O’LOUGHLIN CATHOLIC COLLEGE

STRATEGIC IMPROVEMENT PLAN 2015-19
(Based on the Darwin Diocese School Improvement and Renewal Framework – SIRF)

Identity Statement
Located in the northern suburbs of Darwin, O’Loughlin Catholic College is a secondary co-educational school that cares passionately for its students and strives for excellence, promotes a rights-based education program and focuses on inquiry-based learning to prepare its student cohort for living in the 21st Century.

Our Vision
Make us one in Christ
- With Hope to nurture our potential
- With Faith to serve our community
- With Love to honour all people.

Mission Statement
Our commitment is to form our students to be well-rounded and responsible citizens, giving them every opportunity to develop and express their God-given talents and to always strive to do their best.

Updated 25 January 2016
Aims

Our College aims to provide a well-rounded education; to infuse the Core Christian Values of Faith, Love and Hope into all areas of learning; and to strengthen itself through prayer worship and service to those in need.

We enable students to grow as individuals with unique capabilities, to be cooperative, tolerant and socially responsible, to cultivate intellectual values, and to develop integrity, honesty, openess, self-discipline and personal excellence.

We offer our students the opportunity to experience a wide range of subjects, to develop their skills and to realize their own capabilities and potential through learning and leading.

Graduate Outcomes

At O’Loughlin Catholic College we endeavour to educate and form our graduate students to:

- be respectful of others and value diversity
- recognise and appreciate the diverse and the unique cultures that exist in Australian society, as reflected within our own school community
- be tolerant and respect the views of others
- be good contributors to the community
- be able to make well-informed decisions in the face of life’s challenges
- be open and responsible for their own faith development
- have the academic skills necessary to participate well in their local community and the wider society
- be resilient and independent with a self-confidence that enables them to reach their full potential.

Principles and Values

Spirituality
We foster a personal spirituality and an active Catholic Faith in all members of our community.

Excellence
We encourage our students to be young people of integrity who realize their potential and strive for excellence in all their endeavours.

Inclusivity
We are a friendly and inclusive College. We value each individual member of the College Community and welcome families to our community.

Restorative Justice
We approach behaviour management at the College from a Restorative Justice perspective.

Service to Others
We foster service of others by way of educational experiences based on Justice, Equity and active Compassion.
Accountability Obligations

We are accountable for the appropriateness and effectiveness of our educational offerings, our pastoral care and behaviour management programs, and our financial and resource management protocols to:

- The Bishop of Darwin
- The Director of Catholic Education
- Catholic Education Northern Territory
- The Australian and Northern Territory Governments
- Parents, Students and Staff
- The Parish and Wider Community

Challenges

The key challenges for O'Loughlin Catholic College over the coming years will be to:

- Ensure the College has a proper infrastructure that can respond to enrolment pressures
- Recognise and respond to the needs of students, staff and families of the College community
- Create and maintain effective means of communication and consultation across all sectors of the College Community
- Continually improve the facilities of the College
- Upgrade the ICT infrastructure and hardware in order to effectively support our educational delivery – e.g. introduce BYOD
- Ensure the College has an appropriate ICT device policy that assists an appropriate pedagogy for effective teaching and learning
- Keep up to date and even ahead of externally mandated curricula and curriculum changes
- Ongoing transition to the Australian Curriculum across all teaching and learning areas
- Ensure that the College remains affordable, while meeting parents and community expectations for academic excellence
- Be vigilant and attentive to the need for staff to have a proper balance between College and family/personal life
- Successful promotion of the school in the wider community to lead to increased and sustainable enrolments.

