

# CHISHOLM CATHOLIC COLLEGE

## STRATEGIC PLAN

2019 - 2021

2020 revision



## 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 onto the present site in Beaufort Street.

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

The College's thirty - year journey has seen it consolidate and continue to grow into an impressive and beautiful campus serving around 1700 students from the surrounding areas of Bedford, Inglewood, Bayswater and beyond. It has continued its own modern - day journey of providing a Catholic education to many migrant descendent families from its surrounding suburbs and is characterised by significant ethnic diversity. Chisholm is the largest Catholic coeducational secondary school in the Perth Archdiocese and in Western Australia.

The Catholic Education Commission of Western Australia, by authority of the Archbishop of Perth, determines major policy and systemic strategic direction for diocesan accountable schools such as Chisholm. An appointed College Board is responsible for the financial administration and oversight of the College. The College Principal is accountable to the Executive Director of Catholic Education and the Archbishop, for the overall operation and educational administration of the College.





## 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 and purposeful learning environment, delivering a quality education.

Chisholm Catholic College's Strategic Plan encompasses broad strategic objectives for the ensuing two to three - year period and within that, specific infrastructure and capital development projects. An effective school Strategic Plan is always aligned to the overall Vision for Learning and the critical elements of College's Mission in educating students holistically and with a view to its embedded Core Values. A dynamic School Improvement Plan that constantly seeks to improve the delivery of a high quality, contemporary, Catholic education informs this overall strategic planning process.

### **Catholic Education Western Australia – STRATEGIC DIRECTIONS**

**CECWA Strategic Directions 2019-2021** is focused on responding to God's call to serve diverse communities by creating:

- Inspiring Christ-centred Leaders
- Catholic Schools of Excellence
- Catholic Pastoral Communities
- Accessible, Affordable and Sustainable System of Schools.

The System's strategic focus areas in this newest expression of Strategic Directions are -

**Catholic Identity** - The Church's purpose for education is to advance the mission that is based on the Gospel of Jesus Christ.

**Access and Diversity** - We strive to provide access for children and young adults whose parents seek a Catholic education for them, especially the poor and marginalised.

**Common Good and Stewardship** - We make decisions responsibly and with discernment to serve and benefit the CEWA community as a whole, and to ensure the sustainability of our system of Catholic education.

**Quality and Improvement** - We strive to ensure Catholic education is committed to excellence, continual transformation and meeting all church and government requirements.

**Leadership** - We give witness to the Gospel through our faith, actions, relationships and professional excellence in education.

**Strategy** - We strive to be Christ-centred, student-focused and evidence based in our strategic direction setting.

## EDUCATIONAL PLANNING FOR AN UNCERTAIN AND AMBIGUOUS FUTURE - Considerations

The new age of continuous, ubiquitous learning characterizes our modern - day world and the implications for schools and teachers are very significant. Knowledge and information are no longer simply encased in separate disciplines or set curriculum. Information, the capacity to learn new things and experts who share our passions are increasingly easy to access with ideas and creations easily found and shared through a Google search. The challenge is **how do we best prepare our students for this new world** where being a deep, ongoing, learner and critical thinker is far more important than memorizing facts and achieving assessable standards.

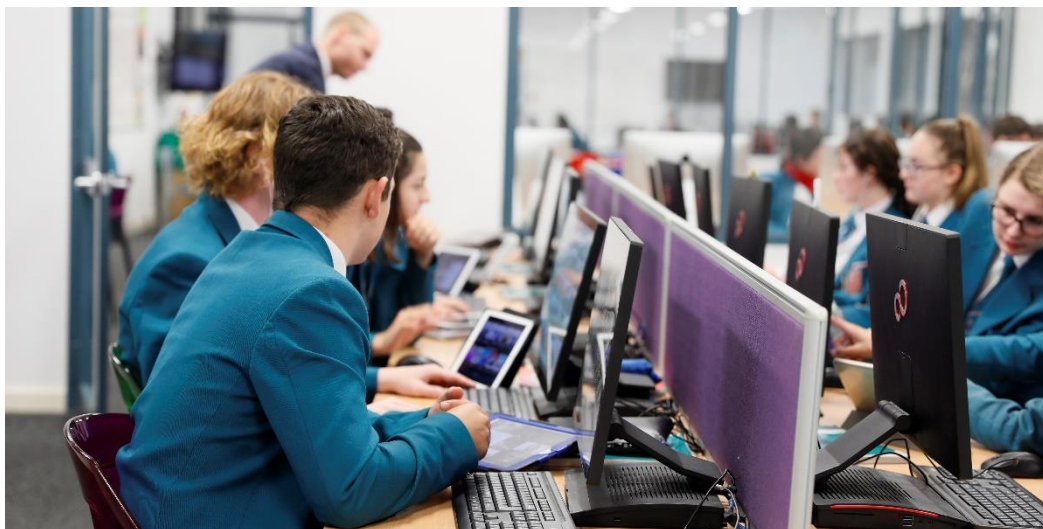
Sir Ken Robinson and many other eminent educational researchers and commentators often refer to our education systems and environments no longer being fit for purpose. That is, they reflect an outmoded approach and built environment that is based on efficiency rather than effectiveness in relation to real learning. More recently, we see positive changes in our schools as educators try to grapple with and adapt to this constant change but it remains a very significant challenge at systemic level in our uncertain, unchartered, future.

