College Goal Achievements – School Renewal Mandatory Report 2010

Religious and Evangelising Mission of the College

Development of student and staff Spirituality and Religious Education in a contemporary context through relevant strategies.

During 2010 all staff attended professional development outlining the spirituality of Monsignor Frawley and attended Brisbane Catholic Education’s spirituality at St John Fisher College. Many teaching staff participated in Catching Fire Program, attended the Lasallian Heritage Program and were in-serviced in Morality, Christology and Philosophy. Retreats were held for students in Years 6-12. Whole college/campus/phase of learning liturgies/masses were celebrated for Catholic Education Week, the inauguration of the school year, Ash Wednesday and End of Phase celebrations. Staff and students participated in the Vietnam immersion program, Ignite conference and the Lasallian program supporting existing students at risk.

To enhance the Religious Life of the College through the physical environment

Each of the campuses has been named after one of the Founders and are now referred to in this way. Images of the Founders have been printed for each of the campuses and are now on display in each of the classrooms. Physical projects have been identified on each of the campuses to enhance the religious life of the college and a proposal was submitted for the 2011 budget.

Staff Support

To develop a comprehensive induction and support framework for new staff.

Processes were established in 2009 to ensure an appropriate and structured induction program was available to new staff to Southern Cross Catholic College. This included a comprehensive approach at the beginning of the year involving College, Campus and Curriculum induction and was facilitated by members of the College Leadership Team. Induction was maintained throughout the year, particularly on the Middle and Senior Years Campus as new staff were contracted to different positions. Relevant resources were purchased to enhance the program and evaluation occurred towards the end of the year in readiness for the induction process to commence again in 2011.

To plan and implement a College wide and integrated process for the support and development of both new staff and potential staff leaders.

During 2010, the Leadership Succession Committee was formed after requests for membership were made at the beginning of the school year. The Senior Education Officer for Professional Learning from Brisbane Catholic Education was invited to present potential models of how we might best address the nurturing of the leadership aspirations of interested staff across all areas of the College. Early meetings hence followed to develop the initial stages of the Leadership Succession Plan. The finalisation of the plan will take place across the early part of 2011 and budget implications will be presented so that a more formal approach to Leadership Succession can begin in 2012.
Resourcing Catholic Schools

To promote and encourage environmental sustainability in policies and practices

To increase community understanding and appreciation of processes used for resource allocation in alignment with school renewal plan.

The two component parts for this priority in 2010 were the promotion and encouragement of environmental sustainability and increasing the understanding and appreciation of associated processes. To this end an environmental sustainability committee was formed, policy created for plant components such as air conditioning and new buildings, water management processes, tree planting across all campuses, student leaders consulted on possible environmental projects and efficiency practices related to climate smart focus were developed. Secondly, budget processes were formally and informally outlined to staff for the 2011 budget and capital spending was communicated to the wider College community.

Student Support

Effective pastoral care programs and strategies that address personal and social development of students and resiliency are developed across the whole college.

All staff completed surveys to determine the pastoral care programs used across the college. The pastoral team from the De La Salle campus (Middle and Senior Years) identified the personal and pastoral needs of the students and identified skills, attitudes, values and qualities that underpin the Southern Cross Catholic College student by the end of year 12. From this pastoral care and personal development programs were modified, refined and scheduled sequentially for students from Year 7 to Year 12.

The decision was made to investigate and promote the ‘Making Jesus Real’ program throughout 2011 on the Early/Junior Years campuses.

Marginalised and disengaged students are identified and support processes to enhance their learning are established.

As an Early Adopter of the Shaddock Report recommendations the college now successfully allocates human, physical and financial resources to support inclusive programming and educational adjustments for marginalised and disengaged students.

As part of the increased focus on transition procedures strategies such as interviews with the teachers of Year 6 students transitioning, pre-orientation visits in addition to orientation programs occurred.

Referral procedures for the Learning Enrichment Centre were refined and updated including referral processes and forms.

Co-Teaching was promoted as best practice.

Differentiation for all learners occurs through the TAG-IT planning tool and Individual Education Programs.
To ensure that behaviour support programs address the contemporary needs of students, changing contexts of family and community life and Brisbane Catholic Education Guidelines.

Behaviour Management Committee met regularly and consequently the college Behaviour Support Plan is nearing completion.

**Student Learning Outcomes**

**To develop sustainable practices in the use of student learning data and school data that support improvements in teaching and learning.**

At the beginning of the year, 2009 QCS and OP results data were presented to staff. All college teaching staff were inserviced on the use of SunLANDA and the classroom level analysis of NAPLAN data. Whole college trends in NAPLAN results informed a revision of the College English and Maths Scope and Sequence. MYAT results were analysed by the Middle Years Team and trends in student achievement identified.

**To implement and support sustainable phases of learning across the college.**

The College Curriculum Policy was revised and republished in light of the move to QCAR. The move to use of the QCAR Framework from P-9 was completed, resulting in all P-9 teachers planning, teaching, assessing and reporting using the QCAR Framework. Early, Junior and Middle Years Learning Phase Frameworks were revised and published for 2010 staff to assist staff to align teaching practice with phase based teaching and learning priorities. The Early, Junior, Middle and Senior Years Committees continued meeting to direct the priorities of each phase. A focus on Literacy and Numeracy in the Early and Junior Phases was characterised by the inservice of all new staff in First Steps: Reading and Writing and the continued use of the Four Resources Model in combined curriculum planning. Two members of staff were also trained in the delivery of First Steps: Maths – Number which was then delivered to 12 teachers through Action Learning.

**ICLTs**

During 2010 the College finalised planning and began implementation of a 1:1 Student Laptop Program, following advice and procedural guidelines provided by Brisbane Catholic Education (BCE). A working group met regularly to set up procedures for procurement, laptop acceptable usage and financial sustainability using monies from the National Secondary School Computer Fund (NSSCF). Laptops were issued to all Year 9 students, following a well-attended parent evening which explained procedures and guidelines and provided an opportunity for questions. Support procedures were adopted to provide students with swap laptops in the event of equipment failure, with the supplier also providing support after hours and during school vacations.

The College also engaged with BCE and external providers to design and implement high-speed wireless connectivity for staff, students and authorised visiting laptop users across all campuses. IT staff attended technical training to enhance their knowledge of the new network environment. An out-sourced IT helpdesk service was implemented for staff across the College, with the aim of providing more efficient responses to requests for IT assistance. Installation of interactive whiteboards continued in 2010, with training opportunities being provided for teachers in the form
of after-school sessions conducted by the supplier. Other professional development sessions regarding the use of online storage and collaboration services were attended by teaching staff as part of the Action Learning programs.

Renewal and Quality Assurance

Continue the quality, capacity and scope of College Community engagement with College renewal processes

The college continues to engage the community in the Renewal and Quality Assurance process by increasing the use of the website for publishing college goal achievements, the weekly newsletter and seeking feedback from P&F Association and the College Board. Community members are made more aware by information sharing and involving parents in the validation process.