

2017 Annual Plan End Year Report					
STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	MID YEAR COMMENTS	RESPONSIBILITIES	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	<p>1.1.1.1     <i>Continually embed the Charism and Touchstones and values of the College in the daily teaching and learning (eg.Year 10 assessment included a link to “inclusive Community”. Each term focus on one value.</i></p> <p>1.1.1.2.     <i>Promote the touchstone of Gospel Spirituality with the students</i></p> <p>1.1.1.3.     <i>Gospel Spirituality integrated into Year 9 English unit of work highlighting this theme.</i></p>	<p>Staff have participated in several workshops to unpack the Touchstone Gospel Spirituality. These have involved identifying Curriculum and Pastoral links to the Gospel Spirituality Touchstone as well as the allocated Year Group Scripture Quote. (Staff Meeting and Staff Spirituality Day). Eg. The Year 10 Religion PBL Social Justice Task which is based on the Gospel Quote ‘You did for me’. Incorporation of the Touchstones into Huntington House icons.</p> <p>The arrival of the Revised Charter has the development of new banners. The new images for the Touchstones have been incorporated into Huntington House as well as planning for their images to be placed in the areas outside the Counsellors Offices.</p> <p>The Touchstone Gospel Spirituality has been incorporated into all liturgical celebration during Terms 1 and 2.</p> <p>The Gospel Spirituality Prayer has been issued to all students through their Planner as well as a Commemorative bookmark for the 80th Anniversary Celebrations.</p> <p>In Religion Classes, students have chosen a personal Gospel Quote which is recorded in their Planner.</p> <p>Each Year group have been allocated a Gospel Quote which have was launched at both the Opening Mass and the 80th Anniversary Mass. These quotes have been promoted in Homerooms, Religion Classes, on Assembly and through articles in Woodchatta. Specific themes and activities have been incorporated into the Year 10 Reflection Days, Year 11 Retreat Days and are intended to be written into the Year 12 Retreat Program.</p> <p>Gospel Spirituality has been chosen as the theme for the Founders Day Festival. The values of respect, tolerance and understanding displayed by Jesus in the Gospel are being highlighted through the example of the Golden Rule as lived by Muslims, Jews and Christians. Guest speakers from these religions will present on how adherents live the Golden Rule.</p> <p>The English Faculty have developed the quote for Year 9 into a dedicated Program and Assessment Task.</p>	<p>AP Mission and Identity and REC</p> <p>All Staff</p> <p>Yr 9 English staff</p>	<p>2017</p> <p>2017</p> <p>2017</p>
	1.2.	RELIGIOUS EDUCATION			
	1.2.1. Religious Literacy	1.2.1.1. <i>Expand literacy focus that will strengthen student understanding and use of religious terms (vocabulary).</i>	Religious Literacy has been made a focus for the Religious Education Faculty this year. Terminology has been an integral part of each unit as well as an emphasis on literacy through class activities and Assessment Tasks.	AP Mission and Identity and REC	2017
	1.2.2. Religious Education Pedagogy and Accreditation	1.2.2.1. <i>Merging of Literacy and Drama with Religious Education in Stage 3.</i>	In Term 2, Year 6 studied a unit on the bible, investigating both old and new testament. Students then chose their favourite story in groups, wrote a script and dramatised. In Term 3, Year 5 will dramatise parables which also fits in with the Gospel spirituality theme.	AP Mission and Identity and REC and Junior School Curriculum Coordinator	2017

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		1.2.2.2. <i>Reviewing our pedagogy that incorporates the living examples of our liturgical life and faith to be entwined, particularly embracing our College Chapel.</i>	<p>Classes are beginning to visit the Chapel for quiet reflection and to participate in liturgies run by classes. The chapel is now available on Iwise and can be booked by Staff.</p> <p>The Tuesday Mass Roster has been prepared for Year 9 and 10 Religion classes so that they can prepare and participate in the Mass. This is working well with staff and students participating in a workshop run by Adrian Brannan, Youth Minister.</p>		



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			Stage 3 English - The themes explored in Boy Overboard were also studied in Year 5 English novel study, 'Thairiffic'. As a Junior School we attended a dramatic production of the novel.		