It will remain a formidable challenge because **creating the conditions for serious, relevant, and sustainable change is complex and difficult work.**

Most in our community will recognize and appreciate why it is such important work. The signs of the times are clear that we need to do better are preparing our young people more adequately. The how is not simple and straight forward yet it is arguably the most important work leaders at every level need to engage in right now.

Will Richardson, another educational change theorist would argue that there is no set recipe planning for this change the ingredients are clear. In order to serve the modern learner in more adaptive flexible learning environments, requires changed thinking. Richardson and many others would contend that **long-term, comprehensive processes for changing schools goes beyond increasing efficiency and instead, focus on shifting the fundamental premises upon which schools now rest.**

It is also clear that in relation to long term strategic planning the importance of retaining the **greatest possible flexibility** is critical. And the simple objective of making learning as effective as possible for students within the learning community at that time rather than as efficient as possible, is a great place to begin.



In alignment with CEWA's systemic Strategic Directions, the College Leadership and Board look to securing the future of our educational community through the effective strategic management and financial oversight of our learning community within our own determined context. This must be born out of our own clear shared vision.

Catering for this vital planning process requires first for us to be clear about our Mission and what our community sees as our Vision for Learning. Parts of this have been addressed through a revamped Mission statement, the development of our Values (Character, Learning and Compassion) and the current work underway in updating and consolidating Chisholm's new **Shared Vision for Learning**. This seeks to be completed and endorsed with input from all stakeholders by the conclusion of 2019.



As we develop this further we will continue to work with our broad Strategic Objectives and intent by aiming to -

- provide the highest quality teaching and learning and to holistically nurture and develop our students to be the best they can be through the facets of our Mission.
- deliver a comprehensive, quality curriculum and skills, not only in accordance with the mandated requirements but that are responsive to the future needs and environment of the rapidly changing 21<sup>st</sup> century and society.
- provide and maintain the best possible, flexible, built learning environment, not only in new facilities but in improvements to existing infrastructure.
- continue to enhance and build strength in community, encouraging engagement and involvement in ways that consolidate our traditions and our ongoing success as a leading Catholic secondary school.
- maintain flexibility and openness to change as we plan for and re-image our approaches to providing the highest quality secondary education.
- provide a contemporary Australian Catholic secondary education centred on our Values of Character, Learning and Compassion.

## **Overview to Improvement planning since 2014:**

**In the past FIVE years, significant reform and improvements have been implemented throughout the College in line with our broad strategic objectives and annual improvement plans.**

These improvements and developments across the four key strategic areas of the time – Learning Engagement, Accountability and Discipleship occurred in response to expressed areas of required reform from our staff students and parents and through our leadership structures. These important summaries of goals for improvement are outlined in our 2014, 2015, 2016, 2017 and 2018 Annual School Improvement Plans. These Plans are enclosed for reference.

The 2019 School Improvement Plan is our latest iteration and detail of the improvement journey for our learning community. A significant part of this year's work is the development and finalisation of our Shared Vision for Learning which we look forward to implementing and using within our Strategic planning processes for the years ahead.