Key Result Areas

The delivery of the Strategic Plan is based on six Key Result Areas:

- Catholic Identity and Faith Formation
- Teaching and Learning
- Pastoral Care and Student Wellbeing
- Leadership
- Finance, Facilities and Resources
- Culture and Community

Updated 25 January 2016
O’LOUGHLIN CATHOLIC COLLEGE PLAN: 2015 -2019

<table>
<thead>
<tr>
<th>KA 1</th>
<th>Catholic Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Responsible</td>
<td>Leader: Richard Milne / Matt Bourke, Kara Handberg, John Katal, Catherine Jolley, Jennifer Leach, John Gawa, Lauren Hill, Garry Blackett</td>
</tr>
<tr>
<td>GOAL</td>
<td>To strengthen and sustain our knowledge, understanding and application of Gospel values of Love, Peace, Justice, Joy, Forgiveness, Compassion, Truthfulness, Faithfulness and Mercy as we continue on our journey of Faith as a Catholic School Community</td>
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</tbody>
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<thead>
<tr>
<th>Focus area of Goal</th>
<th>Strategies and Actions</th>
<th>Outcomes (i.e. achievement indicators)</th>
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<th>Time line</th>
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<tr>
<td>An improved understanding of Catholic tradition and identity.</td>
<td>Devise an induction resource that will explain the significant rites and rituals of the Catholic Church. This production would welcome all staff and students to our school, and invite them to join the community in prayer and worship. New staff and students each term would be invited to view and discuss the issues with a mentor.</td>
<td>New comers to the College would feel welcomed and encouraged to reverently participate and be better informed about Catholic traditions. Greater reverence would be observed at school and class liturgies and prayer services.</td>
<td>APRE</td>
<td>Term 1 2016</td>
<td>One day of filming the various aspects of the Catholic tradition. One day of editing and producing the video.</td>
</tr>
<tr>
<td>Professional development of staff on Catholic identity</td>
<td>Invite guest speakers, to speak to staff on Catholic Social Teaching and its relevance to today’s world; An annual day retreat for all staff Invite and arrange for training of staff Actively promote the CEO Pilgrimage to staff members.</td>
<td>Aim to have at one speaker each term to engage staff in reflection and development.</td>
<td>Principal APRE Executive</td>
<td>Term 4 2016</td>
<td>Cost of guest speakers. Cost of staff for a day retreat. Financial support.</td>
</tr>
</tbody>
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Updated 25 January 2016
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<tr>
<td>Promote the Catholic Identity of the College to students</td>
<td>Provide each classroom learning space with an appropriated and dedicated sacred space. Ensure that each learning space has an appropriately placed crucifix and Developing better prayer services and sacred space for each home class Appoint appropriate senior students to be Eucharistic Ministers at College Masses.</td>
<td>Each classroom will have a highly visible well maintained sacred space which will be the responsibility of teachers and students to maintain with flowers and appropriate symbols for the church seasons.</td>
<td>Initially the APRE but supported by home class teachers and Year level leaders</td>
<td>Week 1 Term One 2016</td>
<td>$10,000</td>
</tr>
<tr>
<td>Promote the sacraments</td>
<td>At parent information evenings invite parents to consider nominating their child to receive the sacraments</td>
<td>Parents invite us to assist with the preparation of the sacraments for their children</td>
<td>Designated informed staff led by APRE</td>
<td>2016 onwards</td>
<td>Minimal</td>
</tr>
<tr>
<td>Promote Prayer and Faith experiences</td>
<td>Recruit and train senior students to lead prayer over the PA each morning. Recruit and train senior students to be leaders on Retreat days for our middle school students.</td>
<td>Student leaders work with the Principal and Deputy to assist in leading prayer for all school assemblies and “PA notices”</td>
<td>Principal, Deputy and APRE</td>
<td>2016 onwards</td>
<td>Minimal</td>
</tr>
</tbody>
</table>
**KA 2  **

**Teaching and Learning**

**Team Responsible**

Leader: Tammy Roth
Juliet Shaffer, Kathryn Davis, Jo Green, Priscilla Freak, Max Jones, Isabelle Hoadley, Debbie Walter, Katie Jones, Jennifer Kinsella, Kaleena Markowski, Sarah Williams, Peta Strategos

**GOAL**

To create a stimulating and dynamic learning environment that fosters high personal achievement and maximises 21st Century teaching and learning

