# St Scholastica's College

## Strategic Improvement Plan 2021 – 2025

*Educational excellence in the Good Samaritan tradition*

# Introduction

The College Board and Executive are proud to launch our Strategic Plan for the five years leading to the end of 2024. The Plan provides guidance for the agenda that will support continuous improvement towards our goal of delivering excellence in all aspects of the education we offer in our College of Good Samaritan Education.

The Strategic Plan is the result of consultation and review over several years, reflecting the voices of students, staff and parents. It provides the foundation for the extensive Operational Plan developed alongside the Strategic Plan. The Operational Plan establishes clear actions, annualised across the five-year plan, to clearly focus our work on the delivery of the documented Strategic Intents.

We are confident the implementation of the strategic and operational plans will bear significant fruits over the coming years and progress will be clear.
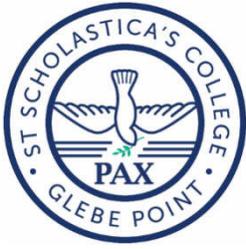
# Identity Statement

St Scholastica's College is a Catholic day and boarding school of Good Samaritan Education, in the parish of St James and the Archdiocese of Sydney. The charism of the Sisters of the Good Samaritan, grounded in the European Benedictine tradition, guides the life and mission of the College.

St Scholastica's College was established in 1878 by the Sisters of the Good Samaritan in Pitt Street in Sydney City and since 1901 at the current location in Glebe Point.

As a day and boarding school, the mission of the College has always been to provide a high-quality education to girls, with consideration of the needs of the poor, rural, regional and remote families and all seeking a Catholic, Good Samaritan education.

The College has a long history of serving Aboriginal and Torres Strait Islander families and this work continues in support of the Commonwealth 'Closing the Gap' initiative. (https://www.closingthegap.gov.au/national-agreement-closing-the-gap).

St Scholastica's is a community of welcome, hospitality, compassion, peace and service. The motto (Pax) is lived in the way the College operates daily, in our relationships and in the work we do to support a socially just world.

Our place in the education market is as a relatively low fee Catholic congregational school offering boarding to Australian and International students.

The academic performance of the College is very sound, with learning growth above state and national means and above 'expected' (ACARA, 2020). The Arts and Sport also feature prominently in the successes of the College. Educational innovation and strength in STEM education, along with strong remediation, extension and enrichment opportunities enable all students to develop and thrive.

The campus is built on a small site with facilities and population limited by space. The four-stage Masterplan launched in 2017 will renew and replace aged and dysfunctional facilities and create additional contemporary spaces to meet the needs of the established population of approximately 1050 students.

# Vision Statement

St Scholastica's College will be an outstanding Catholic educational community which educates all students with excellence. It will be an exemplar of success in all areas of operation. It will be a centre of innovation and a lighthouse for educational excellence, in all its complexity, in Australia and internationally.
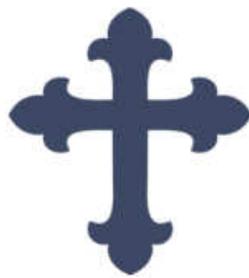
# Mission Statement

St Scholastica's College is a Catholic Benedictine secondary school for young women that continues the legacy of the Sisters of the Good Samaritan. We are a school of Good Samaritan Education (GSE), a community of ten schools in Australia.

The College is a Christ-centred, inclusive community, inspired by the Gospel and guided by the Rule of St Benedict. Together, we are called to action through the Benedictine values and respond to our motto, PAX (Peace), through the relationships we foster and commitment to social justice for the common good.

As a collaborative community, we encourage a love of learning that nurtures the development of the whole person – academic, spiritual, personal. The growth of each student is a priority in an environment that enables all to find a place.

We empower our students to strive for excellence.

We are inspired by the Parable of the Good Samaritan, guided by the Rule of St Benedict.
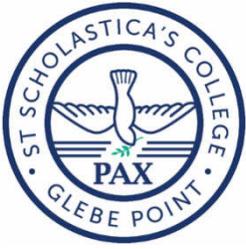
# Strategic Goals 2021 – 2025

**Mission and Identity**
Live our Catholic faith, centred on the love of Jesus Christ, inspired by the Parable of the Good Samaritan and guided by the Rule of Saint Benedict.

**Teaching and Learning**
Develop people of wisdom who are critical and creative thinkers with a lifelong love of learning and who will make a positive contribution to society.

**Pastoral Care and Wellbeing**
Foster health and wellbeing to enable our Mission in a safe and supportive environment.

**Leadership and Management**

Provide effective leadership and management to direct, guide and

facilitate the Vision and Mission of the College.

**Resourcing and Stewardship**
Strategically lead and manage human, physical, financial and intellectual resources to ensure current and future viability, sustainability and development of the College and her Mission.

# Mission and Identity

## Overview

> **"Therefore, we intend to establish a school for the Lord's service." (RB Prologue 45)**

St Scholastica's College is a Christ-centred, diverse, community who live out our Catholic faith inspired by the Parable of the Good Samaritan; a compelling story told more than 2000 years ago. We encourage our community to respond to the call of the Gospel and engage with our neighbour and environment with justice, love and the compassion of Christ. We are actively committed to supporting the ministries of the Sisters of the Good Samaritan, Caritas and St Vincent de Paul.

