# STRATEGIC PRIORITIES FOR 2020

## VALUE AREA 1: CATHOLIC FAITH

### Goal 1.16

*Evaluate the opportunities available to staff and students to engage with questions of life and belief through Religious Education Curriculum, retreats and reflection days, staff formation offerings and Liturgical offerings.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 1.16.1 | Develop an optional staff retreat focusing on faith formation | VP/CMT | End of 2020 |
| 1.16.2 | Increase optional professional development opportunities focusing on faith formation for staff | VP/CMT | End of 2020 |

## VALUE AREA 2: LEADERSHIP

### Goal 2.13
*Optimise the student leadership opportunities.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 2.13.1 | Creation of a Student Leadership communications platform – designed to inform all students | DSL | T2 |
| 2.13.2 | Increase emphasis on importance of House leadership. Utilising HoH, Yr 12 House Captains and Year level House coordinators to coordinate events and community engagement opportunities. | DSL | T2 |
| 2.13.3 | Identify and implement, with use of Student leaders, year level leadership opportunities. | DSL | T1 |

### Goal 2.14
*Continue to build a culture of growth through empowerment, feedback and critical reflection.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 2.14.1 | Implement a formal professional development process to empower staff to identify and achieve their personal and professional goals | DST | T1 |
| 2.14.2 | Continue collaboration between Academic Board, Pastoral Board and the Professional Development Committee to provide suitable professional learning opportunities for staff throughout the year | DST/PDC DPTL/AB/DPP/PB | T1/T2 |
| 2.14.3 | Implement a review process enabling staff to provide feedback on the professional development process and on professional learning opportunities provided in 2020 | DST/PDC | End of 2020 |

## VALUE AREA 3: CARE

### Goal 3.17

*Continue to provide a safe and supportive work environment for all staff at the College which addresses their physical, emotional and mental health*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 3.17.1 | Provide training in the Child Safety Framework to all staff. | DST | T1 |
| 3.17.2 | Appoint a 'New Staff Mentor' to support and guide new staff through their first year at the College. | P | T1 |
| 3.17.3 | Explore and facilitate wellbeing activities for all staff, engaging external providers where relevant. | DST/PDC | T4 |

### Goal 3.19

*Engage a range of programmes for parents to assist them in awareness of key issues facing boys.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 3.19.1 | Arne Rubenstein – Keynote address to parents | DSL | T1 |
| 3.19.2 | Jordan Foster – Online safety | PB | T4 |
| 3.19.3 | Prof David Hillman to deliver sessions to all boys and the parents on the benefits of sleep to education and future health. | PB | T4 |
| 3.19.4 | SEDRA – Parent information sessions | PB | T4 |

### Goal 3.20

*Develop and implement an appropriate Child Protection Curriculum that is in accordance with government regulations.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 3.20.1 | Coordinate and map KS:CPC for whole school implementation | DSL | T1 |
| 3.20.2 | Release KS:CPC Lesson plans via Sharepoint for ease of use for staff | DSL | T1 |
| 3.20.3 | Train new staff who have not yet completed KS:CPC training | DSL | T1 |

## VALUE AREA 4: EXCELLENCE

### Goal 4.13
*Encourage and support staff to seek continual self-improvement through attention to their own personal and professional development through growth coaching and performance development.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 4.13.1 | Implement a formal performance development process based on goal setting, growth coaching and feedback. Goals will be informed by our Touchstones and based on AITSL standards, as well as College and Industry standards. | DST | T3 |
| 4.13.2 | Provide relevant, meaningful and engaging professional development opportunities in pastoral and academic areas of need. | DST/PDC DPTL/AB DPP/PB | T3 |
| 4.13.3 | Provide opportunities for staff to celebrate achievements and share best practice. | DST | T4 |

### Goal 4.20
*Through the development of Academic Behaviours refine the provision of opportunities for all students to acquire specific and generic study skills*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 4.20.1 | Continue with ELEVETE where Years 7 – 12 cohorts attend respective sessions. Parent session included. | DPTL | T1 |
| 4.20.2 | Continue with Academic Mentoring for Years 11 & 12 ATAR students. Implement VET Academic Mentoring within timetable for Year 11 students | DPTL | T1 |
| 4.20.3 | Continue with Learning Areas focussing on the explicit teaching of study skills throughout the terms. | DPTL | T1 |
| 4.20.4 | Design and implement a sharepoint site for staff, students and parents to access study skill resources to assist in their academic mentoring of students | DPTL | T1 |
| 4.20.5 | Attend all ATAR and Private Study classes to teach specific study strategies to each student and teacher. | DPTL | T1 |
| 4.20.6 | To seek other opportunities for the provision of all students to acquire specific and generic study skills. Example; opening Library hours 4 weeks prior to examinations for Years 11 & 12. | DPTL | T2-T4 |
| 4.20.7 | Review Elevate / Academic Mentoring. | DPTL | T4 |

