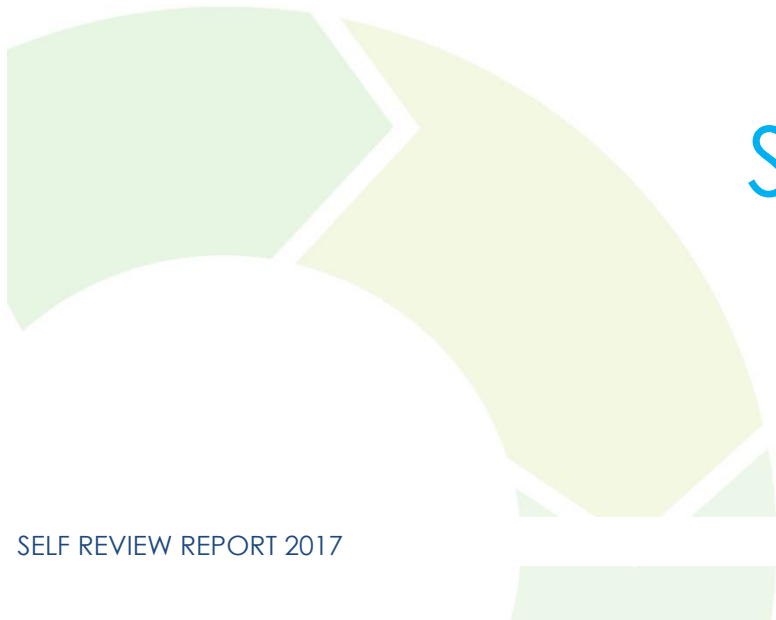




ST BEDE'S  
CATHOLIC COLLEGE  
CHISHOLM



2024

# Strategic Improvement Plan

St Bede's Catholic College

# System Strategic Plan



### System Aspiration

A growth-oriented school system that ensures a future-focused experience of formation and learning in which every young person, through encounter with God's love, can flourish as global citizens and bring hope, equity, and betterment to all in our world.

### Our Strategic Drivers



### CATHOLIC IDENTITY AND CATHOLIC CURRICULUM

#### GOAL 1

For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God's mission leading to full active participation in the Catholic life of the school.

#### GOAL 2

For teachers to develop high levels of efficacy in Religious Education to improve student learning outcomes.

### LEARNING AND WELLBEING

#### GOAL 3

For each learner to learn where, when and how they work best, and be empowered to participate in decision-making about their learning and wellbeing.

#### GOAL 4

To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth.

#### GOAL 5

To equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.

#### GOAL 6

To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness.

### OUR FRAMEWORKS

- ▶ Leadership Framework
- ▶ Wellbeing Framework
- ▶ Leading Learning Collaborative Framework



### Catholic schools educate:



From and for the community of  
**Faith**

#### Koun

Pronounced as in noun but with a 'K'.

**Awabakal language** – Conveys 'the faith of Being, purpose, power, and presentality', Koun as Being represented a remnant understanding of the 'true' god.



From and for  
**Excellence in Learning**

#### Nupulliko

Pronounced *noo, pulliko* pronounced as is.

**Awabakal language** – to try, to learn, to attempt, to work hard.



In a rigorous, creative and critical pursuit of  
**Truth**

#### Turinwiyelliko

Pronounced *Turin* as in the township of Turin, *wiy* pronounced 'way', *elliko* pronounced as is.

**Awabakal language** – to speak the truth.

# Strategic Improvement Plan Team Membership

NAME	ROLE
John Murphy	Principal
Brett Donohoe	Assistant Principal
Emma South	Assistant Principal
Andrew Slater	Ministry Coordinator
Louise Robertson	Pedagogical Mentor

Click [here](#) to access guidelines and templates to help you complete your SIP.

## Timelines for SIPs

### IN A REVIEW YEAR

1. **Post review (dates across Terms 2 and 3)** Schools begin to draft goals in the two domains of the SIP for the next three years, completed online.
2. **Within a month of the review** AD and representatives of School Support and Improvement Team (SSIT) contact Principals for support check-in. Dates and times to be negotiated with Principals.
3. **By Term 4, Week 4** Priorities completed in the online SIP, with accompanying evidence, SMART goals, strategies, together with a summary of PL priorities.
4. **Term 1, Week 5** Online SIP completed, and approved by AD.