Guided by the Rule of St Benedict, written 1500 years ago, our community seeks to centre Christ in the heart of our identity through a gospel way of life. The Rule is expressed simply in our College motto (Pax) and the traditional edict, *ora et labora* (pray and work). We are called to, *'listen with the ear of the heart'* (RB Prologue 1) to seek peace and provide a place of welcome where we value every member of the community and enable all to find a place, as "all guests who present themselves should be welcomed as Christ." (RB 53:1)

We are entrusted with the mission of the Sisters of the Good Samaritan whose traditions and values remain a vibrant part of the College community. We carry forth their strong charism, developing faith-filled women who will seek justice as they engage with today's world. We are part of a wider church within the Archdiocese of Sydney and our local parish of St James, Forest Lodge.

The St Scholastica's community is made up of people from other diverse communities across Sydney, NSW, our nation and from around the world.

> **"Your way of acting should be different from the world's way: the love of Christ must come before all else." RB 4**

## Strategic Priority

Live our Catholic faith, centred on the love of Jesus Christ, inspired by the Parable of the Good Samaritan and guided by the Rule of Saint Benedict.

## Strategic Intents

1. Strengthen and celebrate our Catholic identity.
2. Build a culture of collaboration and partnership between students, staff, parents, the College Board, GSE and the Sisters of the Good Samaritan, parishes and the Archdiocese, fostering engagement in the mission of the College and the Church.
3. Foster an ecclesial community faith life through prayer and liturgy, parish engagement, and faith formation/development reflection days, retreats, immersion experiences and community volunteer work in which an encounter with God and personal faith can be nurtured.
4. Nurture a community built on the four principles of Benedictine community life (listening, humility, making allowances and exceptions and working for the common good) that is actively engaged in service, reaching out with compassion to our 'neighbour'.
5. Promote and enable excellence in Catholic Education.

# Teaching and Learning

## Overview

> *"Arrange all things so that the strong have something to strive for and the weak have nothing to run from."*
> *(Rule of Benedict. 64:9)*

Teaching and learning are at the heart of life at St Scholastica's College. A high priority is placed on identifying and addressing the learning needs of all students. We encourage, challenge, extend, support and monitor each student's development and strive to do so with innovation, creativity and excellence.

We value and recognise that highly effective teaching is the key to improving student learning outcomes. We engage in research-based teaching practices with the intention that every student is engaged, supported and challenged. We believe that every student is capable of learning and work to ensure educational growth for every student is at or above the 0.4 Effect Size of one year growth for each year of learning. (Prof. John Hattie, *Visible Learning,* Routledge, 2008.)

Staff professional learning, based on a model of collaboration, distributed leadership and collective efficacy, is central to educational practice at the College. This is supported by annual goal-setting and professional reflection.

Student centred learning based on individual growth is a priority, and practical engagement with the world is an important element of the experience offered at the College. We engender independent and critical thinking and resolute action through strong pedagogy that enables confidence and flair in a safe and supportive learning environment.

Data are used to inform practice and to support the importance placed on knowing our students, their needs and how they learn. Teachers engage in a variety of teaching pedagogies to promote success. Tailored learning strategies are a feature of classrooms where diversity and difference are embraced. We believe that well-being is enhanced when students experience positive, open, flexible, supportive and challenging learning environments.

We strive to build a culture of strong learning growth, enabling every student to acquire the knowledge, skills, values and attitudes that will prepare her for a lifetime of opportunities, learning and positive engagement with the world.

**Strategic Priority**

Develop people of wisdom who are critical and creative thinkers with a lifelong love of learning and who will make a positive contribution to society.

**Strategic Intents**

1. Build and maintain a culture that strengthens student growth and encourages excellence.
2. Enable all learners to be known and challenged through a diverse curriculum and tailored experiences.
3. Build a foundation of strong literacy and numeracy for all.
4. Implement contemporary pedagogical practices that enhance student learning.
5. Develop and maintain a team of highly effective, expert teachers.
6. Enable teachers to effectively access and utilise data to identify gaps in student learning, structure and modify individual and cohort learning and monitor improvement over time.
7. Build a collaborative learning community that strives always to advance the learning outcomes of every student.
8. Create a culture of high expectations, accessibility, meaningful feedback and assessment, aspiration, motivation, innovation, creativity and overall excellence.
9. Ensure educational work is aligned to and supports the College Mission, Good Samaritan and Gospel values and the educational philosophy.

# Pastoral Care and Wellbeing

## Overview

> **"*Listen and attend with the ear of your heart*" (RB)**

Inspired by the Parable of the Good Samaritan and drawing on contemporary research, we believe that the well-being of students and staff is integral to the health and effectiveness of our Day and Boarding School community as a place of learning and hospitality. The pastoral care provided at the College is a foundation for effective teaching and learning where students are supported and encouraged to take risks and become more motivated, self-aware learners.

