



CHISHOLM
CATHOLIC COLLEGE

Strategic Directions and School Improvement Planning

2022 - 2025
(REVISED)



Preamble

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, First Nations Education and community engagement.*

It also makes reference to the ongoing strategic capital development within the College's broader Master Plan for required new developments and refurbishments as well as ongoing maintenance of our excellent campus facilities.



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 of our operations and clarifying our shared understanding of our contemporary system priorities.

Essentially, our system is one of Schools and CEWA 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 through the Catholic Education Commission of WA and the Bishops Mandate, frame our Mission and work. CEWA Policies and accompanying Executive Directives also ensure the appropriate compliance and accountability towards delivering the highest standards education and care for our students in a Christ centred environment.

CECWA strategic directions and priorities provide the consistent overall framework whilst allowing individual schools, with empathy for their own context, to develop local priorities and improvement goals, through a regular process of cyclical review.

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



THE CATHOLIC SCHOOL IMPROVEMENT PLAN

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

Chisholm Catholic College has developed through the last thirty-five years with a clear, strategic intent of continual improvement, focused primarily 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 learning outcomes, care and wellbeing, and well serviced, 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, First Nations Education Improvement Mapping, Chisholm's Professional Formation and Development (PFD programme) for teaching staff, CEWA Leadership Programmes and CEWA Policy Framework and Executive Directives
- School Audit process and non-Government schools Registration process
- School Climate Surveys, NSI feedback and [goals](#)
- Principal Reviews
- Planning days, staff formation days and professional learning opportunities
- Professional collaborations and discussions among staff and a range of objective and subjective observations of practice.

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

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 planned responses and structures that attend to its diverse and increasing needs.

Further, targeted programmes and responses are aimed at continuing and building upon our work with First Nations students and First Nations Education broadly within the College; further strengthening our First Nations Employment Strategy and initiatives; enhancing our spiritual and formational opportunities through the work of the College Ministry Team and Chaplain Father Ziggy; expanding and responding to the rapid growth in the area students requiring learning support; with mental health and with Child Safe initiatives.

Post the global Pandemic, the College has resumed and expanded its work in outreach and service projects through Brother Olly's Wheelchairs for Kids; (now the largest single school supporter), Vietnam Immersion through the Dominican Sisters; Edmund Rice Pilbara Immersion and sister school arrangement with St Luke's College, Karratha and strengthening the College's well-established student Special Ministers programme.

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.

The Vision for Learning model will see individual focus on these separate elements. The College's Into Adulthood programme serves a vital role around the significance of building true respectful relationships with parents, staff and others on the journey to maturing into responsible young adults. This highly successful Chisholm – tailored programme continues to be refined for greatest impact.

In the past three years Chisholm has continued to be very proactive in the area of First Nations Education and broadened experiences with First Nations people and the learning from working together. This expanded involvement has been facilitated by federal funding through the Yadha Maru Foundation's City Country Partnership Programme and has seen Chisholm act as the host metropolitan school partnered with St Mary's College, Broome (STEM Education) and Sacred Heart school, Beagle Bay (Tourism and VET skills). These valuable relationships and reciprocal on-country experiences have been warmly received as we have worked in supporting these regional and remote contexts and grown positive understandings between the partner schools involved.

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. In the last few years Chisholm has updated a number of Teaching and Learning facilities including completely redesigning and refurbishing what was a 120 seat Lecture Theatre into a contemporary, multilevel, teaching and learning space, with break out spaces with capacity for different pedagogical approaches.

On the northern perimeter, the construction and integration of a new two-story Flexible Learning Centre, has been recently completed and built to specifically accommodate 9 contemporary teaching and learning spaces. Separated by full height, double glazed, operable walls, these spaces can be opened up in a variety of configurations to serve as expanded or joint teaching areas or as large student examination areas, as required. The building has been operational since the beginning of 2025.

A recently completed footbridge joining the second floor between our College I block rooms and the eLearning Centre (information hub for our campus) will provide greater connectivity and movement for students through these areas.

Long term adjustment and revision of the College's Master Plan will also occur from 2026 onwards in keeping with changed leadership.

4. Improving and broadening our Curriculum Delivery:

As future employment and career paths continue to challenge existing curriculum delivery, its relevance and appropriate 21st Century skills, important consideration is being given to not only the course offerings but also the approaches to delivering programmes.



Chisholm's involvement and successful delivery of the UniReady programme in partnership with Curtin University has seen significant take up by students in Year 12 and with positive outcomes. Upon successful completion of this university enabling programme, students are guaranteed university entry with an equivalent ATAR of 70. After being introduced in recent years, our Certificate IV course largely centred in the area of Business, has now broadened into Education Support, Nursing and other community service areas. Successful completion of Certificate IV also grants students an equivalent ATAR of 70. This is in addition to the existing Certificate II and Certificate III course offerings.

