



Strategic Plan

2021 - 2023



INDEX

SECTION 1	Introduction – School Improvement Overview
SECTION 2	Our Lady of the Sacred Heart Catholic College Vision
SECTION 3	Strategic Plans 2021 - 2023
	Junior School Campus
	Middle School Campus
	Senior School Campus

OUR LADY OF THE SACRED HEART CATHOLIC COLLEGE



SECTION 1

Introduction – School Improvement Overview

1.1 Introduction

Our Lady of the Sacred Heart Primary commenced in 1938, staffed by the Daughters of Our Lady of the Sacred Heart. The Marist Brothers were invited to administer the junior co-educational secondary school, Catholic High School, which opened in 1983. In 1994 the High School took on senior classes (Years 11 and 12). At the beginning of 1995, Bishop Ted Collins announced that OLSH Primary School and Catholic High School would combine to become one College by the beginning of the 1997 school year, which it did.

Our Lady of the Sacred Heart Catholic College (OLSH), Alice Springs, caters for students from Transition to Year 12 with students located across three campuses: Transition to Year 4 at Bath Street, Year 5 to Year 8 at Traeger Avenue, and Year 9 to Year 12 at Sadadeen Road. The College is a systemic Catholic school responsible to the Northern Territory Catholic Education Office. The visions of Chevalier and Champagnat are now harmoniously linked at OLSH Catholic College. The College has moved on to an exciting future, blessed by a rich past steeped in the Marian tradition, moulded in that unique Central Australian way. Our Lady of the Sacred Heart Catholic College continues to honour Mary in a special way and provide a unique learning environment for the youth of Alice Springs.

1.2 Background

The present Senior Executive reviewed the existing Strategic Plan for the period 2018-2020 in 2020. It found the plan still to be current, and with a number of incremental changes continues to form the basis of annual goals for the next three years. The plan for the period 2021-2023 incorporates the background ideas from the previous plan, while following the present requirements of the Ministry of Education, Northern Territory.

1.3 Present Situation

The current pressures, issues and opportunities facing the College, the following environmental characteristics emerged.

1.3.1 Church

- ◆ The Church provides living witness to the development of our human call and potential.
- ◆ Our students face an increasingly individualistic society at odds with Gospel values. There is a materialistic pursuit of consumerism, dominating the youth culture.
- ◆ The secular pull is so strong that many young people do not continue with their faith practice, but this is not so for all cultural groups.

- ◆ Our Parish, Our Lady of the Sacred Heart Church, is so supportive of the College. Our Parish priests always find time and are dedicated to leading and supporting the faith formation of our students.



1.3.2 Social Issues

- ◆ Ethical issues now surround most aspects of life, business, the sciences and medicine.
- ◆ There is a destructive culture of alcohol, drugs and pornography which is of concern to many parents.
- ◆ Research shows that parents' prime requirement in choosing a school is the safety of their child. Issues of discipline, law and order will continue to be a concern.
- ◆ A number of parents seem to have little time to spend with their children because either both parents are working or there is only one parent in the home with limited time. Therefore, there is the expectation that the school will do more of the socialising, motivating and total teaching.

1.3.3 The School

- ◆ There is increasing pressure on the College's roll.
- ◆ In recent times, there has been a significant drop in our roll from 943 in 2014 to 686 in 2018. This has increased the pressure to grow our roll, so we can remain economically viable on 3 campuses.
- ◆ Marketing is a critical tool to enable parents to know what is offered and what a student attending OLSH gains.
- ◆ Having said that, at present in 2020 we are pleased to have 746 students, an increase from 743 at the beginning of 2019.

1.3.4 Economic

- ◆ As a Catholic and Marist school, we need to ensure that cost does not prohibit any of our eligible Catholic families from sending their children to the College.
- ◆ With the recent COVID-19 pandemic, many families have lost income through the loss of their jobs. Again, we need to ensure that cost does not become a barrier to Catholic education in Alice Springs.
- ◆ Foreign fee-paying students provide diversity and could give the College additional revenue. In 2020, OLSH has 4 International students.

1.3.5 Education

- ◆ Teachers should be valued for the significant contribution they make to society.
- ◆ There is a challenge to attract and retain inspiring teachers in Alice Springs.
- ◆ There are fewer men in education, as teaching as a career is not seen as a highly desirable choice.
- ◆ In view of the size of the College, we are not able to provide the range of options that a larger College can. Therefore, we must be clear of what to provide, and provide this outstandingly well, so we can achieve our vision.

1.3.6 Working Life

- ◆ Business is changing its shape dramatically; there are more smaller companies and more people working for themselves. Therefore, students need to learn how to learn, in order to equip themselves for the continuing changes they will face.
- ◆ Lifelong learning is imperative because knowledge and skills need constant updating.



- ◆ Organisational structures will call for more team-based activities, with a greater need for communication and socialisation.
- ◆ The need for leadership and accountability will continue to increase.
- ◆ Through our ICT programme, all students should have the same access to computers at school and at home.

1.3.7 **Political**

- ◆ Current government spending, although it has increased each year, is inadequate to provide the level of education we believe is warranted. We are yet to see a funding model that adequately provides for the needs of our students.

1.3.8 **Demographic**

- ◆ In a changing world, there is an increase in parents looking for Catholic or values based education for their children.
- ◆ There are clear demographic trends in Alice Springs, including an increase in Indian and African school age children.
- ◆ We need to be aware of the changing cultural mix of students, in order to respond to their needs.
- ◆ Our multi-culturalism is our point of difference and needs to be celebrated.