We acknowledge that each member of our community is an individual. Drawing on evidence-based research, we develop strategies to support the growth of each student. Pastoral Care at the College promotes knowledge and understanding of each student, enabling us to respond thoughtfully and confidently to student needs while fostering growth. We work to recognise strengths and create opportunities for celebration whilst acknowledging complex challenges and needs in some students' lives.

We acknowledge the need for awareness and promotion of mental health and wellbeing as a foundation for effective learning and positive participation in any community. We recognise the critical role of the teacher in bringing to life pastoral care and wellbeing strategies. Professional development and case-based tailored strategies support teachers to work with students who are struggling to meet the demands of their learning and social environments. Collaboration is essential. In this endeavour. The College works in partnership with external clinicians, students and families.

The Rule of St Benedict brings to us messages for life lived in a community, exhorting us to "let all guests who come be received as Christ" (RB, 53). The needs of the community must be met alongside the needs of individuals, as each balances the other. With this as a focus, we believe that structures which strengthen and restore partnership in times of difficulty are the most effective means for achieving a culture of equity, cooperation, and cohesion within the College. We challenge all students to behave respectfully and cooperatively and to take initiative when restoring damaged relationships. We have high expectations of students and believe in the potential of every individual, as a child of God, to achieve great things.

We believe that students should be offered a variety of opportunities that enhance belonging, participation, and leadership. In particular, the College supports various leadership initiatives that challenge capable students to step up and to take prominent roles in the community. All students are called on to be effective and decent members of the community. Students are provided explicit skills and encouraged to work both independently and collaboratively. The College has a foundational belief that all students have capacity and are worthy of our sustained and best care.

> **"*Let all guests who come be received as Christ*" (RB 53)**

## Strategic Priority

Provide, in partnership with external agencies, excellent pastoral care and wellbeing support to students and staff, to promote student development as learners, leaders, and young people, and to support the educational outcomes of each individual and the vision and mission of the College.

## Strategic Intents

1. Foster and sustain a culture that strengthens student learning and growth within a safe supportive and dynamic environment that enables wellbeing and resilience.
2. Promote and support staff development in relation to wellbeing and the mental health of adolescents and staff including connection to effective learning.
3. Use evidence-based research to inform initiatives and strategy that support collective and individual wellbeing, growth, and learning.
4. Develop and nurture student leadership.
5. Develop and embed inclusive education strategies.
6. Ensure pastoral care work is enlivened by the College Mission and the educational philosophy, drawing inspiration from the Parable of the Good Samaritan and the Gospels.
7. Support a culture of strong pastoral care and wellbeing in the operations of the Boarding School.

# Leadership and Management

## Overview

> *"As often as anything important is to be done in the monastery, the prioress or abbot shall call the whole community together and explain what the business is; and after hearing the advice of the community, let them ponder it and follow what they judge the wiser course."*
> **RB. 3.1**

Leadership and management and the day-to-day operational activities undertaken serve the Vision, Mission and Identity of the College. Regular stakeholder evaluation seeks to build best practice based on research, evidence from practice and reflection. Operations, leadership and management support the educational imperatives of the College and ensure the full range of education, company and community responsibilities are met.

Leadership and management are inextricably linked to the spiritual, educational, pastoral and resourcing needs of the community and the stewardship of all aspects of the College – physical, human and financial.

Effective decision-making within the Benedictine model of discernment and counsel and the four principles of Benedictine life are central to organisational and operational leadership at the College. Leadership is distributed, shared and highly collaborative.

Leadership development is both broad and targeted and involves professional reading, dialogue reflection and engagement in leading.

Management is inclusive, consultative and just and is centred on operational excellence to facilitate educational excellence.

Truth, trust, respect, equity and integrity are at the heart of decision-making that seeks always to serve the Vision and Mission of the community.

## Strategic Priority

Provide effective leadership and management to direct, guide and facilitate the Vision and Mission of the College.

## Strategic Intents

1. Plan strategically to guide and facilitate ongoing improvement, using relevant data and research.

2. Plan and establish effective infrastructure, systems and processes which support the development and execution of the educational and business functions of the College.

3. Embed the Benedictine, Good Samaritan charism through all areas of operation, ensuring thoughtful stewardship in all we do.

4. Create processes for the systematic collection, management, storage, analysis and use of data that guarantee data integrity and enable excellent practice.