## **CAPITAL DEVELOPMENT PLANNING 2019 -2021 – COLLEGE MASTER PLAN**

**Effective Strategic Planning that is designed to inform and produce the most effective teaching and learning environment and facilities, is a vital process. From this Strategic Planning comes the process of developing an overall MASTER PLAN, in effect a conceptual and future focussed plan for the learning environment and facilities that reflect the Vision for teaching and learning at the College. Input from various stakeholder groups within the community become important as these concept plans and ultimately, Capital Development, come to reality.**

**During 2019 the College went through an extensive and thorough process of appointing new Architects following the retirement of our long serving previous Architect Mr Bruce Callow from Callow and Associates. This saw the appointment of Site Architecture Studio as our new Architects.**

### **SITE Architecture Studios**

*Our core values are UNDERSTANDING DIVERSITY INNOVATION*

*We pride ourselves on taking the time to question and listen to our clients more than most, to truly understand and respond to their needs. We research the latest pedagogies and influences on learning environments and regularly contribute to conferences, site tours and forums. Through Understanding and Diversity, SITE strive to provide Innovative design solutions to our clients. Design innovation through technology, sustainability, flexibility and adaptability are our continual goals in delivering successful education projects.*

*We are highly skilled and experienced school master planners. We believe a school's master plan is more than a map to forecast future building programs; it is a framework through which a school can achieve its strategic educational plan and pedagogical vision. Our experience has taught us that every school community is unique. Curriculum, pedagogies and building design are constantly changing, resulting in the need for more agile, flexible spaces and educators. Our master planning processes identify, investigate and challenge trends and customise design concepts so they are easily adaptable to suit project priorities, budget and vision.*

2020 will see the emergence of this developed Master Plan, at least in its initial, first, iteration. Significant feedback and input from students, staff and parents, gleaned through various processes and wish list sessions has already helped in formulating and construct the starting points for this plan.

As this process continues, the ongoing priorities for our Campus in this next ensuing strategic planning period will see focus on three, broad, main areas and from within these, various developments will arise.

- 1. The ongoing and planned rejuvenation or replacement of the College's existing Teaching and Learning spaces** (traditional classrooms) and transforming these spaces in a staged and sequential manner to produce more contemporary, flexible and modern learning spaces. This will incorporate architect designs that replace existing walls with larger areas of glazing and windows, more contemporary, collaborative style furniture and a brighter learning environment.

This has already commenced and in recent years seen changes in a number of areas where appropriate renovation and improvement was required and new approaches and design thinking to open up the learning space has been the objective. The new C block, College Media rooms, H block (Design and Technology) and J block (previously the Library) have seen complete change either through rebuild or redevelopment. Areas in Maths and Humanities are currently undergoing the first steps in this process also.

A key future priority and focus area through our new Master Plan will be the D block facility where extensive remodelling and refurbishment (and possible rebuilding) will need to occur to improved what are old, enclosed, dark classrooms lacking in ventilation and good access. Within specialised teaching and learning areas such as in Design, Technology and Enterprise, the Practical and the Performing Arts and Science Laboratories, this planning must also take account for significant costs in upgrading and deployment of contemporary, industry standard equipment, not only redefining the spaces.

In relation to general purpose learning areas, a greater focus on flexible learning, collaboration, varied seating or standing spaces for engagement all require different planning. In essence this means greater creative thinking in the provision of varied spaces - some interactive, some smaller more individualised private study and research areas and some with the capacity for multi-purpose use. Ultimately, the goal of redefining our built environment into more contemporary fit for purpose educational facilities will continue to shape our planning process.

Various considerations will impact on these improvements to existing infrastructure. The future provision or location of student lockers; the incorporation of technological infrastructure versus the reliance on student individual devices; dismantling existing classroom size restrictions into larger, very flexible spaces as well as the obvious engineering and construction challenges that existing buildings impose.

- 2. Landscaping and strategic improvements to the Campus grounds and gardens** that reflect the more natural themes with native plants and trees and seated garden areas. In essence providing a “softer,” more landscaped and greener campus. It requires further review of the very nature of our campus layout in relation to the provision of student seating, walkways and outdoor areas that are characterised by large areas of extensive hard surface and paving and incorporating more trees and comfortable areas for students to relax.

This will be a staged ongoing process, targeting specific sectors of the campus over an extended period of time. The area immediately beside our new Pergola, the seating area outside of the Gymnasium and the northern side of the eLearning Centre would all be primary focus areas, initially.

- 3. Evaluation of the need for further major capital development in regard to any new free - standing facility or building:**

Initially this will require that construction of overdue, additional, external Changeroom facility be added to our Gymnasium building, adjacent to the Pool.

This project has been planned during 2019 and now assumed greater priority and urgency given the COVID - 19 global Pandemic and the need to diminish the large numbers of students and overcrowding that occurs in the single existing facility.

This Capital Development project is already in train and should commence during 2020.

Longer term, a focus on our extension of footprint of the western perimeter of the campus to house possible additional, contemporary, educational facilities will continue to be evaluated.