1.3.9 **Relationships**

- ◆ An on-going relationship with the Catholic Church and the Marist Brothers is of great importance, and at the heart of the College.
- ◆ The diversity of our society requires each person to be able to relate to others across boundaries of age, ethnicity, ability, disability and language.
- ◆ Solid relationships with the people of the Alice Springs community, who are not past students or current families; are critical in maintaining the positive image of the College.
- ◆ Word of mouth is powerful in Alice Springs, therefore the need to work hard on our positive identity in the community is critical.

1.4 **Future Trends**

It is stated that this year, pupils studying in particular fields, will not have employment in four years time. Already information technology is forming part of almost every job. We know that there are knowledge breakthroughs (for example the development of a range of new sciences); that there are faster technological changes bringing changes in communication, business, leisure and values. We can already see that ethical issues in areas such as bio-ethics and business are becoming increasingly complex. New knowledge is exploding every day, for example, neuroscience, how people learn, the advance of e-commerce and other initiatives. The need to be able to learn and relearn is essential in order to survive. A person in the future is likely to be redundant at least three times in a working life.

With these discernible future trends firmly in mind, we move forward with a clearly focussed vision of what we will achieve as a Catholic and Marist College.

SECTION 2



OUR LADY OF THE SACRED HEART CATHOLIC COLLEGE VISION

2.1 Vision Statement

Our Lady of the Sacred Heart Catholic College embraces an inclusive community of diverse cultures to empower all to develop in faith; built on the Gospel values of love, justice and peace. Our school is committed to fostering life-long learning in an atmosphere of care and respect for self, others and our environment.

2.2 Our Lady of the Sacred Heart Catholic College's Guiding Values

Our Lady of the Sacred Heart Catholic College is a Catholic faith community where the Gospel values permeate all that we do. Our primary Gospel Values, embedded in our College Crest, are:

Justice

Love

Peace

2.3 Mission

Our Mission at OLSH is to:

- Develop leadership and encourage initiative.
- Promote excellence in all areas of education and a life-long love of learning.
- Foster a safe and friendly environment where everyone is valued and accepted.
- Nurture the whole person, emphasising honesty, mutual respect, compassion and tolerance.
- Educate students to act responsibly and courageously.

As a Marist school, we do this with a distinctive Marist style. Our style of educating is based on a vision that is truly holistic, and that consciously seeks to communicate values. While we share such a vision with many, especially in Church circles, we use a distinctive pedagogical approach which Marcellin and the first Marists initiated and which was innovative in many of its aspects. We share their intuition that “to bring up children properly, we must love them, and love them all equally” From this principle flow the particular characteristics of our style of educating: **presence, simplicity, family spirit, love of work, and following the way of Mary**. We seek to adopt these attitudes and values as our way of enculturating the Gospel.

The Five Characteristics of Marist Education

Presence

We educate above all through being present to young people in ways that show that we care for them personally. Personally and together as a group of adults, we seek to establish relationships with them, founded on love, which create a climate for learning in an educational setting, for passing on values, and for personal growth.

Simplicity

Our simplicity expresses itself primarily through contacts with young people that are genuine and straightforward, undertaken without pretence or duplicity. Such simplicity is the fruit of a unity of mind and heart, of character and action, that derives ultimately from our being honest before ourselves and before our God.

Family Spirit

Father Champagnat's great desire and legacy is that we relate to each other and to the young people in our care as the members of a loving family would intuitively do.

Love of Work

In a school setting, love of work implies a careful preparation of our classes and educational activities. It demands that we be visionary and decisive in developing creative responses to the needs of young people.

In the Way of Mary

Mary is for us the perfect model of the Marist educator, as she was for Marcellin. As a woman and layperson, Jesus' first follower, she inspires our personal faith. As an educator of Jesus of Nazareth, she inspires our pedagogical approach.

2.4 Charter of Respect



Charter of Respect



Respect for our faith.

Acknowledge the faith journey of each person and share positively in the faith life of our school.



Respect for others.

Value difference in other people and respect all who work in the OLSH community.



Respect for self.

Value the talents we have and achieve to the best of our ability.



Respect for learning.

Contribute to a safe, orderly and productive learning environment. Interact respectfully with each other.



Respect for the College.

Be proud of our school and its facilities and show consideration for the property of others.

The *Charter of Respect* encourages courtesy and mindfulness of others. The Charter builds on the College's Vision Statement and Graduate Outcomes giving voice, in a more direct way, to what these documents espouse. The Charter provides a tangible reminder of the values we hold at OLSH. Parents and staff are encouraged to regularly refer to the Charter to assist students to become good Christians and good citizens.

2.5 Graduate Outcomes

Our Lady of the Sacred Heart Catholic College, Alice Springs, endeavours to nurture young people who will:



- Be tolerant, respectful of others and value diversity.
- Recognise and appreciate the unique cultures of our community.
- Contribute actively in the community with compassion, integrity and honesty.
- Have the courage, confidence and independence to make well-informed decisions in the face of life's challenges.
- Be open and responsible for their own faith development.
- Have the academic and life skills necessary to participate within society.
- Be resilient and independent with the confidence to realise their full potential.

2.6 Critical Issues

Changing societal values

2.6.1 Christian values and the school culture

- ◆ The gap between the lives people are living and the values which OLSH Catholic College promotes, is becoming more of a challenge in the school setting.
- ◆ Underpinning the school culture are the Catholic and Marist values, which need to be reflected in every aspect of College life. These values need to be experienced in multiple ways including through expanded opportunities for Christian Service. The environment needs to be one in which there is mutual respect between students themselves; between students and staff and all groups within the school community. This means that both students and staff value the diversity that exists within the College and do not demean others.
- ◆ We need to nurture the spiritual dimension of each student within the context of the Catholic tradition. Each student needs to know and understand the values of Jesus Christ, as modelled by Mary, in order to bring critical thinking skills and discerning judgement to social political and ethical issues.