### IN A NON REVIEW YEAR

1. **Term 4, Week 4** Annual SIP to be completed by schools in the online template; school leaders revisit the why, how and what of their strategic goals, evaluating and reassessing priorities to further develop the strategies and targets for improvement, with accompanying evidence, SMART goals, strategies, and a summary of PL priorities. Consider and identify any unfinished or unstarted priorities from your last plan – are they still relevant? Do they need to be included in your SIP?  
  
AD and representatives of School Support and Improvement Team (SSIT) contact Principals for support check-in. Dates and times to be negotiated with Principals.
2. **Term 1, Week 5** Online SIP completed, approved by TBC.

# DOMAIN 1: Catholic Culture

[CTRL + Click here to access instructions](#)

Goal: Embedding Catholic worldview and perspectives across the curriculum and school life.

## Aligned with Catholic Schools Office Strategic Plan 2023-2025:

GOAL 1: For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God's mission leading to full active participation in the Catholic life of the school.

Use the arrow below to indicate when you plan to begin and complete this priority

2024	2025	2026
		

## EVIDENCE USED TO INFORM THE CHOSEN PRIORITY: *Qualitative and quantitative data*

- Feedback from the 2022 External COSI Review.
- 2023 CART Compliance feedback indicated the need for the improved embedding of Catholic perspectives/worldview across the curriculum.
- Self review of the pending priorities using the 'Catholic Identity Tool'. The Religious Education dimension was deemed to be the main priority given the curriculum reform and the development of new programs. We identified ourselves *at standard* with 'Rationales for Catholic Principles across the curriculum are current, relevant and in place for all subject areas'.

## SMART GOAL: *What do we want to accomplish stated simply? Specific, Measurable, Attainable, Relevant, Time Bound*

By the end of 2024, all staff will have a shared understanding of the importance of the Catholic worldview and perspectives and a clear framework for embedding these into their programs and pedagogical practices.

<b>STRATEGY:</b> <i>What actions will we take to achieve the priority?</i>	<b>IMPACT:</b> <i>Evidence we will use to demonstrate progression, success criteria. What will we see, read, and hear?</i>	<b>WHEN:</b> <i>Time frame for completion/progression?</i>	<b>LEAD:</b> <i>Who is responsible for ensuring we are on track?</i>
Inform the College community of the intention to focus on embedding the Catholic worldview and perspectives into our programming and pedagogical practices, based on feedback from the CART compliance process.	<ul style="list-style-type: none"> <li>• Staff are aware of the Catholic Culture SMART goal for 2024. They are aware of the significance of the Catholic worldview and perspective.</li> <li>• Mission meetings include regular discussion of the goal and the progress made.</li> </ul>	<p>Staff via Principal's Address at Staff Development Day 1 – 30 January 2023</p> <p>Principal Welcome letters – staff and parents</p> <p>Social Media posts Parent Forum #1</p>	MUJ