	1.6. PARISHES AND THE WIDER CHURCH				
	1.6.1. Youth Ministry	<p>1.6.1.1. <i>Provide opportunities for students/staff to engage more fully with aspects of Parish life at OLD and in the Diocese.</i></p> <p>1.6.1.2. <i>Develop RE Programs to support, link and connect students with a diverse range of other Edmund Rice Schools and Institutions around the world.</i></p>	<p>Specific St Pius X Creative Arts Staff have been invited to be involved with the Diocesan Initiative Australian Catholic Youth Festival (ACYF) in Homebush from 7th - 9th December 2017. This also involves a Special Project at this event. The project will be collaborated with Mercy College.</p> <p>Through Religion classes students have continued to make contact with various EREA linked communities. This is hoped to be further developed in Terms 3 and 4.</p>	AP Mission and Identity and Youth Minister	2017
2. LEARNING AND TEACHING	2.1	AN EXPERT TEACHING TEAM			
	2.1.1 Learning Framework	2.1.1.1 <i>Complete the development of the St Pius Learning Framework</i>	2017/18 Learning Prefects trialing student learning survey in Year 7 'Shadow a Student' program scheduled for Term 4	Coordinator of Innovative Learning	Term 4
	2.1.2 Capacity Building – Collaborative Practice	2.1.2.1 <i>Promote and evaluate the trial innovative learning space (LC1)</i>	Lisa Guerrero, Suzanne Pence and Greg Bell have completed a comprehensive trial involving Year 7 and Year 10 Mathematics classes.	Coordinator of Innovative Learning, Learning Teams	Terms 1, 2 and 3
	2.2	SYSTEMATIC CURRICULUM DELIVERY*			
	2.2.1 Engaging and Relevant Curriculum	<p>2.2.1.1 <i>Broaden the range of course offerings to cater for wider range of student interests and abilities in Stage 6</i></p> <p>2.2.1.2 <i>Design and implement a Post School Survey – 1 year, 3 years, 5 years.</i></p> <p>2.2.1.3 <i>Evaluate existing Stage 4 Curriculum.</i></p> <p>2.2.1.4 <i>Implement new HSC (Preliminary) Syllabus for 2018:</i> - History, English, Sciences, Science Extension, Mathematics</p> <p>2.2.1.5 <i>Identify and evaluate the implementation of STEM Year 5-10</i></p>	<p>The following additional courses were offered for Subject Selection for Yr 11 2017: Music 1 Ceramics Non ATAR Maths and English Assessing possibilities of offering English Studies, General Maths 1 and Catholic Studies for Yr 12 2018</p> <p>Discussion paper distributed to Subject Coordinators at end of Term 2. Responses due Week 3 of Term 3. A small committee has been established to propose minor initiatives for 2018.</p> <p>Staff Day end of Term 1 devoted to HSC reforms and implementation of new courses in 2018.</p> <p>STEM at SPX Discussion paper completed and distributed. Responses to be collected Week 3 of Term 2 New courses in Stem and Philosophy planned and developed for incorporation in Year 9 2018. Year 6 explored STEM through science in groups they researched, planned, designed and created a game using electricity. Year 5 planning has been done to include STEM through their science programs in Term 4 2017 and Term 2, 2018.</p>	<p>AP Teaching and Learning</p> <p>AP Teaching and Learning</p> <p>Coordinator of Innovative Learning and Curriculum Administration Coordinator Studies Coordinators</p> <p>Head of Junior School and Junior School Coordinator</p>	<p>Term 1</p> <p>Term 1 and 2</p> <p>Terms 1 and 2</p> <p>Term 2 – Term 4</p>
	2.3	DIFFERENTIATED TEACHING AND LEARNING*			
	2.3.1 A Whole-School Approach to Differentiated Learning	2.3.1.2 <i>Investigate opportunities for overlap between Stage 3 and 4 for purposes of differentiating the curriculum.</i>	Where possible, Senior English and Maths teachers to be timetabled for Junior Literacy and numeracy classes.	Maths and English Coordinators	Terms 1 and 2

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	2.3.3 Students with Special Learning Needs	2.3.3.1 <i>Increase the sharing of student needs through iWise</i>	Extensive discussion/investigation/ trial on how best to share information.  LSE Portal page launched.	LSE Coordinator	<i>Term 1</i>
	2.4	EFFECTIVE AND CONTEMPORARY PEDAGOGY*			
	2.4.1 Boys' Education	2.4.1.1 <i>Develop authentic student and parent voice in learning</i>  2.4.1.2 <i>Implement a student developed learning survey</i>	Parent Forum conducted in Week 8 of Term 2 Student Forum scheduled for early in Term 3.  2017/18 Learning prefects have been briefed.  Learning survey to be focused on the concept of 'Flow' and the 8 stages of mind a student can experience during learning activities	Coordinator of Innovative Learning	<i>Terms 1 and 2</i>
	2.5	LITERACY AND NUMERACY			
	2.5.1 A Whole-School Approach to Literacy	2.5.1.1 <i>Complete the SPX Literacy strategy</i>	Literacy Proposal developed by Amanda O'Brien. To be considered in context with Stage 4 Curriculum review. PLT in Term 4 devoted to gathering feedback from staff on ideas and strategies and resources required.  New Year 9 Applied Literacy elective to be implemented in 2018.	AP Teaching and Learning	<i>Terms 1 and 2</i>