2.6.2 Effective Relationships

- ◆ A young person in today's world needs to be able to relate to people of all ages, gender, ethnicity, abilities and disabilities. We need to provide the skills and opportunities for relationship building.
- ◆ It is a fact that most modern organisations are based around teamwork in either intact teams or project teams. It is equally true that these same organisations look for leadership and for individual accountability as well as collective accountability. We need to be able to provide opportunities for learning team-based skills. We need to provide leadership opportunities for all students. Accountability is already embedded in the College but the challenge remains for students to be accountable for their own learning and their own behaviour.



- ◆ As a Catholic and Marist College, we are committed to bi-culturalism and multi-culturalism. We need to raise awareness of what this means, ask what understanding we need to develop and what action we need to take.
- ◆ The multi-cultural nature of the College reflects that of the wider community. Students come from Australia and from overseas. We need to continue to maintain the multicultural nature of the College and to understand some of the issues that surround it.

2.6.3 **Staffing recruitment and retention**

- ◆ Two dynamic factors continue to restrict the recruitment and retention of staff. Alice Springs is isolated in many ways, other than geography. Likewise, as a remote area, the transient nature of Alice Springs puts pressure on the retention of quality staff.
- ◆ As such, the management of schools becomes even more complex, as we need to provide our teachers with management education and development. A systematic career development system needs to be developed and supported through professional development, including management skills.
- ◆ The attraction and retention of teachers who can effectively teach Religious Education and who will support the Catholic and Marist Character of the College is critical.

2.6.4 **Physical Resources**

The 10 Year Property Plan needs to be implemented in 2021 and frequently reviewed. As soon as finance allows for future planned developments, a planned structural change needs to be implemented to attract more students to OLSH.

2.6.5 **Conclusion**

We have looked at the critical issues and the outcomes we want for each student. We have identified the areas in which we need to set the strategic objectives, which will be responsible for achieving our aims and ultimately our vision. Those strategic goals and objectives are set out on the following pages.



SECTION 3

OUR LADY OF THE SACRED HEART CATHOLIC COLLEGE

Strategic Plans 2021 - 2023

Junior School Campus - Bath Street

Middle School Campus - Traeger

Senior School Campus - Sadadeen

JUNIOR SCHOOL CAMPUS – BATH STREET

TEACHING AND LEARNING 2021 – 2023



Major Goal: Closing the achievement gap in literacy and numeracy results according to the Australian Curriculum benchmark standards (minimum 1 year +).

Supplementary Goal: To enhance the effective use of Data to enhance learning, not as a test score or academic result; but to inform, engage, and create opportunities for students along their education journey.

Whole College Goal: To meet the individual learning goals of Students With Inclusion Needs (SWINs)

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To use evidence based approaches to teaching and learning to improve student learning in literacy and numeracy.	a) Review Maths program used in 2020. - Staff survey b) Review Literacy program used in 2020 and make suggestions.	HOC Curriculum Coordinator Experienced classroom teachers	Curriculum	2021 - 2023	To see the gap between our NAPLAN and PAT's results and national benchmark averages closing, between 2021 -2023.
2. To ensure an evidence based approach to teaching and learning is used, to support effective practice in the classroom.	Through standardised, formal and informal assessments: <ul style="list-style-type: none">• Data is used effectively to support pedagogy.• Data is used effectively to support differentiated learning.• Data is used effectively in tracking students and actioning early interventions.	HOC Curriculum leader Appraisal leader Class teacher	Normal department and curriculum budgets	2021 - 2023	To witness data used as evidence to identify <i>at risk students</i> . To witness data used as evidence to show <i>progressive or regressive development</i> . To witness data used to <i>predict student achievement</i> . To witness data being used to <i>celebrate successful educational outcomes</i> . To view evidence of <i>data use</i> in teacher's curriculum planning.

<p>3. To further support the learning needs of Students With Inclusion Needs (SWINs)</p>	<ul style="list-style-type: none"> • Enhancing the quality of EAPs, • Upskilling ISAs towards better inclusive practises and student support, • Students working in small groups of students on a needs basis (QDTP & Supplementary) • ISCs, ISPs, Teachers and ISAs to enter data on INSPIRE. 	<p>HOC ISC ISP ISAs Class/subject teachers</p>	<p>Normal department budgets ISP funding from CEO</p>	<p>2021 - 2023</p>	<p>To witness Inclusion support staff (working) collaborate closely with the teachers and parents/students, setting clear goals in what needs to be achieved for individual students. To witness ISAs implementing intervention programs and having greater input in goal setting. To witness documentation being completed in a timely manner by the appropriate staff.</p>
--	---	--	---	--------------------	--

CATHOLIC IDENTITY 2021 – 2023



Major Goal: To increase the opportunity for an encounter with Christ, through formal worship.

Whole School Goal: To increase the knowledge of all members of the college community about the Papal Encyclical '*Laudato Si*'.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To develop relationship and support between the school and the parish.	Staff to approach and invite parish priests into classrooms. Staff to make use of the church space during prayer. Liaise with Sadadeen RE Coordinator re: shared roles for Mass.	RE Coordinators – Bath St and Sadadeen HOCs Teaching staff	RE Budget	2021 - 2023	<ul style="list-style-type: none"> Mass occurring between Sadadeen and Bath St once per term. Increased presence of the Priests at the school, Increased usage of the Church by the teachers to support the RE and sacramental programs of the campus.
2. To increase the knowledge of all members of the college community (staff, students and families) about the Papal Encyclical ' <i>Laudato Si</i> '; to spread awareness of the spiritual connection between the Cry of the Earth and the Cry of the Poor and witness associated actions.	<ul style="list-style-type: none"> Embedded in RE Units (Yrs 2,4, 6, 8, 10) Link with Parish Social Justice Action group Provide PD for staff (included in Accreditation B) Regularly include quotes in staff communications Promote a focus on care for our common home v political message (e.g. climate justice v climate change) 	Bishop Charles Gauci APRE REC's RE teacher's	RE Budget	2021 - 2023	<ul style="list-style-type: none"> To witness Laudato Si in RE Units through the school, Years 2 – 10. To hear increase discussions of Laudato Si, through the school Ultimately, to see action from students that reflect environmental and ecological protectionism.