Embed review of this goal as standing item on the Mission Team agenda.	<ul style="list-style-type: none"> <li>• Student portfolio check-in includes summary points of "What it means to be a part of a Catholic School?"</li> <li>• Education around feast day theming is evident through newsletters, social media and on-site promotion.</li> <li>• Evidence around College and on-line of Catholic worldview, perspectives alive in our learning spaces.</li> <li>• Minutes of faculty meetings reflect discussion at team-level.</li> <li>• Transparent review process of 2025 programs.</li> <li>• Agendas for all three Twilight reflect time for review of Catholic worldview and perspectives in learning opportunities.</li> <li>• Qualitative data indicates that staff are discussing Catholic worldview and perspectives and working towards embedding it in programming and pedagogical practice.</li> </ul>	Once per term	Mission Team
Work with student portfolio teams (Senior Leaders or Social Justice and Learning) to highlight what it means to go to a Catholic school.		Term 1	Executive team – timetabled check-in
Focus learning around feast days across the year to highlight the Catholic Social Teachings and to heighten understanding of why we are fundraising.		Across year	SLA, portfolio teachers and leaders, and LoWEs
Twilight PLM (1) with guest speaker targeted at embedding Catholic worldview and perspectives. Faculty time to collaborate about how this is lived in each subject area.		Term 1, Twilight PLM 12 March 2024	SLA/Erin McCourt
Focused visual representation of Catholic worldview concepts/Catholic perspectives/ relevant student work samples on VIVIs throughout the school. Inclusion of this information on Social Media platforms.		Throughout year	SLA, ROL and BUM
Reminder that faculty time should regularly include discussion around inclusion of Catholic worldview and perspectives.		Faculty meetings	
Draft programs/rationales reviewed in check-in meeting with LoL, Ministry coordinator and relevant Assistant Principal .		Post Staff Formation day	SLA, LOLs and AP
Twilight Sessions 2-3 include opportunity to reflect on where we have included Catholic worldview and perspectives in our documentation to date – sharing showcase.		Twilight meetings 2-3	
Final check-in with faculties that are implementing new syllabi in 2025. Ensure they are confident in the ability of their team to embed Catholic worldview and perspectives.		Term 4	

## PROFESSIONAL LEARNING PLAN – Priority #1

[Click here to access the Australian Professional Standards for Teachers](#)

**APST:** Which standard descriptors best align to and realise the identified priority?

**AWTL:** [Which level of accreditation best aligns to and realises the identified priority?](#)

Term Week	PL Type	Focus	Accredited/ Elective	Evidence of change in teacher knowledge practice or engagement (projected)	Due Date
Term 1 Week 7 12 March	Staff Twilight Session 1	Guest speaker to whole group session enhancing understanding of Catholic worldview and perspectives. Faculty time to collaborate about how this is lived in each subject area. Rationale for Catholic Culture – think/pair/share How do you contribute to the Catholic Culture of St Bede's Catholic College – 30 minute session – inclusive of prayer	AWTL	By the end of this session, staff will: <ul style="list-style-type: none"> <li>Articulate why we embed Catholic worldview and perspectives in learning and wellbeing at St Bede's.</li> <li>Demonstrate an understanding of diocesan requirements around Catholic worldview and perspectives.</li> <li>Have a shared understanding of practical opportunities to do this across all subjects.</li> </ul>	12/3/24
Term 2 Week 6 4 June	Staff Twilight Session 2	How are we implementing Catholic worldview and perspectives – faculty workshopping	AWTL	By the end of this session, staff will: <ul style="list-style-type: none"> <li>Work at faculty level to develop practical ways of embedding Catholic worldview and perspectives in their learning spaces.</li> </ul>	4/6/24
Term 3 Week 7 3 September	Staff Twilight Session 3	How are we implementing Catholic worldview and perspectives – sharing showcase	AWTL	By the end of this session, staff will: <ul style="list-style-type: none"> <li>Share their targeted pedagogical practice that has embedded Catholic worldview and perspectives.</li> </ul>	3/9/24
Throughout year (1/term)	Mission Meetings	Termly review of goal and progress.	AWTL	By the end of this session, the Mission team will: <ul style="list-style-type: none"> <li>Revisit and evaluate the plan</li> <li>Establish next steps</li> </ul>	Across year
Throughout year (standing agenda item)	Faculty Meetings	Termly review of goal and progress.	AWTL	By the end of this session, the Faculty team will: <ul style="list-style-type: none"> <li>Revisit and evaluate the plan</li> <li>Establish next steps</li> </ul>	Across year

## DOMAIN 2: Learning and Wellbeing

**PRIORITY:** From self/external review priorities, from past plans, from system plans. Relevance to school and CSO priorities

Use the arrow below to indicate when you plan to begin and complete this priority

**Goal:** St Bede's will develop a coherent sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. (NSIT – Domain 6)

**Aligned with Catholic Schools Office Strategic Plan 2023-2025:**

GOAL 5: To equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.

GOAL 6: To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness.