	2.7	DATA-INFORMED PRACTICE*			
	2.7.1 Data Informing Student Centred Learning	2.7.1.1 <i>-Maximise the use of data informing students' progress and achievement to feedback into differentiated teaching:</i>  <i>- Assessment Services Australia</i> <i>- ICAS Competitions</i> <i>- Internal data</i>	Assessment Services Australia test results used to collate classes for Year 7 2017. Information distributed to Year coordinator and Maths and English Coordinators and LSE Coordinator. The recording of all ICAS results is up to date. Years 7-10 students accessed their ICAS online accounts to assess their progress and practice before the 2017 test. Students will do same for English and Mathematics. Mathematics now undertaking ICAS instead of the Australian mathematics competition to ensure consistency in collection of data.  All teachers have completed 'Know who I teach cover page for each program using data. Students requiring support for the following identified: <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>G and T</li> <li>underachieving</li> </ul> Semester Student GPA averages and behavioural indicators indicating regression or improvement over time identified and distributed to Year Coordinators	AP Teaching and Learning	<i>Term 1</i>
		2.7.1.2 <i>Redevelop the student Subject Selection process to include 'guided discussion' with 'Senior' Teachers.</i>	Subject Selection Process commenced early in Term 2 and involved the deliberate strategy of continuous discussion and communication with students and parents.  New Subject Selection will be evaluated in Term 3.  Stage 6 subject selection process to be included in revised Senior Studies Coordinators role description	Curriculum Administration Coordinator	<i>Terms 1 and 2</i>
	2.8	CO-CURRICULAR			
	2.8.1 Co-curricular Program	2.8.1.1 <i>Evaluate the range and type of co-curricular offerings and investigate opportunities for non-competitive participation.</i>	Review of Co-curricular Program with discussion of AFL being introduced into Secondary School. Decision made to not add AFL as the extra development in recent years in Rugby and	Sports Masters, Performing Arts Coordinator Deputy Principal	<i>Term 1 and 2</i>

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			Football in fulfilling our commitment to the ISA would be diminished.		



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3. PASTORAL CARE AND WELLBEING	3.1	STUDENT WELLBEING			
	3.1.1 Wellbeing as a School Community Imperative	<p>3.1.1.1 <i>Develop and refine Pastoral Care Programs from Years 5-12 to support sequential, progressive holistic development of our student and community wellbeing.</i></p> <p>3.1.1.2 <i>Enhance student transition into Year 7 – consider program to continue to meet their emotional, social and academic needs. Consider homework loads and evaluation of learning expectations</i></p> <p>3.1.1.4 <i>Conduct a review of the College canteen in the context of the NSW Healthy Schools Canteen program.</i></p>	<p>Year 5 to 12 2017 sequential Pastoral Care Programs are active and under ongoing review in line with learnings from summit meetings such as the 2017 EREA National Pastoral Care and Wellbeing Conference co-hosted by St Pius X College, and Positive Schools Conference.</p> <p>Year 7 2018 Orientation and Transition has been extensively and collaboratively planned to meet the needs of students, staff, parents and the College Community. Orientation Day was conducted with positive feedback on 7th November under the guidance of Head of Student Services, newly appointed Year 7 Coordinator 2018 and Enrolment Officers</p> <p>Review, investigative research &amp; adjustments conducted primarily by canteen operations Managers supported by the Business Manager and the Student Well being Coordinator Year 10 Student Empowerment Team. This project will continue into 2018 as the suppliers have their products formally accredited and the canteen menu is rebalanced.</p>	<p>(All) Pastoral Care and teaching staff, Head student services Wellbeing Coordinators, Year Coordinators.</p> <p>Head Student Services Year 7 Coordinator, Counselling &amp; support staff, Subject Coordinators, Teaching staff. HSS, Canteen staff, Wellbeing Teams, Business Manager.</p>	Term 2 and 3
	3.1.3 Student Leadership	3.1.3.1 <i>Develop student opportunities for distributed leadership, and leadership skill development</i>	The Student Leadership Team: Mission and Identity, Learning; Cultural and Sustainability; and Wellbeing portfolios as well as Year Group voice responsibilities. Year 7-10 House Vice Captains, Mindmatters Student Empowerment Team Leaders, Edmund Rice Society Members and Academic SRC members operate in Stages 4 and 5. Class Captains, Edmund Rice Society, House Captains and focus groups are active in Stage 3.	Head of Student Services, Year and Wellbeing Coordinators. Mindmatters leaders, facilitators, and Pastoral care Staff	Term 2- 4