PASTORAL CARE and WELLBEING 2021 – 2023



Major Goal: To introduce social and emotional programs to protect children, as is our duty of care.

Supplementary Goal: To embed the use of Restorative Practices to restore disagreements, as a natural way of nurturing relationships in a primary school setting.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. Transition to Year 9 Social and Emotional Learning program (Mind Up or You Can Do It) implemented for consistency in language and principles between the campuses.	<ul style="list-style-type: none"> • Training provided for staff. • Purchasing of resources required of the program. • PCWB Coordinators to provide oversight and support to teachers delivering the program. 	PCWB Leadership Team PCWB Coordinator HOC Classroom Teachers	Pastoral Care – costs unknown	2021 - 2023	<ul style="list-style-type: none"> • Students using a common language across the three campuses. • Reduction in playground incidents. • Reduced Level 2 and 3 classroom incidents. • Students more engaged in their learning.
2. To develop a culture of restorative practices as a means of restoring relationships at Bath St.	<ul style="list-style-type: none"> • Training of Restorative Practices by Bill Hansberry for all teaching staff. • PCWB Coordinator to support teachers working restoratively. 	HOC PCWB Teachers	Pastoral Care – costs unknown	2021 - 2023	<ul style="list-style-type: none"> • Less playground incidents • Children playing nicely together <p>Relationships restored quickly</p>

CULTURE & COMMUNITY 2021 – 2023



Major School Goal: To have a student population that reflects the cultural diversity of Alice Springs, irrespective of their socio-economic status.

Supplementary School Goal: To increase the enrolment numbers at our Junior, Middle and Senior Campuses.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To celebrate our Mission in Catholic and Marist education through inclusion.	<ul style="list-style-type: none"> To increase awareness in the Alice Spring's Community that finance should never be a barrier to Catholic education. To celebrate the richness of our cultural diversity, so every ethnicity in Alice Springs feels welcome and included at OLSH. 	Principal Heads of Campuses All staff Parent community	Advertising Event Budgets	2021 - 2023	<p>That the cultural diversity of our student roll reflects the cultural diversity of Alice Springs.</p> <p>To witness a celebration of this diversity through:</p> <ul style="list-style-type: none"> Harmony Day Sorry Day NAIDOC Week (Reconciliation Week) An active RAP, practices in the College
2. To investigate strategies to increase enrolments at OLSH.	<ul style="list-style-type: none"> Review methods and opportunities to improve communication with parents, caregivers and the broader Alice Spring's Community. Improve academic outcomes to attract potential parents and students. Improve the visual appearance of the 3 campuses to enhance learning and attract potential parents and students. 	Principal Heads of Campuses All staff Parent community	Advertising Budget Curriculum Budget 10 YPP – Property Budget	2021 - 2023	Increased enrolments in all three campuses.

FINANCE, FACILITIES & RESOURCES 2021 – 2023



Major School Goal: To enhance the aesthetic vision of each campus, to ultimately enhance learning in the classrooms.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To implement a 10 Year Property Plan for each campus, to ensure OLSH buildings, classrooms, facilities and grounds are upgraded and maintained at an excellent level.	<ul style="list-style-type: none"> To produce a 10 YPP, to immediately address remedial works for each campus. To produce a 10 YPP for each campus, for a sustained programme in cyclical maintenance. To produce a 10 YPP for OLSH, with a sustainable and affordable amount for an annual budget. 	Principal Property Manager Maintenance crew	<u>Bath St.:</u> 2021 – \$65,000 2022 – \$70,000 2023 - \$63,000 <u>Traeger:</u> 2021 – \$80,200 2022 – \$67,150 2023 - \$59,700 <u>Sadadeen:</u> 2021 – \$79,000 2022 – \$78,000 2023 - \$77,500	2021 - 2023	That OLSH buildings, facilities and grounds, on 3 campuses, are upgraded: <ul style="list-style-type: none"> Classrooms are upgraded, with new carpets, blinds, LED lights and painted. Facilities are upgraded to a high standard. Building remedial works are completed and maintained. Gardens and grounds are fully upgraded, maintained and attractive.

GOVERNANCE & LEADERSHIP 2021 – 2023



Major School Goal: To actively engage staff in a shared vision, on the future direction of OLSH, in a collaborative culture that inspires collegial leadership.

Supplementary School Goal: To grow internal leadership at the College, so successors to leadership positions are predominantly internal appointments.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To collectively review, through a SWOT analysis, the staff's opinion on the College, our future direction and what structure they see would enhance our growth as a community.	<ul style="list-style-type: none"> To interview as many teaching and administration staff as possible, to gather their collective opinions. For the Senior Executive to review this information, and present findings back to staff, the collated information. For the Senior Executive to present back to staff a collaborative vision and possible structural changes. 	The whole staff Senior Executive Principal	Time	2021 - 2023	<ul style="list-style-type: none"> That the staff, through review and surveys, feel include in the collaborative process. That staff feel they are included in the future direction of the College. That staff feel they are included in any structural changes that may occur.
2. Through a coherent and equitable structure, increase the leadership capabilities staff to grow from teachers to middle managers; and middle managers to senior management.	<ul style="list-style-type: none"> To trial a leadership structure at the Middle School Campus in 2020, and review at the end of the year. To interview staff, for formal feedback on the structures that they endorse. Present to staff, at the end of 2020, possible structures to implement in 2021. Leadership PD for staff. 	Principal Executive team All staff	Extra POR's Leadership PD	2021 - 2023	<ul style="list-style-type: none"> Trialled structure in 2020 and reviewed. Open debate with all staff on future structures. Implementation of future structure in 2021.