2024	2025	2026

**EVIDENCE TO INFORM THE CHOSEN PRIORITY:** Qualitative and quantitative data

- NSW curriculum reform
- NESA requirements
- Pedagogical professional learning 2018-2023 (including Lead, Learn, Collaborate, LiFT, Michael McDowell, 14 Parameters)
- NAPLAN 2023
- PAT 2022

**SMART GOAL:** What do we want to accomplish stated simply? Specific, Measurable, Attainable, Relevant, Time Bound

By the end of 2024, the school will have a clearly documented whole school plan for curriculum delivery, ensuring all subject areas meet NESA requirements and timelines.

STRATEGIES: What actions we will take to achieve the priority	IMPACT: Evidence we will use to demonstrate progression, success criteria. What will we see, read, and hear?	WHEN: Time frame for completion/progression	LEAD: Who is responsible for ensuring we are on track?
Inform the College community of the school Learning and Wellbeing goal of systematic curriculum delivery	<ul style="list-style-type: none"> <li>• Principal's opening address to all staff at the initial Staff Development Day.</li> <li>• Principal's welcome back letter to parents and staff.</li> <li>• Principal's Address at First Stage Assemblies for Stages 4, 5 and 6.</li> </ul>	Staff via Principal's Address at Staff Development Day 1 - 30 January 2024	John Murphy

		Student assemblies Day 1 and 2, 2024	
Provision of a Professional Learning Day focused on planning time for staff (TBC)	<ul style="list-style-type: none"> <li>Staff work in faculty areas to spend the day collaborating and planning curriculum delivery.</li> </ul>	Date TBC	John Murphy, Emma South and TBC
Termly focus at Leader of Learning Meetings on reviewing progress on curriculum reform.	<ul style="list-style-type: none"> <li>Leaders of Learning collaborate to discuss progress, learnings and next steps.</li> </ul>	Across school year	Assistant Principals and Leaders of Learning
Considered allocation of casual release days to meet the needs of those subjects with shorter timeframe for implementation.	<ul style="list-style-type: none"> <li>Assistant Principals work with Leaders of Learning to ensure logical and equitable use of these days.</li> </ul>	Across school year	Executive and Administration Coordinator
Twilight PLMs with a focus on NESAs requirements, pedagogical practice and curriculum planning.	<ul style="list-style-type: none"> <li>Twilight 1: Curriculum reform focus for second part of Twilight – guest facilitator (diocesan education officer) presenting for 30 minutes – time with faculty. Faculty programming time for last hour</li> <li>Twilight 2: Snapshot of pedagogical practice (MM, 14 parameters, LiFT) then planning time with this as focus.</li> <li>Twilight 3: Snapshot of pedagogical practice (MM, 14 parameters, LiFT) then planning time with this as focus.</li> </ul>	12 March 4 June 3 September	Executive and PM
Draft programs/rationales reviewed in check-in meeting for faculties that are implementing new syllabi in 2025. Check-in includes LoL, Curriculum Coordinator and relevant Assistant Principal.	<ul style="list-style-type: none"> <li>Check-in to see how faculty team are progressing</li> <li>Offer of support and celebration of success to date.</li> <li>Utilisation of Curriculum Coordinator to add extra level of support in planning process.</li> </ul>	Term 2 and Term 4	Assistant Principals, Leaders of Learning and Curriculum Coordinator
Dedicated time during faculty meetings for collaborative planning, minimising administrative discussion.	<ul style="list-style-type: none"> <li>LoLs are encouraged to liaise with Education Officers from CSO to engage them at school level.</li> <li>Active practical engagement in meetings evident.</li> </ul>	Across the year	Leaders of Learning supported by Assistant Principals
Pedagogical Mentor to embed literacy focus within faculty time to ensure this is central to ongoing planning.	<ul style="list-style-type: none"> <li>Faculty teams will focus on the utilisation of cohesive literacy devices to build student capacity in writing and responding across all KLAs.</li> </ul>	Across the year	Pedagogical Mentor and Leaders of Learning
Use of online diocesan collaborative platforms to support planning and implementation	<ul style="list-style-type: none"> <li>LoLs and allocated team members to actively engage in these online platforms, both through contribution and accessing other resources.</li> </ul>	Across the year	Leader of Learning and team members