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| To create a stimulating and dynamic learning environment | • Teachers create T & L plans that are relevant, purposeful, unique, challenging, engaging and enable students to experience success.  
• Teachers team teach and are provided with opportunities to collaborate and evaluate TL plans and strategies.  
• Provide time for teachers to plan and collaborate.  
• In-service staff on strategies and reflect implementation into documents  
• Provide and create flexible learning spaces [eg library→dynamic [21stC] learning space]  
• Staff to have an open door policy  
• Show and Tell at staff meetings  
• Peer Coaching  
• Team Teaching  
• Formative Reviews (to address goals on 21st Century Skills)  
• Better Communication and consultation between Executive with HoFs and Team Leaders. | • Share what works openly at staff meetings  
• ‘Real life’ projects that impact / improve OCC, Darwin, global community in practical ways. Social justice focus.  
• Curriculum is mapped  
• Positive outlook on ACARA/NAPLAN/SACE, etc  
• Teach more, manage less  
• Collaborative, Trusting and Transparent Decisions by Executive  
• Higher Staff Moral  
• Focus on Academic Outcomes | • Core team of staff who effectively practice the outcomes  
• Heads of Faculty  
• Dtr of P&C  
• Subject Teachers | On Going | • Timetabling  
• Professional development opportunities  
- EDUTECH  
- MYSA Conference  
- Enquiry Based Learning  
- 21st Century Skills Courses  
• Time allocation to collaborate effectively |

| Fosters high personal achievement (student welfare). | College creates a culture of excellence / high expectations that supports and values all students as capable learners.  
• Display of high achievements. | Become known as a ‘Centre of excellence’  
• Mentoring [stds to stds]  
• Provide supportive environments to build confidence in all students | Head of Middle and Senior School  
• Subject teachers | End of 2016  
On Going | • Professional development  
• Scholarships  
• Prizes  
• Senior School H/Work |

Updated 25 January 2016
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<th>Maximise 21st C teaching and learning.</th>
<th>Effective Use of ICT</th>
</tr>
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</table>
| * Promote educational excellence across all Year levels.  
* Promote idea of achievement / success.  
* In-service staff on strategies  
* Provide short term recognition of student achievement in learning  
* Intensive Support and Help for struggling students that are not identified as Special Need – Low Literacy and Numeracy. Studentship process to catch those who fall under the radar  
* Presentation Night  
* Earlier in Term  
* Promotion of awards throughout the year to create interest and kudos in earning an Award.  | * Differentiation evident in all teaching and learning  
* Clear student classroom behaviour management policies  
* Term Based academic Awards  
* Excellent Achievement 7-9 (Middle School)  
* Prizes – Canteen Vouchers  
* Badges – Visual Display of Excellence  
* Build on literacy and numeracy skills  
* Students achieving better standards  
| * Aim to improve meeting deadlines  
* Maintain minimum standard  
* Promote academic achievement more  |
| * Connect classroom learning to outside world.  
* Create meaningful opportunities for stds to demonstrate 21st C skills.  
* Create TL plans and assessments that prepare stds for jobs that don’t exist yet.  
* Promote 21st C skills [creativity, literacies, collaboration, critical thinking, problem solving]  
* In-service staff on strategies  | * Collaborative, problem solving, inquiry based learning is evident  
* Staff understand 21st C skills [teaching and learning]  
* Utilise ICT effectively and authentically [eg: Edmodo, skype]  
* Acknowledge that content is ‘googleable’; teaching and learning needs to be about skills  
* Collaboration and Team teaching ready classrooms  
* Movable internal walls and flexible spaces  | * All Teaching Staff  
* Peer Coaches  
* HoFs  
* Team Leaders  
* Subject Specialists  
| ICT Dept  | On going  |
| * Professional development  
* Peer Coaching CH and JS (Free)  
* New Furniture (to promote flexible and collaborative workspaces for staff and students)  
* Resources to link NT Schools with OCC network  
| Laptop Scheme for students and staff who cannot afford a device  
| PD  | |

Updated 25 January 2016
## KA 3 Leadership

**Team Responsible**

Leader: Jim Jolley  
Paul Fleming, Arlene Mitchell, Robyn Wright, Janice Lee, Matt O’Brien, Maree Hammer, Kathryn Lara, Ann McCleanor, Heidi Drummond, Helen Kirk

### GOAL

To develop a shared leadership culture within the College that results in improved staff wellbeing and student outcomes