MIDDLE SCHOOL CAMPUS – TRAEGER

TEACHING AND LEARNING 2021 – 2023



Major Goal: To close the achievement gap in students' knowledge, understanding and skills in the area of Mathematics.

Supplementary School Goal: To enhance the effective use of Data to enhance learning, not as a test score or academic result; but to inform, engage, and create opportunities for students along their education journey.

Whole College Goal: To meet the individual learning goals of Students With Inclusion Needs (SWINs)

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To ensure curriculum delivery is targeted to group and individual needs in Mathematics	<ul style="list-style-type: none"> Use fluid banding groups in Years 7 and 8 during Mathematics (3 differentiated groups, 4 in total) Having an intervention group. Use an expert teacher to assist with curriculum preparation and delivery Rigorous use of Maths Online for tracking students and actioning early intervention Rigorous use of Maths Online for tracking students and actioning subject acceleration Regularly discuss data in PLCs 	HOC Curriculum leader Appraisal leader Specialist Mathematics teacher	Normal department and curriculum budgets Extra teacher on Mathematics lines (timetable)	2021 - 2023	<p>A minimum of a year's growth plus, for a year's learning for each student measured by PAT and NAPLAN testing</p> <p>To witness data discussions within PLCs.</p> <p>To witness data discussions between teachers and students.</p> <p>To witness evidence of differentiation in teachers' programs</p>
2. To ensure an evidence based approach to teaching and learning is used, to support effective practice in the classroom.	<p>Through standardised, formal and informal assessments:</p> <ul style="list-style-type: none"> Data is used effectively to support pedagogy. Data is used effectively to support differentiated learning. Data is used effectively in tracking students and actioning early interventions. Implement eWrite to track student's writing data Regularly discuss data in PLCs 	HOC Curriculum leader Appraisal leader Class teacher	Normal department and curriculum budgets eWrite \$330 p.a.	2021 - 2023	<p>To witness data used as evidence to identify <i>at risk students</i>.</p> <p>To witness data used as evidence to show <i>progressive or regressive development</i>.</p> <p>To witness data used <i>to predict student achievement</i>.</p> <p>To witness data being used <i>to celebrate successful educational outcomes</i>.</p> <p>To witness evidence of differentiation in teachers' programs.</p>

3. To further support the learning needs of Students With Inclusion Needs (SWINs)	<ul style="list-style-type: none"> Enhancing the quality of EAPs, Upskilling ISAs towards better inclusive practises and student support, Students working in small groups of students on a needs basis (QDTP & Supplementary) ISCs, ISPs, Teachers and ISAs to enter data on INSPIRE. 	HOC ISC ISP ISAs Class/subject teachers	Normal department budgets ISP funding from CEO	2021 - 2023	<p>To witness Inclusion support staff (working) collaborate closely with the teachers and parents/students, setting clear goals in what needs to be achieved for individual students.</p> <p>To witness ISAs implementing intervention programs and having greater input in goal setting.</p> <p>To witness documentation being completed in a timely manner by the appropriate staff.</p>
---	---	---	---	-------------	--

CATHOLIC IDENTITY 2021 – 2023



Major Goal: To increase the opportunity for an encounter with Christ, through formal worship.

Supplementary Goal: To ensure RE curriculum delivery is current, rich and engaging

Whole College Goal: To increase the knowledge of all members of the college community about the Papal Encyclical '*Laudato Si'*'.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To ensure all stakeholders have the opportunity to develop their own personal faith	<ul style="list-style-type: none"> Catholic Identity events continue to be supported by staff Faith journey opportunities are listed, of which, each staff member has committed to at least one To develop an overview which documents Traeger's commitment to faith and Catholic formation To develop a 'Map' which outlines compulsory Catholic Identity events and invitational Faith Journey opportunities Survey Yr 6/8 parent at the end of year RE: Catholic Identity events and invitational Faith Journey opportunities Survey staff re: being Faith leader 	HOC REC APRE All staff	Normal department and curriculum budgets AVQ Survey \$330 p.a.	2021 - 2023	<ul style="list-style-type: none"> Improvement in rating on Survey (Attitude and Values questionnaire - ACER) – (particular questions)? Improvement in rating on CI/FD Improvement in rating on being a Faith leader
2. To review existing RE programs and update existing units.	<ul style="list-style-type: none"> Implement and review the new 'Journey in Faith Units' Use data to inform teaching 	HOC REC RE Teachers All staff	Normal department and curriculum budgets	2021 - 2023	To witness the new units being taught Repositories of T&L sequence Repositories resource Repositories of exemplars
3. To increase the knowledge of all members of the college community about the Papal Encyclical ' <i>Laudato Si'</i> '; to spread awareness of the spiritual connection between the Cry of the Earth and the Cry of the Poor and witness associated actions.	<ul style="list-style-type: none"> Embedded in RE Units (Yrs 2,4, 6, 8, 10) Link with Parish Social Justice Action group Provide PD for staff (included in Accreditation B) Regularly include quotes in staff communications Promote a focus on care for our common home v political message (e.g. climate justice v climate change) 	Bishop Charles Gauci APRE REC's RE teacher's	RE Budget	2021 - 2023	<ul style="list-style-type: none"> To witness Laudato Si in RE Units through the school, Years 2 – 10. To hear increase discussions of Laudato Si, through the school Ultimately, to see action from students that reflect environmental and ecological protectionism.