Emerging from the College's Curriculum Review project from the past few years has also been the recent changes to our Languages programme and the development of our own Life Skills programme into the Year 9 and 10 curriculum. This programme has been implemented in 2024 and 2025 and delivered by a large range of teaching staff.

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.

Chisholm has utilised its previous internally-constructed Portals to serve as blueprint for the transition to our own College staff SharePoint. Customised to serve the needs of teaching staff and administration for effective communication and daily practices, Chisholm's SharePoint continues to be a vital and effective communication tool alongside the SEQTA LMS and elements of Office 365. Beyond 2025 the College will continue to monitor and adapt to forthcoming changes in IT.

In 2024 and 2025 significant work has initiated and continued around the Artificial Intelligence space for our students and wider community as we grapple with effective guidelines and protocols for its use.



Specific 2025 CSIP Revisions

Coloured goals indicate the focus areas for 2025.

| CATHOLIC IDENTITY Inspiring Christ-centred Leaders | | |
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| Goals | Success Indicators | QCE Links |
| Build upon the Immersion experiences and connections to the Dominicans in Vietnam and EREA as an associate school, with St Luke's College in the Pilbara. | At the end of both of these immersion experiences in 2025, collate and consider feedback for improvement. | 3.3b |
| Revise the Evangelisation Plan through the contemporary lens of the Mission and context at Chisholm and with due consideration for the vital essentials of a good Catholic school. | Present and test opinion through feedback from Staff and wider community, with revised document. | 1.1 |

| EDUCATION Catholic Schools of Excellence | | |
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| Goals | Success Indicators | QCE Links |
| Maximise opportunities within the College by fostering collaboration between the Academic and Pastoral Councils. | Change in approach from Academic Council and Pastoral Councils to more opportunities for joint collaboration leadership development. Full day at Wembley in Term 1, PLC's rostered programme in Term 2. | 1.2 |
| Explore ways to enhance learning experiences for students through the design and utilisation of contemporary pedagogy and/or learning spaces. (May include VR and AI technologies). | Extend our VR programme in the eLearning Centre. Reviewed in Week 10 Term 2 with Head of Business and IT as we plan for greater utilisation of the space in Semester Two. Also build on our initial evaluations of the new Flexible Learning Centre that is producing positive response from students, parents and staff as being highly successful, both pedagogically and physically. | 2.1 2.3d |
| Capitalise on the expertise on staff to provide in-house professional learning opportunities. | Our newly rostered PLC process for all staff (lead by middle leaders) in line with our School improvement themes for 2025, will continue and be the subject of review at its conclusion. Attendance rates and engagement will inform the success of the programme. | |
| Provide further professional learning opportunities focusing on differentiation and understanding neurodiversity to better equip educators to adopt appropriate and contemporary teaching and learning strategies. | | 2.3d & e |

| COMMUNITY Catholic Pastoral Communities | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|
| Goals | Success Indicators | QCE Links |
| Promote and align current strategies with the CEWA Strategic Wellbeing Framework to support student wellbeing and to build student capacity. | | 3.1 |
| Actively engage with student voice and perspective. | | |

| STEWARDSHIP Accessible, Affordable and Sustainable System of Schools | | |
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| Goals | Success Indicators | QCE Links |
| Review and update the induction process for support staff while also refining the Performance Feedback and Development (PFD) staff appraisal and development framework. | | |
| Provide more clarity regarding the Accreditation requirements for all staff in the College in accordance with the Accreditation Framework. | | 4.1b |

Strategic Intentions (and resulting topics)

1. Explore ways to enhance learning experiences for students through the design and utilisation of contemporary pedagogy and/or learning spaces. (QCESR)
2. Staff Collegiality: Work and learn together and obtain assistance, advice and encouragement from colleagues. (QCESR and NSI)
3. Safe and Supportive: An inclusive and culturally safe learning environment without fear of failure and clear encouragement towards resilience.