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<th>Timeline</th>
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| Encourage student leadership across the school | • Establish an effective SRC  
• Allow SRC to have its own fund-raising opportunities such as ‘casuals’ day.  
• SRC leaders report on their activities regularly to the student body  
• Consult with Student Leadership Team for ideas on how they can contribute to leading the school  
• Student Leaders to attend a leadership course  
• Give opportunities for House captains and Vice-captains to lead: e.g. use school assemblies for leaders to announce sports news regularly (Work with the Sports Coordinator) – House Capt for Senior news, Vice Capt for Middle School news  
• House leaders to wear their house colour at assembly when making announcements  
• Consult with House Capt and VCs to get their ideas on what they want to do to be able to lead, such as encouraging team spirit with activities  
• Leaders be given more responsibility to encourage team spirit activities. Use Houses for more activities throughout the year.  
• Suggest House Capt go to the GRIP | • Formation of an SRC  
• Regular meetings of the SRC  
• Having the SRC report to rest of the school at Assemblies  
• The SRC has been an effective agent for improvements in the school  
• Student leaders are visible around the school and are well known by the students  
• Have an effective House Leadership system  
• Students identify better with their house team and know who their team leaders are.  
• Greater spirit within the school.  
• House leaders develop greater confidence to lead  
• Improves leadership potential  
• There will be a smoother transition of our Yr 7s into the school. | • The staff member appointed to run be the liaison person with the SRC  
• The president of the SRC  
• House leaders, Sports Coordinator, head of PE, Staff | Term 3, 2015 and ongoing | None, but SCR can have its own budget to contribute towards initiatives  
Cost of GRIP course for attendees.
| Conference in Darwin for student leadership training  
- Yr 11s to be involved in a ‘buddy’ program with yr 7s in Term 1 each year, and then a similar program for Peer Support in Term 2 each year.  
- Yr 12 Integrated Learning classes encouraged in their course to use initiative for leading | More quality work in the classroom  
- Improved wellbeing of both staff/students  
- Everyone knows what is expected and what the process is regarding consequences of breaches. | Head of Senior School and Head of Middle School  
- All teachers  
- Key staff trained in certain programs | Term 1, 2016 |
| --- | --- | --- | --- |
| Clear and consistent expectations of staff and students in the classroom that promote a culture of personal responsibility  
- Develop a better behaviour management system e.g. R.T.P (Responsible Thinking Process)  
- Key staff members to be trained in RTP or similar program, who in turn train all other staff.  
- Clarity around rules and responsibilities of both staff and students  
- Establish a withdrawal room for students who require withdrawal (if a student breaches rules, there must be instant consequence – part of the RTP process) | Greater visibility of each of the levels of leadership teams: SWAM, T&L, Executive Leadership Team.  
- Ensure clear role descriptions of the different levels to be published in the staff handbook  
- Heads of School visible at key times around the school, e.g. near the end of lunchtime. | SWAM  
- Executive Leadership Team | Term 1, 2016 |
| Policy review and development that is inclusive of all sectors of the College community  
- Principal drafts policies for the school, then puts them out for consultation and feedback, then ultimately signed off by the College Board  
- Clarify the difference between ‘policy’, ‘rules’ and ‘procedures’ | The College has a full set of school policies.  
- Members of the school community have had an opportunity for input into school policies.  
- Members of the school community have a better understanding of the difference between ‘policy’, ‘rules’ and ‘procedures’  
- School policies have been reviewed and new ones put in place | Principal | By end of Semester 1, 2016 |
|  |  |  |  |

Updated 25 January 2016
**Pastoral Care and Wellbeing**

**Leader:** Cathy Hives  
Sam De Moor, Caitlin Orr, Narelle McNeill, Helen Wootton, Thai Nguyen, Andy Katsanos, Carina Abrantes, Kate Calvert, Adam Beavis, Therese Schembri, Ella Carrie, Eric Vorgas, Marie Petrie, Helen Bull

**GOAL**  
To further develop the sense of pastoral care so that it permeates the total climate of relationships within the school community: reflecting gospel values, respects for the individual, offering support and encouragement and affirms one’s dignity and worth as a person within an environment that promotes personal responsibility and self-discipline.