PASTORAL CARE and WELLBEING 2021 – 2023



Major Goal: To develop a proactive education models based on the “Charter of Respect” when dealing with Pastoral Care to ensure students build key personal and inter-personal skills to follow our College values of Justice, Love and Peace.

Supplementary Goal: To develop a proactive model of relationship building across year levels.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To ensure students builds key personal and inter-personal skills to become good citizens	<ul style="list-style-type: none"> Implement a Year 5-8 Social Emotion Learning (SEL) Program Explicit lessons about Justice, Love and Peace Promotions of School Values Conduct yearly online bullying survey with students and act on the data Conduct yearly SEWB surveys with students and act on the data 	College PCWB Team AHOC REC Teachers Staff	Department and curriculum budgets Relief Teacher \$1000 Special Programs \$3000; SEWB Survey \$330 p.a.; PD - \$2000	2021 - 2023	<ul style="list-style-type: none"> Using data from Be You Priority Mapping Tools, to show growth. A strategic focus of our Pastoral Care Program, with explicit lessons about Justice, Love and Peace (action). Values displayed throughout the campus and referred to. Meet set targets from SEWB survey. Reduce GX entries of reported incidents. A reduction in bullying as per bullying survey results.
2. To ensure all students have a sense of belonging, voice and purpose and opportunities to give-back to self, home, the College and broader community	<ul style="list-style-type: none"> Recognise and celebrate individual achievements through “Special Assembly Awards”. All Year 7s to take Leadership Course in Term 4 in preparation for Move-Up Day Year 7 Leadership Training for those students interested in Student Leadership positions Vertical Grouping activities SRC/House Captains have opportunity to lead events 	AHOC Teachers	Normal department and curriculum budgets	2021 - 2023	<ul style="list-style-type: none"> Special Achievement Awards given at assemblies and posted on Facebook Scope and Sequence of leadership lessons and delivered in Term 4 To witness students being involved in planning events Regular vertical grouping activities on the calendar To witness SRCs/House Captains leading events Use of a <i>common language</i>, to show consistency of Pastoral Care message and focus.

CULTURE & COMMUNITY 2021 – 2023



Major School Goal: To have a student population that reflects the cultural diversity of Alice Springs, irrespective of their socio-economic status.

Supplementary School Goal: To increase the enrolments numbers at our Junior, Middle and Senior Campuses.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To celebrate our Mission in Catholic and Marist education through inclusion.	<ul style="list-style-type: none"> To increase awareness in the Alice Spring's Community that finance should never be a barrier to Catholic education. To celebrate the richness of our cultural diversity, so every ethnicity in Alice Springs feels welcomed and included at OLSH. 	Principal Heads of Campuses All staff Parent community	Advertising	2021 - 2023	<p>That the cultural diversity of our student roll reflects the cultural diversity of Alice Springs.</p> <p>To witness a celebration of this diversity through:</p> <ul style="list-style-type: none"> Harmony Day Sorry Day NAIDOC Week (Reconciliation Week) An active RAP, practices in the College
2. To investigate strategies to increase enrolments at OLSH.	<ul style="list-style-type: none"> Review methods and opportunities to improve communication with parents, caregivers and the broader Alice Spring's Community. Improve academic outcomes to attract potential parents and students. Improve the visual appearance of the 3 campuses to enhance learning and attract potential parents and students. 	Principal Heads of Campuses All staff Parent community	Advertising Budget Curriculum Budget 10 YPP – Property Budget	2021 - 2023	Increased enrolments in all three campuses.

FINANCE, FACILITIES & RESOURCES 2021 – 2023



Major School Goal: To enhance the aesthetic vision of each campus, to ultimately enhance learning in the classrooms.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To implement a 10 Year Property Plan for each campus, to ensure OLSH buildings, classrooms, facilities and grounds are upgraded and maintained at an excellent level.	<ul style="list-style-type: none"> To produce a 10 YPP, to immediately address remedial works for each campus. To produce a 10 YPP for each campus, for a sustained programme in cyclical maintenance. To produce a 10 YPP for OLSH, with a sustainable and affordable amount for an annual budget. 	Principal Property Manager Maintenance crew	<u>Bath St.:</u> 2021 – \$65,000 2022 – \$70,000 2023 - \$63,000 <u>Traeger:</u> 2021 – \$80,200 2022 – \$67,150 2023 - \$59,700 <u>Sadadeen:</u> 2021 – \$79,000 2022 – \$78,000 2023 - \$77,500	2021 - 2023	That OLSH buildings, facilities and grounds, on 3 campuses, are upgraded: <ul style="list-style-type: none"> Classrooms are upgraded, with new carpets, blinds, LED lights and painted. Facilities are upgraded to a high standard. Building remedial works are completed and maintained. Gardens and grounds are fully upgraded, maintained and attractive.

GOVERNANCE & LEADERSHIP 2021 – 2023



Major School Goal: To actively engage staff in a shared vision, on the future direction of OLSH, in a collaborative culture that inspires collegial leadership.

Supplementary School Goal: To grow internal leadership at the College, so successors to leadership positions are predominantly internal appointments.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To collectively review, through a SWOT analysis, the staff's opinion on the College, our future direction and what structure they see would enhance our growth as a community.	<ul style="list-style-type: none"> To interview as many teaching and administration staff as possible, to gather their collective opinions. For the Senior Executive to review this information, and present findings back to staff, the collated information. For the Senior Executive to present back to staff a collaborative vision and possible structural changes. 	The whole staff Senior Executive Principal	Time	2021 - 2023	<ul style="list-style-type: none"> That the staff, through review and surveys, feel include in the collaborative process. That staff feel they are included in the future direction of the College. That staff feel they are included in any structural changes that may occur.
2. Through a coherent and equitable structure, increase the leadership capabilities staff to grow from teachers to middle managers; and middle managers to senior management.	<ul style="list-style-type: none"> To trial a leadership structure at the Middle School Campus in 2020, and review at the end of the year. To interview staff, for formal feedback on the structures that they endorse. Present to staff, at the end of 2020, possible structures to implement in 2021. Leadership PD for staff. 	Principal Executive team All staff	Extra POR's Leadership PD	2021 - 2023	<ul style="list-style-type: none"> Trialled structure in 2020 and reviewed. Open debate with all staff on future structures. Implementation of future structure in 2021.

