



# CHISHOLM CATHOLIC COLLEGE



**STRATEGIC and  
SCHOOL  
IMPROVEMENT  
PLAN 2015-2019**

## BACKGROUND

Chisholm Catholic College was established in 1989 as a result of the amalgamation of St Mark's College, Bedford, run by the Christian Brothers, and St Thomas Aquinas College, Inglewood, run by the Dominican Sisters. From 1989 to 2002, the College existed on two campuses. The Years 11 and 12 students were taught at the original St Thomas Aquinas College site in Wood Street and the Years 8 to 10 students were taught at the St. Mark's College site in Beaufort Street. In 2003 the College amalgamated on the present day site in Beaufort Street. In 2009 Year 7 students became part of the enrolment and by 2014 the College had grown to accommodate over 1750 students becoming one of the largest Catholic coeducational secondary schools in the Archdiocese and Western Australia.

The College was named after Caroline Chisholm (1808-1877), the well-known Catholic social reformer and social justice advocate in colonial New South Wales. Caroline was markedly influential in providing better living and conditions and educational opportunities for the many migrant families coming to the country at that time.

The College is owned by the Catholic Archdiocese of Perth in the person of the Archbishop of Perth. Through his authority and the Bishop's Mandate, the Catholic Education Commission of Western Australia determines major policy and appoints a College Board responsible for the financial administration of the College. The Principal, also appointed by the Archbishop, is accountable to the Director of Catholic Education for the overall operation and educational administration of the College. The College motto "Grow in Christ" centres on our core foundation and mission in developing in each student the capacity to seek truth, a strong sense of social justice and a clear moral understanding of our place in society and the world.

With the conclusion of its first 25 years Chisholm now enters a new era and period of development. We look towards building upon the formidable achievements and traditions from this rich past and the continued development of this wonderful Catholic secondary school community.

## STRATEGIC PLANNING

Strategic Planning is an important and necessary process that provides an ongoing sequence of goals and plan for improvement supported by a shared vision. In schools this planning seeks to provide a secure, effective, purposeful learning environment that successfully delivers a quality education.

Chisholm Catholic College's Strategic Plan encompasses broad strategic objectives for the forthcoming five year period and within that an annual School Improvement Plan that seeks to review and focus on specific aspects of improvement. These focus areas in turn form part of an on-going process that has the capacity to be amended as needed and culminates in a five yearly cyclic review.

### Catholic Education in Western Australia – STRATEGIC DIRECTIONS

<i>Focus Area</i>	<i>Intent</i>	<i>Outcomes</i>
LEARNING (Education)	LEARNING is what we do. We are committed at every level.	Enhance student achievement and well-being. Increase student and staff engagement in their own learning and faith formation.
ENGAGEMENT (Community)	ENGAGEMENT is essential. We are committed to Catholic Education's mission through relationships.	Enhance parental involvement in their child's learning and faith formation. Develop our people to be Leader's in Catholic Education's mission.
ACCOUNTABILITY (Stewardship)	ACCOUNTABILITY is not optional. We have personal and collective responsibility for our success.	Increase our individual and collective responsibility for our mission. Ensure inclusivity, good governance and resource allocation to meet our mission
DISCIPLESHIP (Catholic Identity)	DISCIPLESHIP is our calling. We are committed to deepening our relationship with Jesus.	Enhance opportunities for personal faith development. Increase enrolment of the vulnerable, poor and marginalised.

The Chisholm Catholic College Board, in its function and financial oversight, sets strategic broad objectives in its planning for the ongoing operation and success of the College into the future. In this five year Strategic Plan the following objectives are amongst the highest priorities -

- ❖ Develop and administer a long term Facilities Maintenance Plan.
- ❖ Construct short term (tri annual) and long term (decade) Financial Model and Projection.
- ❖ Develop and review requirement and strategy for Site management and expansion.
- ❖ Review and refresh the College Mission and Core Values.
- ❖ Continue to provide and upgrade high quality teaching and learning facilities.
- ❖ Further extend and upgrade College Information Technologies for teaching and learning.
- ❖ Develop and implement a clear Communications and Community Relations strategy.
- ❖ Continue to provide high quality Professional Learning and Formation opportunities for staff
- ❖ Support the ongoing review and implementation of required and new curriculum structures.
- ❖ Continue to develop and maintain strong community involvement and engagement.

## **SCHOOL IMPROVEMENT PLAN**

### **Developing and implementing an ongoing School Improvement Plan:**

Important basic principles and guidelines have directed the planning behind an effective School Improvement Plan for Chisholm Catholic College. With overview from the College Board and Executive Leadership Team and input from staff and wider community, the essential task of identifying areas of focus or priority have been discussed worked through. Against the backdrop of the system's Strategic Directions, the College has sought to shape and clarify these priorities with a view to setting clear objectives for improvement.

The revised components and version of the Quality Catholic Schooling Tool have been linked to the School Improvement Plan and have assisted in informing the process and measuring the outcomes. The new QCS tool also now embeds aspects of the *National School Improvement* model.

Whilst important to follow a clear framework of improvement goals it is also vital that in planning and implementing for improvement there is a clear understanding that only a limited number of objectives should be targeted in any one period or annual cycle. In addition, the process needs to be flexible and adaptable to enable extensions or modifications to intended objectives in the interests of responding appropriately to changes or emerging priorities. An annual approach with a broader strategic five year cyclic review will assist in this flexibility.

Most recently the College has completed the latest of its Five Year Strategic Plans (2010 - 2014) and has continued to utilise the original QCS framework components in review and work towards improvement. These most recent QCS focus components included –

Social Action and Justice (as part of the Evangelisation strategic objective), Engagement with Families (as part of the Community strategic objective), Learning Environment and Student Engagement (as part of the Education for the Future strategic objective), and Students with special needs (as part of the Teaching and learning objective). Some of this work will continue to follow through into our first annual improvement plan contained here.

## ***Annual School Improvement Plan – 2015 to 2019***

The model for School Improvement utilised at Chisholm attempts to incorporate a very direct and action - based approach to priorities and goals for improvement.

Ensuring that there is a line of responsibility and involvement from the sectors of the community as appropriate; designated timelines or deadlines; measures or indicators of effectiveness or success; and clarity in the actions or strategies for this work, all contribute to a sequential plan to follow and make reference to.

It is important to acknowledge that no strategic or improvement plan is fixed. It must remain flexible and adaptable to deal with changing priorities and external demands. It also must accept that competing priorities means that some things must wait or be deferred in order to implement the current work effectively. And it must never get in the way of our core work which is maintaining quality teaching and learning and the care of our students.

The focus on shorter term, achievable, targets heightens this effectiveness and clarity for all. In addition a cyclical review that assesses overall progress over a longer period of time allows for clearer picture of what has been addressed and the successes or otherwise in that period. Typically this cycle would be every five years.

In launching the first of our individual Annual School Improvement Plans (2015) we hope to further adapt and modify the process as needed. In essence, in many ways it simply articulates clearly in a comprehensive plan what good schools should already be doing as a matter of course.

Amongst all of the important aspects for review and potential improvement 2015 will see our initial focus begin with –

- L = Learning           - Our curriculum offerings and timetable structures.
- E = Engagement       - Mentoring practices for improved learning and the use of technology.
- A = Accountability   - Staff Appraisal and staffing roles and structures.
- D = Discipleship      - Evangelisation planning and service and immersion opportunities.

Further Annual Plans will continue to build on these priorities and through a balance in the four key areas of our system's Strategic Directions.