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| Development of personal responsibility | • Clear guidelines, including consequences and outcomes  
• Positive reinforcement  
• Community involvement  
• Leadership from students (e.g. Prefects)  
• Build responsibility through punctuality (no bells) | • Tally system (e.g. Classroom Go-Go)  
• Students take more responsibility (achievement, behaviour, attendance, environment) with rewards through assemblies  
• Students complete volunteer work – wider understanding & engagement with community  
• Better engagement, less interruptions  
• Leadership program that starts in Middle School  
• Removal of bells – students still on time | • Students  
• Teachers  
• Executive  
• Parents | Plan completed by end of 2016  
Trial of plan in 2017  
Removal of bells (mid 2016) | • Transport of students to volunteering locations  
• Leadership training for students – not just school leaders. |
| Intrapersonal relationship (across year levels) | • PD programs integrated  
• Competing against other houses | • A house points system that is inclusive of all subjects areas and talents throughout the school  
• Mix year level camps/outings  
• House based activities  
• Stronger student-student relationships  
• More effective role-modelling & by effect, better leadership in the younger years  
• Student of the week (contribute points to houses) | • Head of MS & SS  
• Year Level Team Leaders  
• PC Teachers  
• Students  
• House Captains | Start in 2016 for YR 7  
Implement with all other year levels during 2016 into 2017 | • Trophy and prizes |
| Consideration of PC structure – enhance connectedness | • House structures reinforced  
• PD programs integrated  
• PC programs integrated | • Home room structure that integrates 7-12 on a house basis.  
• Increased student-student monitoring. | • Executive  
• PC Teachers  
• Year Level Team Leaders  
• House Captains | Plan for implementation in 2016 (Term 2) | • Prizes |
| Understanding and connection with different people | • LOTE program (home stays)  
• Exchange student/program  
• Personality trait assessment training for all staff | • Appreciation of cultural diversity & broader understanding (e.g. RE programs)  
• Increased number of bi-linguals  
• Education programs around racism and prejudice  
• Meaningful incorporation of local Indigenous culture & language - based on NZ model  
• Campaign Anti-Prejudice  
• Appreciation of intellectual difference, respect and empathy | • Staff  
• Students  
• Student Leaders  
• SRC | Term 1 2016  
Ongoing application | • PD for staff  
• Travel costs for excursion and sourcing guest speakers  
• Exchange program |
GOAL
To create a sense of value for all staff that provides a focused and stimulating learning environment; give more opportunities for parents and families to contribute to the life of the College; enhance community links with the College by fostering a strong P&F and College Board involvement; maintain a strong public perception of the College

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| Engaging parents so they are active in the life of the College | - Invite parents to key whole school community events using all means of communication  
- Events include, Opening Mass, O’Loughlin Day  
Sorry Day (May 26)  
Harmony Day  
Indigenous Garden  
NAIDOC (day/week)(3/7-10/7)  
Creative Arts Festival (Term 4)  
Grandparents Special persons Day (Y7) (25/7)  
‘Social Nights’  
New Parents Welcome Evening  
Open evening  
- Parent contribution to the college newsletter – use the register of parent skills as a point of contact | - Significant parent engagement at these events  
- Wider community engagement by the school  
- Recognition of O’Loughlin Catholic College across the Darwin Community  
- Stronger relationships and understanding between all college stake holders  
- Parent engagement with college fund-raising  
- There are regular articles written by parents in the College Newsletter. These could relate to the expertise of the parents who make a contribution.e.g. Business person talking about success, parent from the defence forces reflecting on ANZAC | - Committees would be formed to form the C&C committee to facilitate the key events  
- Sub-committee of C&C to illicit and collate a list of contributors and organise a roster | As per calendar | Some of the nominated events may have a financial cost |