	3.2	PROGRAMS AND STRUCTURES			
	3.2.1 Positive Learning Behaviours	<p>3.2.1.1 <i>Integrate opportunities for cross cuRricula Social and emotional learning (SEL), Mindmatters, Mindfulness, Positive Education, Positive Psychology, and Growth mindset principles as stage appropriate to our students’ learning needs.</i></p> <p>3.2.1.2 <i>Prioritise time for staff and students to share best practice teaching and learning practices around higher order wellbeing and thinking cultures.</i></p>	These positive learning behavior practices have been seeded, integrated and implemented within Year Developmental Pastoral Care and Camps Programs; Study and Reflection Days; Peaceful Kids Stage 3 Counselling Program, Small Steps Program, Year 9 Student Empowerment Team have reviewed Mindmatters practices including Australian Catholic University Mindfulness lecturer James Donald mindfulness program. Conviction Year 9 Masculinity Workshop, the Positive Schools Conference and Mens Health Concourse Conference attended by Year 10 Mindmatters Student Empowerment Representatives, PDHPE staff and facilitated by recent past student Liam Carroll.	<p>HSS, Year Cos, Wellbeing Cos, PC staff,</p> <p>AP Teaching and Learning, Head of Student Services</p>	Trm 1-3

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		3.2.1.3	Conduct a review the our policies, programs, staffing, practices, and Pastoral Care and Wellbeing structures, including Vertical and Horizontal student integration opportunities and models.	St Pius X College Pastoral Care Review included data from School Visits, Network Meetings, our co-hosting of the EREA Pastoral Cate- wellbeing Conference, research & Annual Survey specific results to questions, Student, Staff & Parent surveys conducted. Timeline; for processing and development: Term 3 –4, 2017 followed by Recommendations to the leadership Team, A Pastoral Care Statement development and adjustment of the Pastoral Care programs and Diary for 2018	Deputy Principal Head of Student Services Year Coordinators Pastoral Care Staff, Counselling and Wellbeing Team staff	Term 1 and 2
		3.2.1.4	Develop a “Pius” specific Pastoral Care model	Pastoral Care Review Team Met & provided short term recommends for 2018; in Term 3 – Term 4 2017. Pastoral Care Statement Writing Team develop document in T4 followed by Pastoral care Diary preparation and 2018 Pastoral Care Program Writing.	Head of Student Services, Year Coordinators & Wellbeing Coordinators, Pastoral Care staff	Term 4
		3.2.1.5	Review mentor programs from student and staff perspectives.	Student Wellbeing Roles Stage 4 and 5 have evolved to great effect throughout 2017 in the areas of student support, pastoral care planning and implementation.	Peer Mentoring, Counselling staff	Term 1 and 2
		3.2.1.6	Develop the Student Wellbeing Coordinator Stage 4 and 5 roles to enhance effective use of resources to support student pastoral care and wellbeing by linking support programs and interactions.	The Pastoral Care and Wellbeing Team has been in action throughout 2017 with Longer Term Pastoral Care Review Recommendations informing Strategic Planning for 2018.  Review of Peer Support, Peer Mentoring and other vertical and horizontal mentoring programs was incorporated in the 2017 Pastoral Care Review Team brief. Pastoral Care Wellbeing Coordinators Stages 4 and 5 have presented planning and activity reports to Leadership Team in Term 1 and have since have been highly commended, visible & actively involved in pursuit of stated outcomes throughout the year to date.	Peer Mentoring, Counselling staff	Term 1-4
		3.2.1.6	Develop the Student Wellbeing Coordinator Stage 4 and 5 roles to enhance effective use of resources to support student pastoral care and wellbeing by linking support programs and interactions.	The Pastoral Care and Wellbeing Team has been in action throughout 2017 with Longer Term Pastoral Care Review Recommendations informing Strategic Planning for 2018.	Head Stud Services, Wellbeing and Year Coordinators	Term 2-3
		3.2.1.6	Develop the Student Wellbeing Coordinator Stage 4 and 5 roles to enhance effective use of resources to support student pastoral care and wellbeing by linking support programs and interactions.	The Pastoral Care and Wellbeing Team has been in action throughout 2017 with Longer Term Pastoral Care Review Recommendations informing Strategic Planning for 2018.	Knowledge Management, Coordinators, Head of Student Services, Attendance officer	
		3.2.1.7	Investigate alternate ways for student attendance to be monitored, eg. Use of student ID card.	Student attendance practices have been analysed and investigated with reference school visits and across EREA schools through the Pastoral Care Wellbeing Conference. This research is ongoing as practices have been found to be consistent with our best practice in dealing with these contemporary issues.		
