Communication Technologies: Resourcing and Managing
  - Explore ways to improve communication in the College through the use of technology
  - Ensure that staff, parents and students have full and equitable access to technology
  - Review the Technology Master Plan
  - Equip the College with the technologies that ensure learning and teaching is resourced to meet the needs of the 21st century

- Annual Implementation of Strategic Planning
  - Develop a culture of annual review of programs and processes
  - Implement a systematic review of all specific policies
  - Continue the annual review of risk and risk management
  - Ensure all school practices are compliant with legislative requirements