Updated 25 January 2016
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<th>Embracing cultural diversity</th>
<th>Continuous development of the indigenous garden</th>
<th>Garden is fully developed</th>
<th>Sub-committee of C&amp;C</th>
<th>End of 2016</th>
<th>Possibly some purchases to enhance the garden</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harmony Day – Food, culture, cultural activity</td>
<td>Community members recognise the garden as a significant feature of the school.</td>
<td>Sub-committee of C&amp;C</td>
<td>Monday 21 March 2016</td>
<td>Members of the community donate time and goods</td>
</tr>
<tr>
<td></td>
<td>Identify potential areas for funding activities</td>
<td>The O’Loughlin Community are engaged in activities on Harmony Day</td>
<td>Sub-committee of C&amp;C</td>
<td>Ongoing</td>
<td>Some expenditure</td>
</tr>
<tr>
<td></td>
<td>Identify / celebrate National days of the cultural groups that make up OCC</td>
<td>Monies are gathered through government grants to special events</td>
<td>Sub-committee of C&amp;C</td>
<td>End of 2015 for 2016</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Different cultural groups are recognised and feel valued</td>
<td>Sub-committee of C&amp;C</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Engaging with the wider community</td>
<td>Making connections between parents,, the wider community and the school e.g. Business talk</td>
<td>Wider community engages on a regular basis with OCC</td>
<td>All staff members</td>
<td>Ongoing</td>
<td>Cost of stalls and promotions materials</td>
</tr>
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<td></td>
<td>Register of parents expertise and experiences for exchange with the college (do a parent audit for parent skills and competencies to donate their time with involvement with the college)</td>
<td>A register is developed, maintained and distributed to staff</td>
<td>Front office staff develop the register</td>
<td>By Week 5 of Term 1</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents with specific skills engage with the O’Loughlin Community</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Promoting the College</td>
<td>Have a presence at key Darwin events – Defence Expo, Community events, Darwin show</td>
<td>The college is represented and enrolments are generated from these events</td>
<td>Staff from across the college</td>
<td>Ongoing</td>
<td>NA</td>
</tr>
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<td>Engagement of a staff member with release time to promote the college e.g. supplying articles and photos to newspapers.</td>
<td>Staff member (appointed public relations officer actively promotes the college across the whole community</td>
<td>College PR officer</td>
<td>From time the staff member is appointed -</td>
<td>NA</td>
</tr>
</tbody>
</table>

Updated 25 January 2016
| Using community bulletin boards to promote college activities and events – college website and Facebook page | • Activities and events are posted regularly on these sites | • PR officer with assistance from C&C committee and staff | Ongoing | NA |
| Developing school culture | • College vision and crest in all classrooms and meeting places | • These items are posted across the school | • Administrative staff | Term 1 / Term 3 |
| | • Celebrate excellence with a Wall of Honour (current students of excellence) and Hall of Fame (past students of excellence – photos and name plates / descriptions at the front office. Or move honour boards to the Gym | • Photographs and descriptions are displayed | • PR Officer with assistance from C&C committee | From Term 1 |
| | • Further develop house spirit through different competitions (sport, debating, lunch time activities Sum Dog etc) with a House points board developed. The winning house is given a special lunch | • Competitions developed from various areas | • Sub-committee formed to work with relevant members of staff and students | From Term 1 |
| | • Consider the introduction of a Senior Uniform (Y10-Y12). This would help students symbolically as senior students and dress in a more adult manner | • Students turn up to organised events and happily engage in these events | • Representative form C&C parent, senior student and Principal | Start discussion Term 1 2016 |
| | | • Senior uniform introduced over several years | | Cost of developing a design |

Updated 25 January 2016

| | Printing costs | Cost of photographs, frames and name plates | House points board lunch for house | Cost of developing a design |
**GOAL**
To retain the College’s strong financial position while funding growth and development needs, specifically through review, development and maintenance of effective and efficient business processes that support and ensure high quality customer service to our school community – while maintaining our position as a low fee paying school and providing best possible teaching and learning resources.