5. Develop and nurture partnerships for the benefit of the College community now and into the future.

6. Establish short and long-term strategies for leadership development and succession planning.

7. Ensure compliance.
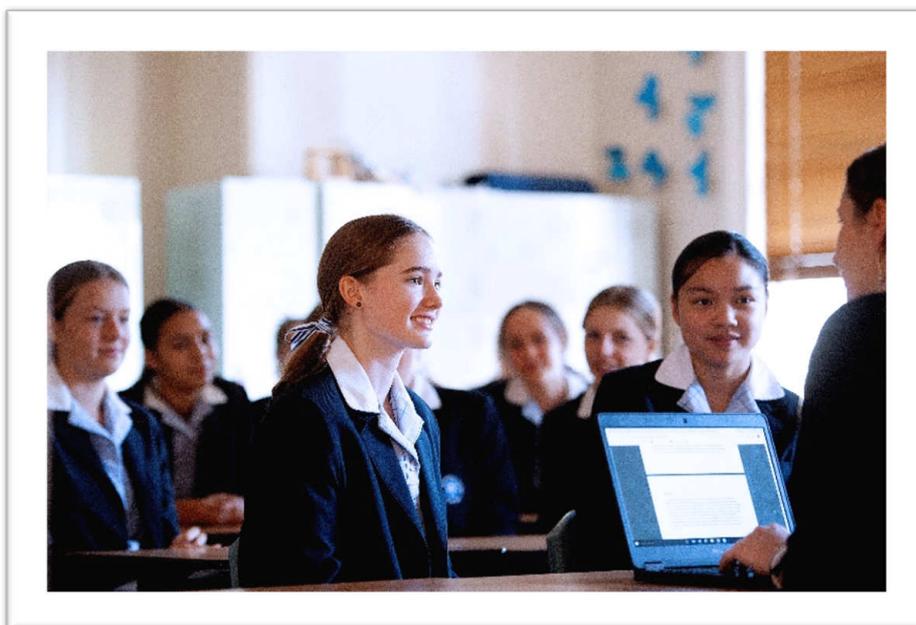
# Resourcing and Stewardship

**Overview**

> *"Regard all utensils and goods of the monastery as sacred vessels of the altar, aware that nothing is to be neglected"* **RB 31: 10-11**

Resourcing and stewardship are inextricably tied to the College's accountabilities. Resourcing falls into three primary categories:
1. Financial;
2. Human; and
3. Physical.

These resources support the Vision and Mission of the College and ensure the success of educational and operational compliance; our work as a member of the Catholic and Good Samaritan Education communities; and our legacy to the Sisters of the Good Samaritan and those who will follow. Resourcing decisions centre on stewardship and the common good.

In addition to meeting the legislative and regulatory compliance requirements of various entities, we take seriously our responsibility to enhance the physical resources and environment of the College, ensuring stewardship of the College and its community. Our legacy will be to leave the College in a better position than that into which we were invited. Stewardship plays a significant role in resourcing decisions, ensuring future viability, sustainability and development of the College.

Enrolments are fundamental to the long-term viability and sustainability of the College. Managing risks relating to enrolments remains an operational priority.

Resourcing priority is given to ensuring our central mission to educate with excellence is met. Resources are allocated and used efficiently and effectively to meet goals and ensure development and sustainability.

## Strategic Priority

Manage human, financial and physical resources to support the Vision and Mission and ensure current and future viability, sustainability and development of the College.

## Strategic Intents

1. Implement and review systems and practices to ensure the financial security and operational effectiveness of the College.
2. Fulfil requirements regarding statutory financial obligations and compliance and address reporting structures and methods with excellence.
3. Implement the College Masterplan in an effective and timely manner to ensure appropriate stewardship of the physical environment.
4. Develop systems and practices for the long-term maintenance and stewardship of physical resources.
5. Develop a response to the increasing complexity of school operational compliance and service provision through appropriate resourcing.
6. Review and respond to staffing requirements to ensure effective operations.
7. Ensure Information and Communication Technologies are contemporary, and infrastructure and resources are developed and maintained at a high standard.
8. Ensure the security of all property, infrastructure, resources and data.
9. Develop the philanthropic culture of the community.

# Mission and Identity

| Strategic Priority | Live our Catholic faith, centred on the love of Jesus Christ, inspired by the Parable of the Good Samaritan and guided by the Rule of Saint Benedict. |
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| Strategic Intents | **1.** Strengthen and celebrate our Catholic identity. <br> **2.** Build a culture of collaboration and partnership between students, staff, parents, the College Board, GSE and the Sisters of the Good Samaritan, parishes and the archdiocese, fostering engagement in the mission of the College and the Church. <br> **3**. Foster an ecclesial community faith life through prayer and liturgy, parish engagement, reflection days, retreats, immersion experiences and community volunteer work in which an encounter with God and personal faith can be nurtured. <br> **4.** Nurture a community built on the four principles of Benedictine community life (listening, humility, making allowances and exceptions and working for the common good), that is actively engaged in service, reaching out with compassion to our 'neighbour'. <br> **5.** Promote and enable excellence in Catholic Education. |