Students being empowered to feel visible and their voice heard in relation to their learning needs and opportunities. (Vision for Learning and NSI)
4. College Charism: Integrating the charism of the Dominican order, Edmund Rice tradition and Caroline Chisholm's legacy. (QCESR and Evangelisation Plan)

| Topic | Overview |
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| 1A: Peer observation and collaborative teaching | Based on NSI surveys and discussions with ELT the school is looking to have a culture of peer observations. Teachers will work out what they would like to observe and work on. They will then have the opportunity to pair up with others who have similar goals. This can be co planning, peer observation, team teaching or cross curricular inter discipline. There will be a sample observation tool provided at the conclusion of the observation lesson teachers have a reflection and debrief. |
| 1B: Ongoing Professional Learning | This session aims to inform staff of the range and scope of ongoing professional learning (PL) opportunities available to them in addition to reflecting on where their current PL path is at. The role, importance and how to access formal, semi formal, and informal PL will be discussed in the context of both professional and personal development. |
| 2A: Be the Mentor You Needed: Strategies for Meaningful Mentorship | In this session, we will be providing staff with information, skills and strategies to assist them in becoming effective mentors for colleagues. In our interactive presentation, we will discuss the qualities needed to be a good mentor and why mentoring is important, and we will provide the opportunity for staff to engage in real-life scenarios to practice the skills and strategies they have learned. |
| 2B: Embark on an AI journey, a platform to share and learn from others. | Explore Generative AI together as educators, investigate its potential to improve learning outcomes, support personalised learning, reduce teacher's workload, and automate daily admin tasks. |
| 3A: Building Strong Student-Teacher Relationships | We all bring a world of experiences to the teaching profession, our ability to connect and resonate with students is at the heart of what we do. Our love for our learning area, our knowledge and our enthusiasm ensures that we build welcoming educational spaces. Great student teacher relationships encourage engagement, enhance learning, boost student confidence, support emotional wellbeing and shape lifelong attitudes. Join Paul, Maria and Erin to explore this further. |
| 3B: Building Student Belonging and Community. | Belonging is fundamental to a student's growth, fostering engagement, resilience, and spiritual grounding. At the heart of our Catholic identity, we strive to create a community where every student feels connected, aligning with our mission to "Grow in Christ." A strong sense of belonging leads to greater academic and personal success, deeper connections to faith and Catholic teachings, and enhanced emotional and social resilience. |
| 4A: Dominican Sisters and Christian Brothers' Heritage: History of Chisholm Catholic College's Charisms | In this session we will establish where you sit on the knowledge continuum about the history of the College's charisms. We will address, as staff of Chisholm Catholic College, what we do well and where we can improve in this area. |
| 4B: Promoting and celebrating charisms | This session will look at the highlighting various aspects that we already have around the College that celebrate the charism of the Dominican order, Edmund Rice tradition and Caroline Chisholm's legacy. We will then explore some creative ways to use our students and staff to celebrate these charisms further around the College. It is suggested if you attended last week's 4A session, you attend this one this week. |

SPECIFIC PLANS, PROJECTS AND INITIATIVES

Various specific, targeted plans support this overall improvement journey and give life and action to the important priorities within our Catholic School Improvement Plan.

The following documents and outlines provide the elaboration and detail for some of the five ongoing Strategic Priorities mentioned for the College in this period.

1. PASTORAL, FAITH LIFE and CULTURAL PROGRAMMES

[Link to College Evangelisation Plan](#)

[Link to Pastoral Care Programme and Keeping Safe Frameworks](#)

[Link to Into Adulthood Programme](#)

2. TEACHING and LEARNING

[Link to Vision for Learning](#)

[Link to College First Nations Education Plan](#)

3. CAPITAL DEVELOPMENT OF FACILITIES and MASTER PLAN

[Link to Master Plan](#)

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

[Link to Stage 18 Proposed Northern Development Flexible Learning building \(initial concept plan\)](#)

4. IMPROVING AND TARGETTING OUR CURRICULUM DELIVERY

[Link to Curriculum Plan](#)

5. INFORMATION AND COMMUNICATION TECHNOLOGY

Continuing take up and expanding utilisation of our digital platforms and applications to improve our work and outcomes, in SEQTA LMS, in the use of EDVAL and EdVAL Daily, TEAMS for communication, as well as SharePoint utilisation from the system and internally. (Chisholm Online SharePoint below – for Staff)



A screenshot of the Chisholm Online SharePoint dashboard. The top navigation bar includes 'Chisholm Online' and links for 'Home', 'Chisholm SharePoint', 'Staff Handbook', and 'Recycle bin'. Below the navigation bar is a grid of application tiles: SEQTA, Prayer & Reflection, Calendar & Planner, Emergency Procedures, Useful Staff Links, Library & Resources, Maintenance Request Form, and MyHR. The main content area is divided into three sections: 'From the Principal' featuring a photo of a group of people and a text snippet about a 97 Club Assembly; 'Essential Staff Documents' listing various PDF files like '2024 PCAs Term 1.pdf' and '2024 Seqta Teach Guidelines'; and 'ELT Memos' featuring a memo about 'OPEN DAY: Thursday 7 March 2024'. On the right side, there is a 'Weekly Agenda & Calendar' widget showing the date range '28 Feb - 27 Mar 2024'.



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