SENIOR SCHOOL CAMPUS – SADADEEN

TEACHING AND LEARNING 2021 – 2023



Major Goal: To achieve at least 18% A- and above in Stage 2 SACE results

Supplementary Goal: To effectively use Data to enhance learning, not as a test score or academic result; but to inform, engage, and create opportunities for students along their education journey.

Whole College Goal: To meet the individual learning goals of Students with Inclusion Needs (SWINs)

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To ensure differentiated curriculum delivery to enable each student to achieve the highest possible grade	<ul style="list-style-type: none">• SACE training for staff-moderation/marketing essential for all stage 2 teachers• Student training for Exams, planning, research and reference• Subject counselling sessions for 10 to 11 and 11 to 12• Exploring options to deliver VET courses on campus (cert III and IV)	HOC Curriculum Leader Vet Coordinator Careers Advisor Heads of Department Subject teachers	PD budget (to cover relief)	2021 - 2023	SACE results A- and above (at least 18%) Early intervention evident for the students with a pathway before beginning SACE Growth trends evident in Naplan and PAT results
2. To ensure an evidence based approach to teaching and learning is used, to support effective practice in the classroom.	Through standardised, formal and informal assessments: <ul style="list-style-type: none">• Data is used effectively to support pedagogy.• Data is used effectively to support differentiated learning.• Data is used effectively in tracking students and actioning early interventions.	HOC Curriculum leader Class teacher	Normal department and Curriculum budgets	2021 - 2023	To witness data used as evidence to identify <i>at risk students</i> . To witness data used as evidence to show <i>progressive or regressive development</i> . To witness data used to <i>predict student achievement</i> . To witness data being used to <i>celebrate successful educational outcomes</i> .

<p>3. To further support the learning needs of Students With Inclusion Needs (SWINs)</p>	<ul style="list-style-type: none"> • Enhancing the quality of EAPs, • Upskilling ISAs towards better inclusive practises and student support, • Students working in small groups of students on a needs basis (QDTP & Supplementary) • ISCs, ISPs, Teachers and ISAs to enter data on INSPIRE. 	<p>HOC ISC ISP ISAs Class/subject teachers</p>	<p>Normal department budgets ISP funding from CEO</p>	<p>2021 - 2023</p>	<p>To witness Inclusion support staff (working) collaborate closely with the teachers and parents/students, setting clear goals in what needs to be achieved for individual students. To witness ISAs implementing intervention programs and having greater input in goal setting. To witness documentation being completed in a timely manner by the appropriate staff.</p>
--	---	--	---	--------------------	--

CATHOLIC IDENTITY 2021 – 2023



Major Goal: Increase the opportunity for an encounter with Christ, through formal worship.

Supplementary Goal: To increase the number of social justice programs and their awareness, at Sadadeen.

Whole School Goal: To increase the knowledge of all members of the college community about the Papal Encyclical '*Laudato Si*'.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To develop relationships and support between the school and the parish, through an increase of formal worship.	Discussion with Fr. Prakash about availability and invite parish priests to classrooms, assemblies + retreats. Discussion with YLC's, Class/Homerooms. Upskilling of staff. Liaise with Sadadeen REC re: shared roles for Mass. Teachers re: logistics	HOC's YLC's Teaching staff REC's – Bath St and Sadadeen	RE Budget	2021 - 2023	<ul style="list-style-type: none"> Student led Masses, in classes/Homerooms to become regular and timetabled. Increased presence of the Priests at the school. Mass occurring between Sadadeen and Bath St., once per term i.e. Yrs. 12 , Transition + 4; Yrs. 11 + 3; Yrs. 10 + 2; Yrs. 9 + 1.
2. Revise and provide a more coherent structure for social justice programs and events.	Determine priorities. Seek input from community and NGOs who may appreciate assistance. Gauge staff interest in committing to such programs and events.	REC HOC All Staff	RE Budget	2021 - 2023	<ul style="list-style-type: none"> Through feedback, an identified presence in the wider community, serving those who need it. To witness an increased commitment to Mission (staff and students). More social justice activities at OLSH Catholic College. Through student voice, an increased awareness of social justice.
3. To increase the knowledge of all members of the college community about the Papal Encyclical ' <i>Laudato Si</i> '; to spread awareness of the spiritual connection between the Cry of the Earth and the	<ul style="list-style-type: none"> Embedded in RE Units (Yrs 2,4, 6, 8, 10) Link with Parish Social Justice Action group Provide PD for staff (included in Accreditation B) Regularly include quotes in staff communications 	Bishop Charles Gauci APRE REC's RE teacher's	RE Budget	2021 – 2023	<ul style="list-style-type: none"> To witness Laudato Si in RE Units through the school, Years 2 – 10. To hear increase discussions of Laudato Si, through the school Ultimately, to see action from students that reflect environmental and ecological protectionism.



Cry of the Poor and witness associated actions.	<ul style="list-style-type: none"> Promote a focus on care for our common home v political message (e.g. climate justice v climate change) 				
---	---	--	--	--	--

PASTORAL CARE and WELLBEING 2021 – 2023

Major Goal: To develop a culture of consistent approach and expectations in the application of student code of conduct, processes and procedures.