	3.2.2 Mindmatters	3.2.2.1	Empower students through opportunities such as MindMindmatters Teams, Wellbeing Week, Wellbeing Wednesdays, RUOK Day, National Day of Action Against Bullying and Violence (NDAAVB), and White Ribbon Day, to identify and address contemporary real world issues in our community and society.	NDAAVB conducted very successfully by Year 11 SET supported by 8, 9 and 10 students in T1 RUOK day planning underway by Year 12 SET Wellbeing Surveys and Week being developed by Year 9 / 10 SET	Head of Student Services, Wellbeing Teams, Mindmatters Empowerment Teams, Student Leadership Team	Term 1-4



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	3.2.3 Outdoor Education	<p>3.2.3.1 <i>Further develop a sequential and robust outdoor education camp to enhance the development of student centred skills for overcoming adversity in a range of situations.</i></p> <p>3.2.3.3 <i>Review the Year 6 transition to an outdoor education camp with challenge by choice activities to assist in the development of the students' self-esteem, confidence and friendship.</i></p>	<p>Year 8 Camp was conducted in Term 1, Year 7 Ski Expedition in Term 3 and Year 9 Camps at Huntington House in Term 4. Review of Snowy Hike conducted and incorporated in advance planning for T4 2017. Kokoda Expedition 2018 planning underway with information night, training and guest speakers beginning this emphasis in Term 3, 2017.</p> <p>Year 6 Camp inaugurated Term 1 2017 successfully under leadership of Head of Junior School and Junior School Curriculum Coordinator</p> <p>Year 6 Camp inaugurated T1 2017 successfully under leadership of Head of Junior School and Junior School Curriculum Coordinator(T Long and S Iwatani).</p>	<p>Head of Student Services, Outdoor Education Coordinator, Year Coordinators, Well being Coordinators</p> <p>Year 6 Teaching staff, Head of Student Services, Head of Junior School and Junior School Coordinator.</p>	<p><i>Term 1- 4</i></p> <p><i>Term 1 -2</i></p>
	3.3	STUDENT SAFETY			
	3.3.1 Digital Technologies and Connectivity	<p>3.3.1.1 <i>Review patterns of ICT use in contributing to cybersafe and anti-bullying order learning including:</i></p> <ul style="list-style-type: none"> <li>- <i>Evaluation of current activity</i></li> <li>- <i>Research students' views and experiences of cyberbullying.</i></li> </ul> <p>3.3.1.2 <i>Introduction of the eSmart Digital Licence in to Stage 3.</i></p>	<p>Regular Bullying Surveys Yr 8 Cyberbullying focus in T2 Brainstorm prod presentation audit of Cyber Education across Year Groups underway including digital footprint, reputation and careers implications Thinkuknow Parents, Carers &amp; Staff Presentation booked 25th July T3 Parental responses concerning elearning prompting rethink of how T/L is conducted around PLDs.</p> <p>Year 6 eSmart digital licence has begun and will continue into Term 3. In conjunction with this the Police Liaison Officer spoke to Year 6 about cyber safety in Term 4.</p>	<p>Knowledge Management Coordinator, Head of Student Services, Well-being Coordinator, Junior and Senior Resource Centre Coordinators</p> <p>Head of Junior School , Junior School Coordinator</p>	<p><i>Term 3-4</i></p> <p><i>Term 3-4</i></p>
	3.3.3 An Inclusive Community	3.3.3.1 <i>Connect students, their families and the school with the wider Edmund Rice Community of schools to enhance sharing of culture, ethos, aspirations and expectations. Use the Portal, online tools, video, email conferencing, and other opportunities (snail mail immersion visits, etc).</i>	EREBB visit by Bruno Cazzuli HSIE Coord, Stella Maris College Uruguay in T1 highly successful, Cardinal Newman College students T2, Email contact with 5 EREBB Schools, EREA College leaders Skype conf St Marys, Ireland St Thomas Canada & St Anselms England, EREA PC Conf Hosted T2, Prefect leaders & Yr 9 Camp Skype Conf planned T3 and T4.	Head of Student Services, IT support, RE staff	<i>Term 1-4</i>