## Strategic Actions

| | | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| 1. | 1.1 | Present Annual Mission Plan to staff and students at the beginning of Term 1 | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.2 | Provide the community with a range of formation opportunities to reflect our Catholic identity | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.3 | Embed a Christ-Centred approach across the curriculum | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.4 | Continue developing and implement a comprehensive induction program focusing on College charism for new staff | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.5 | Continue to Initiate regular meetings with Fr Dominic Murphy PP of St James Parish, Forest Lodge to continue developing the liturgical program of the College | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.6 | Ensure the physical environment of the College reflects our Catholic identity | ✓ | ✓ | | | |
| | 1.7 | Update and improve Mission section of the College website to reflect more deeply our Catholic identity | ✓ | ✓ | | | |
| 2. | 2.1 | Engage the Community in outreach experiences including Kings Cross Street Retreat, Matt Talbot and Night Patrol | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.2 | Provide and implement formation experiences for Board members | | ✓ | | | |
| | 2.3 | Maintain connections to GSE Community of Practice | ✓ | | | | |
| | 2.4 | Participation of staff and students in GSE Mission initiatives which arise | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.5 | Continue to engage students and staff in the Catechist program in local primary schools which form part of St James Parish | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.6 | Liaise with St James Parish to develop training program engaging students as Altar servers and Extraordinary Ministers of the Eucharist | ✓ | ✓ | ✓ | | |
| | 2.7 | Connect with St James' Parish through Year 7 classes attending Masses on a rotation basis | ✓ | | | | |
| | 2.8 | Provide formation with families through Compass Portal notifications and Schols Newsletter | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.9 | Maintain links with the Archdiocese – through student leader initiatives and staff pd | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.10 | Liaise with AP W+PC to work collaboratively on integration of Annual Mission Plan with House Mentors and Guidance Co-ordinators | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.11 | Reintroduce Mission team | ✓ | ✓ | | | |

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| | 2.12 | Develop the role of the Liturgy Prefect including establishment of a Liturgy group | ✓ | ✓ | ✓ | | |
| | 2.13 | Develop the role of the Social Justice Prefect and group | ✓ | ✓ | ✓ | | |
| 3. | 3.1 | Ongoing nurturing of staff through formation experiences in the Good Samaritan Benedictine Charism | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.2 | Provide formation for Boarding staff and support staff | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.3 | Provide opportunities for various forms of liturgy and prayer with community annually | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.4 | Liaise with Good Samaritan Congregational Centre and build partnership – use of the Chapel and resources | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.5 | Provide staff with an optional retreat experience | ✓ | | | | |
| | 3.6 | Continue to facilitate and encourage daily prayer in the College - Morning prayer, Angelus | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.7 | Establish College community prayer group - Lenten prayer group, Lectio group | ✓ | | | | |
| | 3.8 | Engage with PP of St James parish to provide weekly Mass at the College | ✓ | | | | |
| | 3.9 | Engage Junior Religion classes to be involved in organising weekly Masses | ✓ | | | | |
| | 3.10 | Continue with whole College liturgy experiences including St Scholastica's Day Mass, Year 12 Graduation Mass, End of Year Masses | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.11 | Provide opportunities for prayer and reflection in various forms during Liturgical year i.e., Lent and Advent | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.12 | Liaise with Fr Dominic and introduce opportunity for reconciliation for students in St Scholastica's Chapel | ✓ | | | | |
| | 3.13 | Review and develop the Junior Reflection Day program reflecting Christ-Centred, Good Samaritan, Benedictine charism | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.14 | Review and develop Senior Retreat | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.15 | Continue facilitation of Boarders' Masses and Special Masses, engaging families to attend in St Scholastica's Chapel | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.16 | Continuation of Boarding students attending Weekly Mass at St James Parish | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | 4.1 | Develop resources to share with staff focusing on the four principles of a Benedictine community | ✓ | ✓ | | | |
| | 4.2 | Engage the whole Community in outreach experiences including Kings Cross Street Retreat, Matt Talbot, and Night Patrol Service | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.3 | Further develop initiatives of service and fundraising through the Social Justice group | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.4 | Support Caritas, SVDP and Good Samaritan Foundation through work of the Social Justice Group | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.5 | Further develop the Community Service Program in Yrs 11 & 12 | ✓ | ✓ | ✓ | | |
| | 4.6 | Support the Good Samaritan Foundation through whole College fundraising initiatives (i.e. Pax Day) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.7 | Provide formation to staff via the annual Staff Spirituality Day focusing on Good Samaritan tradition and Benedictine Spirituality | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | 5.1 | Integration of GSE Benedictine focus and Mission plan annually throughout RE curriculum | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.2 | Provide a rigorous RE Curriculum reflecting our Catholic tradition | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.3 | Liaise with AP T and L to develop a Teaching and Learning framework which reflects our Good Samaritan tradition and Benedictine Spirituality with a particular focus on the essential Benedictine values across the Curriculum | ✓ | ✓ | ✓ | | |

## Teaching and Learning

| Strategic Priority | Build a culture of strong learning growth, enabling every student to acquire the kn... values and attitudes that will prepare her for a lifetime of opportunities, learning a... engagement with the world. |
|---|---|

| Strategic Intents | **1.** Plan strategically to build and maintain a culture that strengthens student growth and encourages excellence. <br> **2.** Enable all learners to be known and challenged through a diverse curriculum and tailored experiences. <br> **3.** Build a foundation of strong literacy and numeracy for all. <br> **4.** Implement contemporary pedagogical practices that enhance student learning. <br> **5.** Develop and maintain a team of highly effective, expert teachers. <br> **6.** Enable teachers to effectively access and utilise data to identify gaps in student learning, structure and modify individual and cohort learning and monitor improvement over time. <br> **7.** Build a collaborative learning community that strives always to advance the learning outcomes of every student. <br> **8.** Create a culture of high expectations, accessibility, meaningful feedback and assessment, aspiration, motivation, innovation, creativity and overall excellence. <br> **9.** Ensure educational work is aligned to and supports the College Mission, Good Samaritan and Gospel values and the educational philosophy. |
|---|---|