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| Buildings:         | - Re-examine current use of classrooms and have new classrooms built in order to cater for students subject selections  
                    - Visit other PE staffrooms and gyms  
                    - Survey all staff on what the needs are, where it will go, costing/quotes  
                    - Discuss costing with business Manager  
                    - Make the Canteen more user-friendly  
                    - Re-examine current use of classrooms and have new classrooms built in order to cater for students subject selections  
                    - Visit other PE staffrooms and gyms  
                    - Survey all staff on what the needs are, where it will go, costing/quotes  
                    - Discuss costing with business Manager  
                    - Make the Canteen more user-friendly  | - More effective teaching  
                    - Student/Staff wellbeing  
                    - OCC. Health/Safety  
                    - Aesthetics – parents (cannot read the rest)  
                    - We find out what staff want and need to develop the school  
                    - Costings and finances are set out so we know what can be afforded and what cannot  | - Principal  
                    - Catholic Education Office  | ASAP | $$$$$$ |
| School transport – a College bus | - Establish how much is spent on transporting students by bus per annum.  
Do we need a 12 seater or 22 seater or do we stay  | - Cost obtained from the Business Manager will show results that can be analysed for a decision  | - Business Manager & Principal  
- College Board Finance Committee  | Term 4, 2015 | - The cost of the transport (bus or 12-seater vans) that the College will get  
- Cost of |
with the status quo of hiring buses when needed? Which is most cost effective?
If the decision is made to purchase a vehicle:
- Do we look at new or second-hand?
- Find out how many staff have a bus licence
- Where will a school bus be housed?
- Cost of annual maintenance and upkeep

| Extra classrooms and staff work facilities (cf 2015 BGA application for details) to cater for a school capacity of 650 students | See 2015 BGA application for details of actions required | New classrooms and some existing classrooms renovated | Principal
Todd Montgomery | Completed by Semester 2 2016 | BGA

| Ensure the school has a bandwidth that will cater adequately for the school’s BYOD across all year levels | Ensure that the school is staffed and serviced adequately to maintain its IT infrastructure
Employ an assistant for IT manager | Better classroom activities
Increased ICT use in all areas
Less computer lab bookings
More classroom time, not waiting for computers to boot.
Electronic roll marking | Principal re employing IT Manager | Commencement 2016 | Possibly $200 HPstream per teacher
IT Maintenance

| Upgrade Smart Board | Not to upgrade but rather inservice for specific subject and specific programs use to increase interactivity | So that they can be actually used in the classroom
PD for staff (in house if possible as is cheaper) Visiting other classes | Deputy Principal | End of 2016 | Same money as students will have own device and smart boards used less possibly.

| Playground | Equipment that is fitness based, parallel bars etc (Shading needed) (Look at Wagaman PS) | Keeps the students occupied, more active, easier transition from primary to secondary, utilised by specific subjects. | PE department | Built in stages completed by end of 2017 | Source funding through Healthy Living grants

| Maintenance
- Exit and Emergency lighting | WH&S issues that must be addressed. | Maintenance
Deemed as requirements for WH&S purposes | Property Manager for Maintenance and most beautification projects | During holidays for maintenance Dec 2015 | Maintenance funds

infrastructure for housing College transport vehicles.
- Annual cost built into the budget
<table>
<thead>
<tr>
<th>Beautification</th>
<th>Overhead cables</th>
<th>Security upgrade</th>
<th>Covering of walkways and ramps to meet WH&amp;S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrigation repairs to oval and school grounds</td>
<td>Gradient of ramps from Admin and cover required</td>
<td>As funding permits repair irrigation</td>
<td>Beautification Required as repairs to school grounds and buildings</td>
</tr>
<tr>
<td>Painting and maintenance</td>
<td>Painting to occur</td>
<td>Project for design and landscaping of area</td>
<td>Area near barn to become inspiring.</td>
</tr>
<tr>
<td>Area outside Barn</td>
<td>Lockable enclosure for bikes</td>
<td></td>
<td>Reduce the risk of theft and damage.</td>
</tr>
<tr>
<td>Bike enclosure</td>
<td></td>
<td></td>
<td>Project could be set up with a Team Leader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planting trees</th>
<th>Introduce seed planting as part of Y7 program</th>
<th>Seedlings planted the following year to replace trees needing to be removed or to increase shade areas in the future</th>
<th>Y7 Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library upgrade</td>
<td>Long with coaster for shelving, compactuses fresh bright paint.</td>
<td>Make space more inviting Create more space Some students work better in isolation so corrals give an opportunity for this to occur</td>
<td>Librarian &amp; Director P&amp;C</td>
</tr>
</tbody>
</table>

Updated 25 January 2016