Supplementary Goal: Strengthen the school's anti-bullying program including strategies for prevention, regular monitoring and staff training.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To implement a student Code of Conduct in fair and equitable way, with a non-discriminatory approach.	<ul style="list-style-type: none"> To familiarise all staff with the processes, procedures and programs of pastoral care at regular intervals(GradeXpert, Be you cards, Uniform expectations) To make students aware of the College expectations via Homerooms, Year level Meetings and student bulletin Review student welfare and pastoral care policies 	HOC Pastoral Care Team Homeroom teachers Class teachers	Pastoral Care Budget	2021 - 2023	<ul style="list-style-type: none"> Data analysis from Year 12 exit survey to indicate optimum levels in the Pastoral Care section Reduction in the incidents from data analysis of GradeXpert
2. To address bullying and in turn, promote a	<ul style="list-style-type: none"> Annual student survey on bullying. 	HOC Pastoral Care Team	Pastoral Care Budget	2021 - 2023	<ul style="list-style-type: none"> Reduction in the incidents related to bullying.

safe and harmonious environment for students.	<ul style="list-style-type: none"> To build confidence amongst students to identify bullying and raise awareness To implement a plan of action to support students with bullying issues; both the perpetrator's and the victims (counselling) 	Homeroom teachers Class teachers Counsellors	Counselling Budget		<ul style="list-style-type: none"> Reduction in incidents/bullies identified from Year 9 – 12, with a gradual decline.
---	---	--	-----------------------	--	---

CULTURE & COMMUNITY 2021 – 2023

Major School Goal: To have a student population that reflects the cultural diversity of Alice Springs, irrespective of their socio-economic status.



Supplementary School Goal: To increase the enrolments numbers at our Junior, Middle and Senior Campuses.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To celebrate our Mission in Catholic and Marist education through inclusion.	<ul style="list-style-type: none"> To increase awareness in the Alice Spring's Community that finance should never be a barrier to Catholic education. To celebrate the richness of our cultural diversity, so every ethnicity in Alice Springs feels welcomed and included at OLSH. 	Principal Heads of Campuses All staff Parent community	Advertising	2021 - 2023	<p>That the cultural diversity of our student roll reflects the cultural diversity of Alice Springs.</p> <p>To witness a celebration of this diversity through:</p> <ul style="list-style-type: none"> Harmony Day Sorry Day NAIDOC Week (Reconciliation Week) An active RAP, practices in the College



2. To investigate strategies to increase enrolments at OLSH.	<ul style="list-style-type: none"> • Review methods and opportunities to improve communication with parents, caregivers and the broader Alice Spring's Community. • Improve academic outcomes to attract potential parents and students. • Improve the visual appearance of the 3 campuses to enhance learning and attract potential parents and students. 	Principal Heads of Campuses All staff Parent community	Advertising Budget Curriculum Budget 10 YPP – Property Budget	2021 - 2023	Increased enrolments in all three campuses.
--	---	---	---	-------------	---

FINANCE, FACILITIES & RESOURCES 2021 – 2023

Major School Goal: To enhance the aesthetic vision of each campus, to ultimately enhance learning in the classrooms.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To implement a 10 Year Property Plan for each campus, to ensure OLSH buildings, classrooms, facilities and grounds are upgraded and maintained at an excellent level.	<ul style="list-style-type: none"> To produce a 10 YPP, to immediately address remedial works for each campus. To produce a 10 YPP for each campus, for a sustained programme in cyclical maintenance. To produce a 10 YPP for OLSH, with a sustainable and affordable amount for an annual budget. 	Principal Property Manager Maintenance crew	<u>Bath St.:</u> 2021 – \$65,000 2022 – \$70,000 2023 - \$63,000 <u>Traeger:</u> 2021 – \$80,200 2022 – \$67,150 2023 - \$59,700 <u>Sadadeen:</u> 2021 – \$79,000 2022 – \$78,000 2023 - \$77,500	2021 - 2023	That OLSH buildings, facilities and grounds, on 3 campuses, are upgraded: <ul style="list-style-type: none"> Classrooms are upgraded, with new carpets, blinds, LED lights and painted. Facilities are upgraded to a high standard. Building remedial works are completed and maintained. Gardens and grounds are fully upgraded, maintained and attractive.

GOVERNANCE & LEADERSHIP 2021 – 2023



Major School Goal: To actively engage staff in a shared vision, on the future direction of OLSH, in a collaborative culture that inspires collegial leadership.

Supplementary School Goal: To grow internal leadership at the College, so successors to leadership positions are predominantly internal appointments.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. To collectively review, through a SWOT analysis, the staff's opinion on the College, our future direction and what structure they see would enhance our growth as a community.	<ul style="list-style-type: none"> To interview as many teaching and administration staff as possible, to gather their collective opinions. For the Senior Executive to review this information, and present findings back to staff, the collated information. For the Senior Executive to present back to staff a collaborative vision and possible structural changes. 	The whole staff Senior Executive Principal	Time	2021 - 2023	<ul style="list-style-type: none"> That the staff, through review and surveys, feel include in the collaborative process. That staff feel they are included in the future direction of the College. That staff feel they are included in any structural changes that may occur.
2. Through a coherent and equitable structure, increase the leadership capabilities staff to grow from teachers to middle managers; and middle managers to senior management.	<ul style="list-style-type: none"> To trial a leadership structure at the Middle School Campus in 2020, and review at the end of the year. To interview staff, for formal feedback on the structures that they endorse. Present to staff, at the end of 2020, possible structures to implement in 2021. Leadership PD for staff. 	Principal Executive team All staff	Extra POR's Leadership PD	2021 - 2023	<ul style="list-style-type: none"> Trialled structure in 2020 and reviewed. Open debate with all staff on future structures. Implementation of future structure in 2021.