	3.3.4 Wellbeing Indicators	<p>3.3.4.1 <i>Measure wellbeing indicators to be tabled and publicised to the school community.</i></p> <p>3.3.4.2 <i>Develop and identify tools for reporting wellbeing measurement/ indicators, making use of technology, student voice and interactions, and staff expertise.</i></p>	<p>Annual Survey and PC Survey results to be articulated to College Community T3 Yr 11 SET Wellbeing Survey being used in an ongoing manner.</p> <p>Yr 9/ 10 SET Wellbeing Surveys planned T3 – T4 Annual Survey Questions amended and reviewed as measures / indicators.</p> <p>Survey monkeys developed for Year surveys, Bullying surveys, College and Transport surveys.</p> <p>Stage 3 bullying survey performed in Semester 1 and another will be done in Term 4.</p>	<p>Deputy Principal, Head of Student Services, Mindmatters &amp; Well being teams. College support and counselling staff</p> <p>Deputy Principal and Head of Student Services</p>	<i>Terms 2 - 4</i>
	3.4	SCHOOL COMMUNITY WELLBEING			
	3.4.1 Pastoral Support in Times of Need	3.4.1.1 <i>Review capacity and practices of College PC support structures to best effectively extend support to community in times of needs</i>	PC Review and recommends underway. Counsellors and YCs continue to be proactive in reaching out and responding to community needs.	Deputy, HSS, Counselling and support staff	<i>Term 3</i>
	3.4.2 Staff Wellbeing	3.4.2.1 <i>Continue to develop the range of strategies and approaches that support the well-being of all staff. Utilise existing connections with external</i>	<p>Teacher Well-being resources uploaded and accessible via Portal</p> <p>Investment made with Growth Coaching International in Term 2 – to re-establish importance of peer coaching and feedback for</p>	Head of Staff Services, Head of Student Services	<i>Ongoing</i>

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		<i>agencies and providers where possible</i>	<p>both student learning outcomes and teacher support and well-being.</p> <p>New Staff Induction Program completed by end of Term 1 and since personal interviews conducted to ensure needs of new staff being met.</p> <p>Mentor and Coaching meetings occurring every fortnight to meet needs of early career teachers.</p> <p>Use of AITSL (new) Apps that seek to promote well-being for early career teachers.</p>		

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4. A CATHOLIC WORKPLACE	4.1	AN EXPERT TEAM OF PROFESSIONALS*				
	4.1.1 Professional Standards – Pedagogy	4.1.1.1	All teaching staff create, analyse and evaluate ongoing Professional Learning Plans in reference to AITSL Professional Teaching Standards on an annual basis with the guidance and support of relevant coordinators.	Structured time given to staff to plan and use their Personal Learning Plan across the Semester 1.  PLTs experienced in a variety of forums where colleagues shared PL.	Head of Staff Services Assistant Principal (T&L) Subject Coordinators	Terms 1-4 (ongoing cycle of professional planning, feedback and reflection)
		4.1.1.2	Professional Learning Plans are shared with colleagues to model and further develop effective teaching practices that directly meets with AITSL standards.	Time given for planning with Subject Coords in ref to APSTs and devising teacher's Action Plan for 2017.		
		4.1.1.3	Professional Learning Plans are written so that a variety of AITSL Standards disciplines are met across the AITSL Performance & Development Review cycle of 5 years. This model has been given to all staff.	Professional Learning opportunities differentiated to allow for faculty and personal PL goals and focus areas to be developed. Staff Days sessions given for school and curriculum planning priorities  High engagement by some staff to attend PL courses, subscribe to Webinars and attend NESA Workshops to develop new approaches to Assessments and Curriculum		
		4.1.1.4	Ensure teaching professional learning is offered in a variety of forums, using the expertise within the staff.	The new Professional Learning Team meets regularly to plan PLT Rounds and the focus of future meetings and staff days. Their planning available for all LT contributions via 'onelinks' shared.		