PROFESSIONAL LEARNING PLAN – Priority #2					CTRL + Click here to access the Australian Professional Standards for Teachers
APST: Which standard descriptors best align to and realise the identified priority?					
1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.6, 6.1, 6.2, 6.3, 7.2, 7.4.					
Term Week	PL Type	Focus	Accredited /Elective	Evidence of change in teacher knowledge practice or engagement (projected)	Due Date
Week 1 Term 1 30 <sup>th</sup> January	Staff Development Day	Launch to the College community of the school Learning and Wellbeing goal.	Elective	By the end of this session, staff will: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the College Goal and the need for a cohesive plan for curriculum delivery.</li> <li>• Feel supported in the development of and implementation of new syllabus documents.</li> <li>• Understand that the pedagogical professional learning we have completed over the last 5 years will support us in our planning.</li> <li>• Have a positive mindset about the curriculum planning process.</li> <li>• Welcome a spirit of collaboration within their teams and across the whole staff.</li> </ul>	30/1/24
TBC	Additional Staff Development Day	Planning time at faculty level	Elective	<ul style="list-style-type: none"> <li>• Strategic planning at faculty level to ensure progress is being made.</li> </ul>	
Week 7 Term 1 12 <sup>th</sup> March	Twilight PLM #1 (1 <sup>st</sup> hour)	Twilight 1: Curriculum reform focus for second part of Twilight – guest facilitator (diocesan education officer) presenting for 30 minutes – time with faculty. Faculty programming time for last hour	Elective	By the end of this session, staff will <ul style="list-style-type: none"> <li>• Demonstrate an understanding of NESA requirements for programming</li> <li>• Have made progress on their curriculum planning</li> </ul>	
Week 6 Term 2 4 <sup>th</sup> June	Twilight PLM #2	Twilight 2: Snapshot of pedagogical practice (MM, 14 parameters, LiFT) then planning time with this as focus.	Elective	By the end of this session, staff will <ul style="list-style-type: none"> <li>• Have worked collaboratively to embed specified pedagogical practice in their planning</li> <li>• Have made progress on their curriculum planning</li> </ul>	
Week 7 Term 3 3 <sup>rd</sup> Sept	Twilight PLM #3	Snapshot of pedagogical practice (MM, 14 parameters, LiFT) then planning time with this as focus.	Elective	By the end of this session, staff will: <ul style="list-style-type: none"> <li>• Have worked collaboratively to embed specified pedagogical practice in their planning</li> </ul>	

				<ul style="list-style-type: none"> <li>• Have made progress on their curriculum planning</li> </ul>	
Across Year	Leader of Learning meetings	Leaders of Learning collaborate to discuss progress, learnings, and next steps.	Elective	<p>As the year progresses, staff will:</p> <ul style="list-style-type: none"> <li>• Have worked collaboratively as Leaders of Learning to further the progress toward our goal of curriculum implementation.</li> </ul>	
Across Year	Faculty Meetings	<p>LoLs are encouraged to liaise with Education Officers from CSO to engage them at school level.</p> <p>Active practical engagement in meetings to plan for current and future programs</p>	Elective	<p>As the year progresses, staff will:</p> <ul style="list-style-type: none"> <li>• Have worked collaboratively as teaching teams to further the progress toward our goal of curriculum implementation.</li> </ul>	

# Strategic Improvement Plan (2024)

St Bede's Catholic College



**Aspiration:** To be a school where the curriculum combines with innovative pedagogical practice within a distinctive Catholic community

## Catholic Culture and Mission

By the end of 2024, all staff will have a shared understanding of the importance of the Catholic worldview and perspectives and a clear framework for embedding these into their programs and pedagogical practices.

## Learning

By the end of 2024, the school will have a clearly documented whole school plan for curriculum delivery, ensuring all subject areas meet NESA requirements and timelines.

N/A

For any goals not linked to the above domains, click [here](#) to access the Operational and Organisational Goals template.

By the end of 2024, all staff will have a shared understanding of the importance of the Catholic worldview and perspectives and a clear framework for embedding these into their programs and pedagogical practices.

By the end of 2024, the school will have a clearly documented whole school plan for curriculum delivery, ensuring all subject areas meet NESA requirements and timelines.