### Strategic Actions

| | | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **1.** | 1.1 | Introduce Visible Learning to College staff | ✓ | | | | |
| | 1.2 | Identify Visible Learning influences we want to adopt at the College | ✓ | | | | |
| | 1.3 | Implementation of Visible Learning strategies, Including. <br> • Student voice <br> • Collective teacher efficacy <br> • Culture of high expectations <br> • Meaningful and effective feedback <br> • Self-reported grades through student voice and Student Reflection meetings | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.4 | Develop questioning technique | | ✓ | | | |
| | 1.5 | Work with PC&W to develop behaviour management strategies | | | ✓ | | |
| **2** | 2.1 | Complete the First Nations (FN) Education Strategy | ✓ | ✓ | | | |
| | 2.2 | Implement the College First Nations Education Strategy | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.3 | Set up The First Nations Working group | ✓ | | | | |
| | 2.4 | Develop and update PLP's for all FN students | ✓ | | | | |
| | 2.5 | Formalise In-class support for identified students | ✓ | | | | |
| | 2.6 | Using data track FN student growth | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.7 | Review Diverse Learning flow chart to ensure clear communication channels for teachers and parents | ✓ | | | | |
| | 2.8 | Develop and update RAD's to meet NCCD requirements | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.9 | Ensure there is staffing to support NCCD students | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.10 | Develop and update LP for those who do not meet the NCCD criteria | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.11 | Deliver a broad and varied curriculum | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.12 | Continue to develop partnerships with outside school providers | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.13 | Grow the STEM program | ✓ | ✓ | ✓ | ✓ | ✓ |
| **3.** | 3.1 | Complete the College Literacy Strategy | ✓ | | | | |
| | 3.2 | Implement the Literacy Strategy | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.3 | Multi-Lit – review its efficacy using data | ✓ | | | | |
| | 3.4 | Complete the College Numeracy Strategy | ✓ | | | | |
| | 3.5 | Implement the Numeracy Strategy | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|---|---|---|---|---|---|---|
| | 3.6 | Continue with the Tactical Teaching program<br>• Reading<br>• Writing | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.7 | Train the Trainer for Tactical Teaching<br>• Speaking<br>• Listening | ✓ | ✓ | ✓ | ✓ | ✓ |
| **4.** | 4.1 | Complete the College High Potential & Gifted Strategy | ✓ | ✓ | | | |
| | 4.2 | Implement the College High Potential & Gifted Strategy<br>Create High Potential and Gifted Modules for staff<br>Create a parent resource page on College Website – ScholAR+ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.3 | Formalise the identification process of students | | ✓ | ✓ | | |
| 5. | 5.1 | Develop and implement a mentor and coaching program | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.2 | Align individual professional development with development plan | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.3 | Develop and implement staff review program | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.5 | Manage and map Teacher Accreditation professional Learning | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.6 | Revitalise and implement the Teaching and Learning Framework to reflect Contemporary education. | ✓ | ✓ | ✓ | ✓ | ✓ |
| **6.** | 6.1 | Develop and implement a College Data Strategy | ✓ | | | | |
| | 6.2 | Formalise and streamline the collection of academic pastoral data | ✓ | ✓ | | | |
| | 6.3 | Upskilling staff on how to read and interpret the Data collected | ✓ | | | | |
| | 6.4 | Upskill staff on Data informed teaching | ✓ | ✓ | | | |
| | 6.5 | Design a program for tracking student achievement and wellbeing | ✓ | ✓ | | | |
| | 6.6 | Develop and implement data sharing capabilities, including:<br>• Compass and Analytics<br>• a College Dashboard | ✓ | ✓ | | | |
| **7.** | 7.1 | Embed a culture of high expectations and excellence | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.2 | Through DeCourcy and RAP analysis | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.3 | Review of teaching programs and acting on student and teacher feedback | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.4 | Review quality of assessments and meaningful feedback | | | ✓ | ✓ | ✓ |
| | 7.5 | Ensure NESA Compliance is maintained to a high standard | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.6 | Implement Compass | ✓ | | | | |
| | 7.7 | Develop and implement new student reporting structures | ✓ | | | | |
| | 7.8 | Revitalise the Teaching and Learning Framework to reflect contemporary education | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.9 | Develop a structured program for the development of order thinking 7-12 | | | ✓ | ✓ | |
| **8.** | 8.1 | Implement Catholic perspective across curriculum (with Mission) | | ✓ | ✓ | | |
| | 8.2 | Review programs to ensure the Catholic perspective is implemented authentically across all KLAs | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 8.3 | Embed Benedictine values within the Teaching and Learning Framework | ✓ | | | | |