		4.1.1.5	Explore the flexibility about co-curricular and use the expertise of staff.	Use of external coaches has expanded across all co-curricular activities from Rugby to Chess in assisting Staff with further expertise. Supported by various Parent Sports Clubs.		
	4.1.2 Recruitment and Retention of Staff	4.1.2.1	Provide a clear framework of pathway for leadership development of staff.	The new Professional Learning Team meets regularly to plan PLT Rounds and the focus of future meetings and staff days. Their planning available for all LT contributions via ‘onelinks’ shared.	Principal Deputy Principal Head of Staff Services	
	4.2	CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING				
	4.2.1 The Learning Culture	4.2.1.1	Reflection and feedback on measures achieved through ongoing professional dialogue.	Professional dialogue occcuring within teaching/faculty teams and pastoral teams through staff meeting structures	Professional Learning Team Members (Assistant Principal (T&L)	Ongoing Terms 1-4
		4.2.1.2	Share findings/achievements /key learning of effective practices in PLT rounds based on PLPs.	PLT focus groups established and networks being developed to share expertise and experience of other schools e.g. 'Cultures of Thinking' established at Mercy College. Extensive PD provided to staff.		
		4.2.1.3	Provide teacher centered appropriate learning opportunities	Every teacher has been part of a PLT with personalized professional learning goals linked to their needs. This was supported by 1 lesson release time per fortnight.		
		4.2.1.4	Encourage cross school discussion regarding teacher knowledge/skills.	PLT Whole group sharing via meetings on Staff Days.	Head of Staff Services, Leaders of Learning, Innovative Education Coordinator	
		4.2.1.5	Initiate cross faculty assessment and activities to develop the learning culture.	This was undertaken in Weeks 3 + 4 Term 4. Teaching staff submitted PLT projects, Teacher Reflections against the Standards and Personal PL Plans to Studies Coordinators in Week 5.		

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	4.2.3 Building Leadership Capacity	4.2.3.1 <i>Implement new Leadership positions for 2017 only. Leaders of learning (2) and Wellbeing coordinators (2)</i>	New Leaders are engaging on specific projects and regularly supported by respective LT Supervisors. Specific goals for 2017 established with LT in Term 1 and being acted upon since  PL Resources and development of leadership skills/ capacity opportunities raised with LT members and Coordinator Teams – by respective LT Supervisor	Assistant Principal (T&L) Head of Staff Services Head of Student Services	2017
	4.2.4 Self-directed Professional Learning	4.2.4.1 <i>Facilitate opportunities to investigate Professional Networks within Broken Bay Diocese, CSO and in EREA</i>  4.2.4.2 <i>Self-determined PLT sessions with increased collective ownership of PLT group.</i>  4.2.4.3 <i>Empower teachers to leadership through training, support and encouragement</i>	Continued and new connections with CCER and CSO PL Staff and Mercy College Staff to provide PL for SPX Staff  Staff have been given personal online folders to chart their progress of their choice for PL focus in Sem. 1.  A framework has been established and shared so that all teachers know that their PL work is to be shared at staff day in Term 2 (24/4) and then completed project shared in Term 3.	(Assistant Principal (T&L) Head of Staff Services	2017

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STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	MID YEAR COMMENTS	RESPONSIBILITIES	WHEN
	4.3	WORKPLACE CULTURE, HEALTH AND SAFETY			
	4.3.1 School as a Catholic Workplace	4.3.1.1 <i>Continue with positive and respectful workplace culture.</i>	Targeted PL Opportunities offered to support across various career stages and roles in the College e.g. CCER Conflict Resolution courses, Exec Coaching and Mentoring being offered, as well as Beginning Teacher Induction AITSL Apps – strongly recommended, online courses to develop stronger connections to parents	Leadership Team	2017
		4.3.1.2 <i>Continue with Wednesday briefings – recognition of various staff, students’ achievements, events – celebrating success, milestones.</i>	Staff news and affirmations continue communicated via Briefings and Staff News		
		4.3.1.3 <i>Continue to deliver a transparent culture of co-curricular allocation.</i>	Updated co-curricular white paper to ensure individual requirements and honariums reflect our most recent Enterprise Agreement	Deputy Principal, Sports Masters, Performing Arts Coordinator,	
