De La Salle Catholic College CRONULLA

STRATEGIC IMPROVEMENT PLAN 2011 - 2013
As a school within the Sydney Catholic Archdiocesan system of schools, our School Mission and Vision are consistent with the Mission and Vision for Sydney Catholic Schools.

MISSION OF SYDNEY CATHOLIC SCHOOLS
As partners in Catholic education, we commit ourselves to our students by:

- Celebrating Being Catholic in Australia
- Ensuring Quality Teaching and Learning
- Making a Difference in our World.

VISION FOR SYDNEY CATHOLIC SCHOOLS
As partners in Catholic education, we commit ourselves to developing authentic Catholic schools which:

- Are founded on the person of Jesus Christ and enlivened by the Gospel
- Highlight the relevance of our faith to life and contemporary culture
- Are embedded within the community of believers, and share in the evangelising mission of the Church
- Are committed to the development of the whole person.
OUR SCHOOL MISSION

As a Lasallian systemic school within the Archdiocese of Sydney, our Mission begins in the "heart of God" with the message of our Founder, St. John Baptist de La Salle:

"To touch the heart of your students is the greatest miracle you can perform."

*God calls our hearts as co-workers:*

- To join the mission of growing wholeness in our students and in each other
- To work in relationship with our students

*As teachers we strive to:*

- Challenge students in an engaging and supportive learning environment
- Promote school pride through celebration of personal and school achievements
- Involve parents as a vital partnership in the education of their children

*As a Lasallian Community we seek to:*

- Provide opportunities for students to engage in meaningful service and social justice experiences
- Be inclusive and celebrate our diverse gifts
- Inspire hope and a positive vision for the future, with a particular focus on "the lost and the least"

OUR SCHOOL VISION

By the end of 2013 De la Salle College Cronulla will be a school where students and staff:

- Are passionate about their place in the school and its identity
- Work in an atmosphere which reflects strong personal and professional relationships
- Constantly strive to achieve their personal best
- Live out their Lasallian Spirituality with an enthusiasm grounded in wisdom and gentleness
OUR KEY IMPROVEMENTS

Key Area 1 Catholic Life and Religious Education

- The College has developed a Mission and Vision statement
- Teachers of Religious Education have been made aware of, and understand the implications of the new accreditation to work in Catholic schools model that commenced in 2012.
- Teachers of Religious Education have participated in appropriate professional development to enhance their teaching
- The whole staff have had opportunities to develop personal faith, their shared understanding of the Mission of a Catholic School, and the Charter of a Lasallian School.
- The College Mission and Vision Statements remain prominent on the website and have been profiled at student and parent gatherings.
- Parents have been encouraged to attend celebration Masses and to participate in prayer at Information evenings
- Some aspects of our action for social justice are centered around Parish and community issues. These included "special occasions of worship" on nominated weekends at St. Aloysius.

Key Area 2 Students and their Learning

- A broad curriculum has been developed to cater for a range of students with diverse needs and interests.
- A culture of comprehensive analysis of HSC results has been embedded.
- Data collection, and shared knowledge and projects with our feeder schools take place systematically.
- Students demonstrate a deeper understanding of their preferred learning style, and show characteristics of independent and self-directed learning.
- Rights and responsibilities of students and staff are clearly reflected in College policies and practices
- Key aspects in our College Mission and Vision statement such as relationship, celebrating our differences, and looking out for "the lost and the least" underpin our policies and practices.
- Opportunities for learning and personal growth are highly respected by staff and students.
- A new reporting system (Reporter Pro) has been established
- Students engage in a wide range of learning experiences using ICT.
Measurable improvement in student learning is linked to the widespread use of ICT.

Students focus on ICT as a "tool for learning" and have a clear understanding and non-acceptance of the use of ICT for antisocial behavior.

The College has a comprehensive and leveled pastoral care structure that identifies and responds to students in need.

Curriculum structure and teacher pedagogy reflects a differentiated approach that takes into account the diverse needs of students.

Year group and whole school assemblies consistently have agenda items and speakers that make strong reference to the College Mission and that of the Catholic Education Office.

Key Area 3 Pedagogy

- The College has a strong level of communication and shares processes with our Feeder schools on matters relating to subject selection.
- There is a planning process in place to ensure that subject trends and interests in our Feeder schools are catered for in the transition process.
- Students undertook a comprehensive enrollment process to best suit their needs for senior schooling.
- The diverse learning needs department addressed the learning needs of a broad spectrum of students.
- The Curriculum was diversified to cater for the different pathways of study in stage six.
- Teachers developed current and appropriate teaching pedagogy for 21st century learners.
- Teachers were provided with resources including ICT to support student learning.
- Key Learning Area Coordinators lead a strong culture of planning, programming, and evaluation.
- Teaching programs are dynamic documents and relevant teachers share their ownership.
- A review of teaching programs reflects innovative and creative classroom practices.
- New teachers are well supported by a wide variety of high-quality resources embedded within teaching programs.
- The College vision is reflected in widespread attitudes to achieve one's personal best.
Key Area 4 Human Resources

- Support staff have clear role descriptions and an understanding of how their individual and shared contribution influences the effectiveness of College administration.
- There is a strong culture of inclusiveness and encouragement for staff to take on professional opportunities.
- Recruitment and employment processes continue to be consultative and inclusive of relevant staff members.
- Staff accessed professional development and shared their learning with Colleagues.
- Building capacity through establishment of new leadership positions within the College.
- The processes for compliances were embedded in the life and culture of the College.

Key Area 5 Resources, Finance and Facilities

- An ICT plan was formulated and published.
- A Learning Management System was developed and implemented.
- Student population at our feeder schools has been carefully monitored to inform preparation of adequate facilities for the expected increase in enrolment applications in 2012 and 2013.
- A three-year repairs and maintenance plan has been systematically implemented to maintain campus facilities.
- Systems and processes such as paper re-cycling are entrenched in the life of the school with responsibility shared by students and staff.
- Empirical data indicates a decrease in the quantity of photocopying.
- Special celebrations in the life of the College such as Founder’s Day include activities with a focus on environmental stewardship.
- The school’s Finance Committee informs planning and appropriate use of resources.
- An appropriate proportion of the school’s budget is allocated to the retention and recruitment of teachers to ensure learning opportunities for all students are maximized.
Key Area 6 Parents and Partnerships

- Parent and student Information Nights have an emphasis on the value of positive parent/teacher partnership on student learning.
- Parents are invited to contribute to planning and policy through electronic surveys.
- Parents are immediately notified of student absence and/or poor punctuality by SMS message.
- The College Website and Learning Management System are vibrant forums for parent communication.

Key Area 7 Strategic Leadership and Management

- A Strategic Management Plan was established for the cycle commencing 2011.

Key Area 8 Information Communication Technology (ICT)

- A review has taken place to inform expenditure on ICT infrastructure for the next three years of the Strategic Improvement Plan.
- The ICT Support Officer role description has clear aspects pertaining to maintenance of current, and planning for, future ICT infrastructure.
- An electronic Learning Management System has been established, with appropriate professional development to support teacher implementation and KLA resource development.
- The College website has been re-developed and a group of staff members trained in maintaining and developing the website.
- Teachers have greater confidence and increased capacity in using ICT across a range of teaching and administration areas.
- A professional development plan across KLA's incorporated current ICT practices and supported teachers in their learning.
- Teachers have greater confidence and increased capacity to use ICT across a range of teaching and administration areas.