N/A

For any goals not linked to the above domains, click [here](#) to access the Operational and Organisational Goals template.

# Feedback and Comments

## Following discussion with School Leadership Team

This plan was developed during an all-day Executive & PM workshop on Tuesday 31.10.23.

## Plan reviewed and approved

TBA	Date

# Professional Learning

All schools have seven professional development days per annum, including one Formation for Mission Day which must have a faith/RE focus. The first two days of the year are for compliance and induction/school liturgy and no variation is allowed.

NOTE: A maximum of one day can be taken in lieu of twilight sessions.

The Formation for Mission Accreditation and Currency Applications forms for School Formation Experience and Teacher Identified Formation Experience need to be submitted to [jennifer.ismay@mn.catholic.edu.au](mailto:jennifer.ismay@mn.catholic.edu.au) prior to the PD to ensure that the content of the day and/or course meets Accreditation to Work, Teach and Lead currency requirements. The forms can be found [here](#).

Please provide details below re. how you will allocate PL days.

PROFESSIONAL LEARNING CSO APPROVAL						
Approved:						Date:
Date	Title of Staff PD Day	SIP Focus	Standard Descriptors	Facilitator	Number of sessions/hours	Evidence of change in teacher knowledge practice or engagement (projected)
30 January	School Improvement Plan  Compulsory CSO induction PowerPoint  Preparation for 2024	Introduction to Catholic Worldview and perspectives  Setting the context for the development of a curriculum implementation framework	1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.6, 6.1, 6.2, 6.3, 7.2, 7.4.	Executive Leaders of Learning	Three two-hour sessions	By the end of this session, staff will: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the College Goal and the need for a cohesive plan for curriculum delivery.</li> <li>• Feel supported in the development of and implementation of new syllabus documents.</li> <li>• Understand that the pedagogical professional learning we have completed over the last 5 years will support us in our planning.</li> <li>• Have a positive mindset about the curriculum planning process.</li> <li>• Welcome a spirit of collaboration within their teams and across the whole staff.</li> </ul>
31 January	Small group workshops including First Aid Training,	Reflection on curriculum needs for 2024.	1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.6,	Executive	Three two-hour sessions	<ul style="list-style-type: none"> <li>• Compliance with CPR and anaphylaxis requirements via successful completion of the training session</li> </ul>

	compliance, planning for Learning Support, faculty planning time.		6.1, 6.2, 6.3, 7.2, 7.4.	Leaders of Learning		<ul style="list-style-type: none"> <li>• Knowing of the individual learning needs of identified students via a presentation from the Learning Support Team.</li> <li>• Agreement of year group and faculty directions for the year.</li> <li>• Understanding of the data for teachers' respective classes.</li> </ul>
TBC	Curriculum planning day	Working in faculty groups to plan programs	1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.6, 6.1, 6.2, 6.3, 7.2, 7.4.	Leaders of Learning	TBC	<ul style="list-style-type: none"> <li>• Strategic planning at faculty level to ensure progress is being made.</li> </ul>
29 April	Staff Formation Day	Embedding Catholic worldview and perspectives in the planning and programming across all subjects.	7.2 7.4	Ministry Coordinator & CSO Religious Education & Spirituality Services	Three two-hour sessions	<p>By the end of this session, staff will:</p> <ul style="list-style-type: none"> <li>• Articulate why we embed Catholic worldview and perspectives in learning and wellbeing at St Bede's.</li> <li>• Demonstrate an understanding of diocesan requirements around Catholic worldview and perspectives.</li> <li>• Have a shared understanding of practical opportunities to do this across all subjects.</li> </ul>
22 July	Learning Wellbeing Day	TBA		Executive	Three two-hour sessions	TBA
18 December	Wellbeing at St Bede's	HSC analysis session  Faculty end of year compliance requirements  Staff lunch	5.1 5.3 5.4 5.5 6.3	Executive	Two 2-hour sessions, followed by a staff lunch	<p>By the end of this session, staff will:</p> <ul style="list-style-type: none"> <li>• Have a summary of the HSC results.</li> <li>• Complete all required duties as directed by the LOLs.</li> <li>• Positively engage with colleagues at the end of year staff lunch.</li> </ul>