This development would include particular attention to adjoining landholding for improvements to parking and traffic flow and realignment. These adjustments are (and have always been) an important priority given our relatively small inner - city site and surrounding residential neighbourhood, on all sides.

It also acknowledges that the Beaufort close (eastern perimeter) side of our campus also has significant planning potential that needs review and consideration, particularly if it has an impact or interaction with other developments occurring. For the time being it is not a priority.





**These core areas of need will shape the College’s new Master Plan and the provision of completely new facilities or improvements to existing facilities, into the foreseeable future and particularly the next decade.**

**As in all Master Planning, unforeseen new demands will emerge that will require amendment and alteration to some of these plans as they proceed.**

## **Future Chisholm – an evolving overall Plan 2016 -2026**

The future for education generally and for secondary Catholic schooling at Chisholm Catholic College presents as a complex challenge. Planning and preparing for this uncertain future that is immersed in rapid change - socially, economically, technologically and globally will be a difficult task and one that requires adaptability and agility. It requires capacity to respond in ways that reflect what we should be doing to best prepare our young people for the changing world and lives ahead, in essence a future focus.

A significant part of that challenge will be to retain all that we already know is vital for a sound educational foundation whilst enabling the critical opportunities and approaches that align effectively with new practices and approaches that suit the 21<sup>st</sup> century learner. Skills for life as well as skills for employment must both feature, in that future.

### **Our Response to Future Needs and Educational Priorities:**

The emerging priorities that will shape our planning for the future must respond to others, not simply our own school community. Regulatory frameworks and requirements through designated curriculum (currently the Australian Curriculum), working closely with, and as part of, a broader Catholic system and maintaining our strategic intent and core mission as a faith - based learning environment, are crucial.

Within that, there is no doubt that we must respond and transform our learning environment gradually and carefully, in ways that address what are clearly emerging needs.

- Quality teaching and deep learning should always be a primary goal.
- Empowering and building capacity in our staff to become future focused and innovative guiders of our students, not simply instructors.
- Redesigning our classrooms and learning areas to provide more flexible learning spaces.
- Utilising and leveraging new technologies to enable greater student learning and staff proficiency.
- Transforming and leading our school community and mind sets towards a future focused environment that responds in an agile way to the emerging changes ahead.
- Adjusting our broader physical surroundings and facilities to respond to the changing demands on our campus and how we provide for our community.

## Short and Longer Term Planning ideas - a starting point for discussion.

In the past five years much discussion and thought has gone into planning for what a Future Chisholm should be responding to. In a practical sense, that planning and research and is informed by various factors.

1. Studies of demographic and enrolment trends and data.
2. Revision of curriculum options and priorities
3. Future directions or mandated curriculum delivery
4. Future directions and emerging community needs for schooling – for example changed structure, early childhood, K – 12, etc.)
5. Staff Professional Learning and capacity building
6. Possible future specialist programmes.
7. Overall campus expansion or alterations
8. Ongoing maintenance of existing facilities
9. Learning environment (rooms and spaces) redesign and upgrades.
10. Further technological infrastructure upgrades or extensions
11. Other possible new contingencies.

### Important Considerations:

As we go forward as one Catholic school that is part of wider Catholic Education Western Australia, we must attend to being an active collaborator and participant in our system. CEWA recognizes the importance of working with our schools strategically to become a vibrant system of schools, actively communicating and sharing improved practice. 2016 will see the commencement of some major advances in planning for and enabling, schools to move forward in addressing the challenges, together and with greater cohesion.

It is clear that we must transform the way we educate towards ways that maximize learning for today's youth and the changed educational environment.

*We need to redesign learning and teaching around an emphasis on making our students more*

- *Socially Aware*
- *Entrepreneurs*
- *Resilient*
- *Problem solvers*
- *Critical Thinkers*
- *and Flexible*

In essence, the right blend between Skills for life **and** for a future world of work.

**In 2020 we speak of the SIX GLOBAL COMPETENCIES FOR DEEP LEARNING.**

**Character**  
**Citizenship**  
**Collaboration**  
**Communication**  
**Creativity**  
**Critical Thinking**

Through the work of Michael Fullan and others seek to establish a Coherent Framework that brings about improvement and positive change towards delivering a quality Catholic education.

This work highlights the importance of an approach that **Focuses Direction, cultivates a Collaborative Culture, Secures Accountability and Deepens Learning**, all through effective leadership and shared understanding within that community.

*In the College's next iteration of Strategic Planning (2022- 2025) much emphasis will focus on the required changes to the Teaching and Learning environment that reflect the reform and needs of our school into the next period of our future.*