		4.3.1.4 <i>Emphasis on and resourcing of teacher wellbeing for the individual and to fulfil the role of teacher. Links to positive student learning outcomes.</i>	Teacher Well-being resources uploaded and accessible via Portal Investment made with Growth Coaching International in Term 2 – to re-establish importance of peer coaching and feedback for both student learning outcomes and teacher support and well-being Work with Equity Committee continues and active planning around ways of supporting all career stages. Mentor and Coaching meetings occurring every fortnight to meet needs of early career teachers New Staff Induction Program completed by end of Term 1 and since personal interviews conducted to ensure needs of new staff being met.	Leadership Team	

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STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	MID YEAR COMMENTS	RESPONSIBILITIES	WHEN
5 STEWARDSHIP AND SUSTAINABILITY	5.1	BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE			
	5.1.1 Facilities Master-plan	5.1.1.1 Undertake final consultation with Coordinators and staff in the development of College Education Brief. 5.1.1.2 Develop the College Masterplan for the Chatswood Campus	Draft Educational Brief shared with all staff and feedback received and included. Draft tabled at the Property Committee and to be tabled at the Board meeting on 21 November. Masterplan initiated through process of discussion with potential Architects. Masterplan to be developed in 2018.	Principal, Resources Coordinator  LT, Board Property Committee	Term 1  2017
	5.2	FINANCIAL SUSTAINABILITY AND AFFORDABILITY			
	5.2.1 Sustainability and Affordability	5.2.1.1 Engage external consultants in developing long term projections and financial benchmarking.	Consultant was engaged. Modelling and benchmarking conducted. Draft Business Plan developed and presented to the Leadership team. To be finalised in early 2018	Finance & Risk Committee	Term 1-2
	5.2.2 Affordable Catholic Education	5.2.2.1 Ensure adequate fee assistance for families who are in financial need.	Significant fee assistance and equity scholarships offered. Increases to 2018 budget for further provisions incorporated into budget.	Finance & Risk Committee	2017
	5.3	ENVIRONMENTAL RESPONSIBILITY			
	5.3.2 Environmental Management Plan	5.3.2.1 Develop a school wide Environmental Management Plan utilizing NSW Government guidelines.	SEMP was developed by a subset of the Property Committee and is set to be tabled at the Board meeting on 21 November.	Property Committee, Leadership Team	Term 1-3
	5.4	TECHNOLOGY AND INFORMATION MANAGEMENT			
	5.4.1 ICT Master-plan	5.4.1.1 Develop an ICT Infrastructure Plan in conjunction with the College Masterplan	Draft plan completed and tabled to Leadership Team and Property Committee.	Business Manager, Knowledge Management Coordinator, IT Manager, Property Committee	Term 1-3
6 STRATEGIC LEADERSHIP AND PARTNERING	6.1	COLLEGE COMMUNITY ENGAGEMENT			
	6.1.2 Social Media Technologies	6.1.2.1 Utilise fully the potential of the Portal and the College website with particular assistance to parents.	Semester 1 and 2 Reports only available on the Portal. Mailout on request  Development of College App undertaken with launch due at the end of Term 4 2017.	Knowledge Management Coordinator, Leadership Team	2017
	6.1.3 Engaging with Parents in the Faith Development of their Sons	6.1.3.1 Provide parent faith opportunities in the year of Gospel Spirituality. Open Chapel to strengthen College Transition Program particularly include Eucharistic opportunities in Stage 4.	Chapel and regular Mass program developed between St Pius X and Mercy Colleges. Inclusion of all families in November remembrance Month prayers, masses and Remembrance Book.	AP Mission & Identity, Youth Minister	2017
	6.3	STRATEGIC LEADERSHIP, THINKING AND ACTING			
	6.3.2 National School Improvement Framework	6.3.2.1 Develop a St Pius X College evaluation instrument utilizing the National School Improvement Tool.	Project developed and agreed. Consultant engaged and project completed throughout 2017 and presented to Board in November. New instrument utilised by Staff, leadership and Board in evaluating 2017 performance.	Strategic Planning Committee	2017
	6.4	GOVERNANCE			
	6.4.2 Alignment – College Board and EREA	6.4.1.1 Implement Complispace to ensure all policies and school documentation is compliant and easily accessible.	Complispace contracted and agreed. Implementation commenced in Term 4.	LT, Finance & Risk Committee	2017