# Pastoral Care and Wellbeing

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| **Strategic Priority** | Provide, in partnership with external agencies, excellent pastoral care and wellbeing support to students and staff, to promote student development as learners, leaders, and young people, and to support the educational outcomes of each individual and the vision and mission of the College. |
| **Strategic Intents** | 1. Foster and sustain a culture that strengthens student learning and growth within a safe supportive and dynamic classroom environment that fosters well-being and resilience.<br>2. Promote and support staff development in relation to wellbeing and the mental health of adolescents and staff including connection to effective learning.<br>3. Use/Harness evidence-based research to inform initiatives and strategy to support growth, wellbeing, and learning.<br>4. Develop and nurture student leadership.<br>5. Develop and promote inclusive education strategies.<br>6. Ensure pastoral care work is embedded within the College Mission and the educational philosophy, drawing inspiration from the Parable of the Good Samaritan and the Gospels.<br>7. Support a culture of strong pastoral care and wellbeing in the operations of the Boarding School.<br>8. Review risk and implement appropriate strategies to manage risk for a safe and secure environment and a Child Safe College. |

| **Strategic Actions** | | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **1.** | 1.1 | Collaborative work Senior Leadership Team to ensure connectedness and balance of strategies in key areas of PC+W, L and T<br>Combined Head of Year/Head of Department meetings to promote cohesion of understanding and strategy within College management structures | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.2 | Annual review of separate key interventions and strategies:<br>- Behaviour Management processes<br>- Pastoral Support Plans<br>- Community time<br>- House structure and management | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.3 | Mapping the connected efficacy of separate key interventions as a connected whole | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.4 | Safe and supportive environment collaborative initiatives<br>- Establish additional opt in PD for teaching staff – small group or individual teacher support and mentoring.<br>- Strengthening of mentoring initiatives beyond induction – structures and opportunities | ✓ | | ✓ | | ✓ |
| | 1.5 | Regular renewal of restorative justice philosophy and process – training session for all teaching staff and Boarding staff | | ✓ | | ✓ | |
| **2** | 2.1 | Promote engagement with appropriate resources:<br>- Establish usable key resource location with regular invitations and updates – online hub – links, articles, College data.<br>- Staff development day opportunities to be explored – workshops with external presenters – topics ongoing are growth mindset, developing resilience in a strength-based approach to wellbeing, the neurology of | ✓<br><br><br><br>✓ | | | | |

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| | | teenagers, and specialist intervention support with the College – how this works<br>- Ongoing renewal and management of resource space | | ✓ | ✓ | ✓ | ✓ |
| | 2.2 | Mapping across stages with links to the Australian Professional Standards for teachers | ✓ | | ✓ | | ✓ |
| | 2.3 | Embedding pastoral care and support objectives into programs<br>- Management of assessments<br>- Reflections on growth as learners – building stories of achievement.<br>- Goal setting | | ✓ | ✓ | ✓ | ✓ |
| | 2.4 | Connect with networks and other Colleges.<br>- HoY meetings with other Good Samaritan schools and similar demographic schools in the local area with the purpose of sharing initiatives, resources, and strategies | ✓ | ✓ | ✓ | ✓ | ✓ |
| **3.** | 3.1 | Improve efficacy of data collection and use. | ✓ | | | | |
| | | - Map current data protocols to improve sustainable internal data collection process. | ✓ | ✓ | | | |
| | | | | | ✓ | | ✓ |
| | | - ACER SEW survey | ✓ | | | | |
| | | | | | | ✓ | |
| | | - Individualised wellbeing data collection process to be developed. | ✓ | ✓ | | | |
| | | | | | ✓ | ✓ | ✓ |
| | | - Publish, explain, contextualise data for staff. | ✓ | ✓ | | | |
| | | | | | ✓ | ✓ | ✓ |
| | | - Publish data in collaboration with the Principal for families and students | ✓ | ✓ | | | |
| | 3.2 | Develop accessible centralised process for key information via Compass:<br>- Chronicle<br>- Analytics | ✓ | ✓ | | | |
| | 3.3 | Planning and mapping of year group pastoral care and wellbeing initiatives (and PDHPE syllabus content) to ensure initiatives respond to contemporary research | ✓ | ✓ | ✓ | ✓ | ✓ |
| **4.** | 4.1 | Mentoring Student Leaders including:<br>- House Mentor and associated activity specific staff training and strategies<br>- Senior Leaders Retreat<br>- Class Captain induction with College Captains<br>AP mgt Council Meetings and Captains' forum | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.2 | Promote communication within student population of Student Council work | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.3 | Assist with development of wellbeing and whole learner reflection as part of student led Learning Progress meetings to develop responsibility for own learning and goal setting. Mentoring and training to happen in Community time. | ✓ | | | | |
| | 4.4 | Encouraging student leadership with Year Levels in School-based Campaigns such as Stewardship initiatives, Leading Form meetings, Year Level specific tasks (example: year 12- jersey, formal, symbol committees) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.5 | Provide additional training for House Mentors and interested staff | ✓ | ✓ | ✓ | ✓ | ✓ |