## Goal 4.23
*The College seeks to appropriately expand its campus footprint as part of the Capital Development Plan.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 4.23.1 | Council application supported by the necessary narrative from the College and Architects or their consultants with drawings including elevations and costings | BM | T2 |
| 4.23.2 | Finance Application to CDF which will need a financial model forecasting 5 or 10 years to be supported by the drawings as above | BM | T2 |
| 4.23.3 | Approval of the loan and mortgage documentation from EREA | BM | T2 |
| 4.23.4 | Sketch Design + Costing | Architect/P | 13/3/20 |
| 4.23.5 | Pre-lodgement meeting (City of Fremantle) | Architect/P | W/C 16/3/20 |
| 4.23.6 | Planning Approval (CoF) | Architect/P | W/C 6/4/20 to end of June |
| 4.23.7 | Staff information meetings | Architect/P | W/C 16/3/20 and 23/3/20 |
| 4.23.8 | Client approvals | Architect/P | 16/3/20 - 6/4/20 |
| 4.23.9 | Design Development | Architect/P | 05/20 |
| 4.23.10 | Contract Documentation | Architect/P | 05/20 -09/20 |
| 4.23.11 | Pre-tender estimate | Architect/P | 09/20 |
| 4.23.12 | Client approvals | Architect/P | W/C 5/10/20 and 12/10/20 |
| 4.23.13 | Tender period | Architect/P | 19/10/20 – 13/11/20 |
| 4.23.14 | Construction commencing | Architect/P | 01/21 |
| 4.23.15 | Construction completion | Architect/P | 12/21 |

## Goal 4.26
*The College to explore the interface between emerging contemporary pedagogies being undertaken by teachers and look to support their practice with agile and creative spaces*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 4.26.1 | Reconvene the Professional Development Committee. | DST | T1 |
| 4.26.2 | Identify a range of contemporary pedagogies to explore through research by members of the Professional Development Committee. | DST | T2/T3 |
| 4.26.3 | Work with Academic Board to identify pedagogies which could be implemented at the College to make best use of flexible learning spaces. | DST/PDC DPTL/AB | T4 |

## Goal 4.27

*The College to create contextual and subject-specific journey documents, including a Vision for Learning that articulates a shared understanding on what good learning looks like at CBC Fremantle, and which serves as a catalyst.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 4.27.1 | Design a brochure that communicates CBC Fremantle's Academic Success.   (See 4.28) | DPTL | T1 |
| 4.27.2 | Provide draft to CLT and AB to review the overall message. | DPTL | T1 |
| 4.27.3 | Design a document that communicates Academic Excellence at CBC Fremantle.  Message to focus on the development of key learning skills throughout Years 7 – 12 for all students.  Identify and highlight initiatives that promote the development of these skills such as Yr 8 IP, Yr 9 Iona, Academic Care, Academic Tours, Academic Co-curricular. | DPTL | T2 |
| 4.27.4 | Discuss and explore how we could start the process in designing a Vision for Learning | DPTL | T3 |
| 4.27.5 | If decision is made on process, start the development of the CBC Vision for Learning | DPTL | T4 |

## Goal 4.28

*An imperative to be integrated into The Journey for each student to reach his academic potential.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 4.28.1 | Design and create an Academic Success Brochure. Message focuses on individual student journey; ATAR and VET students. Every boy can achieve their academic potential, success and their goal.  Include words that tell our story.  (Academic behaviours, Challenge, Celebrate, belonging, sense of Community, lifelong adult learning etc, reach his academic potential to achieve his goals) | DPTL | T1 |
| 4.28.2 | Design and create an Academic Excellence Brochure.  How can we incorporate the Journey into Academic Excellence document that highlights the development of learning skills? | DPTL | T2 |
| 4.28.3 | Explore other opportunities to include the "Academic Journey" language into our communications. | DPTL | T4 |

## Goal 4.29

*The College to map the academic behaviours that are appropriate to stages of student learning growth.*

| Action Statements | | By Whom? | By When? |
|---|---|---|---|
| 4.29.1 | Complete the Academic Behaviours Journey draft document with the development of clear and explicit meanings and examples | DPTL | T1 |
| 4.29.2 | Committee members to meet with year groups to explicitly outline expectations around academic behaviours | DPTL | T1 T2 |
| 4.29.3 | Committee to work collaboratively with staff, students and Marketing Department to design the CBC Fremantle Academic Behaviours Journey document | DPTL | T1 T2 |
| 4.29.4 | Committee to explore professional development opportunities with PDC Committee. | DPTL | T4 |

## VALUE AREA 5: COMMUNITY

### Goal 5.15
*Engage with the global Edmund Rice community through initiatives associated with EREBB.*

| Action Statements | By Whom? | By When? |
|---|---|---|
| 5.15.1    Invite staff from the GB Road school in New Delhi to visit CBC Fremantle and present their experiences to staff | VP/CSLC | End of Term 3 |
| 5.15.2    Explore academic opportunities for students/staff from CBC Fremantle to remotely engage with students at GB Road school. | VP/AB | End of 2020 |
| 5.15.3    Explore pastoral opportunities for students/staff from CBC Fremantle to remotely engage with students at GB Road school. | DPP | End of 2020 |

Key:

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|---|---|---|
| P | – | Principal |
| VP | – | Vice Principal |
| DPTL | – | Deputy Principal (Teaching & Learning) |
| DPP | – | Deputy Principal (Pastoral) |
| BM | – | Business Manager |
| DST | – | Director of Staff |
| DSL | – | Director of Student Leadership |
| CLT | – | College Leadership Team |
| AB | – | Academic Board |
| PB | – | Pastoral Board |
| CMT | – | Campus Ministry Team |
| PDC | – | Professional Development Committee |
| COLR | – | Coordinator of Liturgies and Retreats |
| HOLA (RE) | – | Head of Religious Education Learning Area |
| HOAC | – | Head of Academic Care |
| CMO | – | Communications and Marketing Officer |
| A | – | Archivist |
| AEC | – | Academic Excellence Coordinator |
| HOLA (ENG) | – | Head of English Learning Area |
| HOLA (HASS) | – | Head of Humanities & Social Sciences Learning Area |
| CSLC | – | Christian Service Learning Coordinator |