

Chisholm Catholic College
STRATEGIC PLAN 2022 - 2025



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This latest edition of the College Strategic Plan is a broad document that encompasses numerous planning aspects for the College in the upcoming, foreseeable, future. In keeping with CECWA's Strategic Directions and Vision for Quality Catholic Education the plan outlines the strategic priorities for Chisholm Catholic College and its educational community across this period.

As a single, wide ranging, statement of strategic intent, the plan embraces our work and **improvement plans** and goals within our Vision for Learning, curriculum delivery and development, evangelisation, wellbeing and pastoral care, Aboriginal Education and community engagement.

It also makes important reference to the College's Master Plan and resultant strategic capital development.



QUALITY CATHOLIC EDUCATION (QCE)

Strategic Direction for Catholic Education in Western Australia at a system-wide level has undergone significant change and review in the past three years. An essential focus in this development of QCE has been in re-imagining our culture and defining what our shared understanding of what CEWA and our system actually is.

Essentially our system is our Schools and Office working together to realise the Vision for Catholic Education. In the modern, current day context this hinges on two vital elements - Connected Autonomy and Empathy for Context.

Our governance requirements (for example Church, State, CECWA etc.) frame our work. Compliance provides the appropriate freedom to operate at the local level with empathy for context. QCE is located within this frame. It allows schools, with empathy for their own context, to develop local priorities to assist in the realization of CECWA's Vision and Strategic Directions.

The development and implementation of these local priorities are critical to that notion of delivering quality educational outcomes to the local school community and its context.

SCHOOL IMPROVEMENT Priorities and Strategic Directions 2022 – 2025 for Chisholm Catholic College.

Chisholm Catholic College has developed through the last thirty years with a clear, strategic aim of continual improvement, focussed on being a very good Catholic school. In the last decade this intent and purpose has been strengthened by articulated plans around Mission, Evangelisation, curriculum delivery and successful outcomes, the care and wellbeing of those in our community and quality educational facilities.

The most recent approach towards QCE that underpins this next period of strategic planning occurs via a range of improvement frameworks and indicators. A school's priorities for improvement will flow from engagement with these various improvement drivers, including:

- Existing and past Annual School Improvement Plans
- School Cyclic Reviews
- Analysis of standardised testing and academic performance data (such as through WACE results, NAPLAN, etc.)
- Vision for Learning
- Dedicated priority improvement frameworks such as the Child Safe Framework, Aboriginal Education Improvement Mapping, Chisholm's Professional Formation and Development (PFD programme) for teaching staff, CEWA Leadership Programmes and CEWA Policies and Executive Directives framework.
- School Audit process
- School Climate Surveys and feedback
- Principal Reviews
- Annual Planning Days, professional collaborations and discussions among staff and a range of objective and subjective observations of practice.

In turn, the planning and direction for this improvement is informed and governed by both systemic and legislative elements such as – The Bishops' Mandate, CECWA's Strategic Directions, CECWA Policies, CEWA Executive Directives, the Education Act of Western Australia and Registration Standards for Schools.

With due consideration for all of these aspects, our **school improvement priorities** for this next three to five-year period will concentrate on the following identified aspects –

1. Continue to Enhance Faith Life and Culture and our Pastoral Care:

Chisholm continues to place the care and welfare of its students at the forefront of its educational priorities and every year seeks to improve pastoral care programmes and structures to support student wellbeing and development. The College is proud of its pastoral record and reputation built from strong practice and strategic efforts in attending to its diverse population. Further, targeted programmes and responses will aim at building on and improving our good work with Aboriginal students, with students needing learning support, with mental health and with Child Safe initiatives.

The most recent impact of the global Pandemic is not to be underestimated as we seek to recover and reassert stability and confidence in our schooling structures.

2. Improving our Teaching and Learning Practices:

The forthcoming three to five years will see a further implementation and application of the core parts to Chisholm’s developed Vision for Learning. Quality relationships, life long learning, contemporary curriculum, aspiring for excellence and a supportive and safe environment are these essential elements.

3. Improving our Facilities:

Renewal and refurbishment of older teaching and learning facilities is an ongoing priority in addition to the important development of new facilities in two areas of the campus. On the northern perimeter, the construction and integration of a two-storey building specifically for new, contemporary, General Purpose Learning Areas that are much needed. On the south western perimeter, redevelopment will expand the campus footprint and allow for the much-needed redesign and improvement to parking and traffic flow.



4. Improving and broadening our Curriculum Delivery:

As future employment and career needs continue to change and existing curriculum grapples with maintaining relevance and delivering the appropriate 21st Century skills, important improvements and alterations to our course offerings must be considered. New alternative pathways and preparatory courses for University entry that are currently evolving will compel our curriculum planning to reshape what we offer to better serve our learning community for the post school environment.

5. Extending our use of Technology:

Updating and improving our application of Information Technology and its related infrastructure is a constant objective. Integrating and adapting to CEWA's system wide Admin of Schools platform and utilising its SharePoint functionality to better serve our whole community is vital in the next few years. This will be an important transition given our well established autonomous and effective previous structures across the school and community.



Numerous specific targeted plans have supported this overall improvement journey and continue to do so. The following documents provide the elaboration and detail for the College's ongoing Strategic Priorities mentioned above.

1. PASTORAL, FAITH LIFE and CULTURAL PROGRAMMES – revision and implementation of various pastoral and wellbeing plans, under revision or implementation within College structures.

[Link to College Evangelisation Plan](#)

[Link to Pastoral Framework and PCP at Chisholm](#)

[Link to Child Safe Framework](#)

[Link to Into Adulthood Programme](#)

[Link to College Aboriginal Education Plan](#)

[Link to new CEWA Wellbeing Framework](#)

2. VISION FOR LEARNING – Chisholm Catholic College’s Vision for Learning and this Vision in Action are clearly illustrated in simple form.

[Link to Vision for Learning](#)

3. MASTER PLAN – Along with this documented Strategic Plan, the College’s overall Master Plan, completely renewed and developed with whole community input during 2020, informs much of our Capital Development planning. Amended and refreshed constantly, this detailed Master Plan is crucial to responding to the evolving and future needs of the College community.

[Link to Master Plan](#)

[Link to Stage 17 Proposed Southern Carpark concept and design](#)

[Link to Stage 18 Proposed Northern Development Flexible Learning building](#)

4. CURRICULUM PLAN – The College’s current Curriculum Plan outlines the important areas of review and ongoing development in our curriculum delivery.

[Link to Curriculum Plan](#)

5. INFORMATION AND COMMUNICATION TECHNOLOGY - upgrading and plans for transitioning to CEWA domain, greater SharePoint utilisation and implementing further digital learning applications. (Chisholm Online SharePoint below – for Staff)

The screenshot shows the SharePoint interface for 'Chisholm Online'. The top navigation bar includes 'Home', 'Staff Common', and 'Recycle bin'. A central tile area contains links for 'SEQTA', 'Prayer & Reflection', 'Calendar & Planner', 'Chisholm Website', 'Useful Staff Links', 'Library & Resources', 'Maintenance Request Form', and 'MyHR'. Below this, a 'From the Principal' section features a sunset image and a message from John Bormolini regarding 'Term 2 Week 6'. On the right, a calendar widget shows events for Thursday, 2 Jun 2022, including 'ACC CROSS COUNTRY', 'LEADERS' RETREAT', 'YR 10-12 EXAMINATIONS', and 'DEPARTMENT MEETING B - RE, CMT, C&F and Learning H&SC Science PGU'.