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| **5.** | 5.1 | Pastoral Support Plans – annual reflection on efficacy and management in providing appropriate support for safety and ongoing learning | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.2 | Year Levels work in partnership with the Social Justice committee to support initiatives such as Refugee Week, Inclusive Language | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.3 | Assembly, Year Meetings, House Meetings begin with Acknowledgement of Country | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.4 | Establish potential to develop College RAD and cultural Safety plan | ✓ | ✓ | | | |
| **6.** | 6.1 | Liaise with Head of Mission regarding annual strategy with term breakdown | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 6.2 | Head of Mission/Mission Team to be invited to work each term with Guidance Coordinator team | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 6.3 | Partnerships with Head of Year and Head of Mission around Year Level events such as Retreats, Year Masses | ✓ | ✓ | ✓ | ✓ | ✓ |
| **7.** | 7.1 | Liaise with Director of Board to develop annual strategy | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.2 | Director of Boarding to be invited to Head of Year PC+W meetings once a term for shared review | ✓ | ✓ | ✓ | ✓ | ✓ |
| **8.** | 8.1 | Liaise with Risk and Compliance officer regarding Child Safe premises and protocols | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 8.2 | Conduct relevant risk reviews regarding Child Protection policy and protocols | ✓ | ✓ | ✓ | ✓ | ✓ |

| Operations, Leadership & Management | | | | | | |
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| **Strategic Priority** | Provide effective leadership and management to direct, guide and facilitate the vision and mission of the College. | | | | | |
| **Strategic Intents** | **1.** Plan strategically to guide and facilitate ongoing improvement, using relevant data and research.<br>**2.** Establish effective infrastructure, systems and processes which support the development and execution of the educational and business functions of the College, within the current resource and structural constraints.<br>**3.** Embed the Benedictine, Good Samaritan charism into all areas of operation, fostering thoughtful discernment and stewardship in all we do.<br>**4.** Create processes for the systematic collection, management, storage, analysis and use of data that guarantee data integrity and enable excellent practice.<br>**5.** Develop and nurture partnerships for the benefit of the College community now and into the future.<br>6. Establish short and long-term strategies for leadership development and succession planning. | | | | | |

| **Strategic Actions** | | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| 1. | 1.1 | Develop and publish the Strategic Plan | ✓ | | | | ✓ |
| | 1.2 | Prepare an Annual Plan | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.3 | Review the strategic plan intents and actions | ✓ | ✓ | ✓ | ✓ | |
| | 1.4 | Consult the community on improvement progress and needs | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.5 | Conduct a stakeholder perception/satisfaction survey | | ✓ | | ✓ | |
| 2 | 2.1 | Establish an IT Committee to inform infrastructure and systems | ✓ | | | | |
| | 2.2 | Add the IT and HR Managers to the Executive | ✓ | | | | |
| | 2.3 | Develop and review an ICT strategic plan | ✓ | | ✓ | | ✓ |
| | 2.4 | Review business operations and implement recommendations | ✓ | ✓ | | | |
| | 2.5 | Develop a marketing strategy | | ✓ | | | |
| | 2.6 | Develop a communications strategy | | ✓ | | | |
| | 2.7 | Develop and implement a staffing and leadership strategy | ✓ | ✓ | | | |
| | 2.8 | Develop and implement an HR strategy and management system | ✓ | ✓ | | | |
| | 2.9 | Introduce online enrolments | ✓ | | | | |
| | 2.10 | Employ a Risk & Compliance Officer | ✓ | | | | |
| | 2.11 | Manage ongoing risk and compliance | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.12 | Introduce online payments and e-commerce systems | ✓ | | | | |
| 3. | 3.1 | Provide formation for Support staff | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.2 | Establish staff reviews that incorporate reflection on Benedictine, Good Samaritan values and characteristics | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.3 | Embed Benedictine models of collaboration, consultation and discernment and the four pillars of Benedictine living in practice | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | 4.1 | Employ a data leader and establish a data team | ✓ | | | | |
| | 4.2 | Develop a data strategy | ✓ | | ✓ | | ✓ |
| | 4.3 | Develop data sources (measurement and collection) | ✓ | ✓ | | ✓ | |
| | 4.4 | Establish data protocols | | ✓ | | ✓ | |
| | 4.5 | Establish a data repository with access for all staff | ✓ | ✓ | | | |
| | 4.6 | Prepare a College data profile | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | 5.1 | Examine opportunities to further expand engagement with external organisations for the benefit of the College | | | ✓ | | |
| | 5.2 | Develop partnerships with external bodies and institutions to broaden influence and opportunities for improved student and business outcomes | ✓ | | | | |
| 6. | 6.1 | Establish and maintain leadership reading and professional learning opportunities via handouts, mail-outs and a leadership library and through a distributed leadership model. | ✓ | ✓ | ✓ | ✓ | ✓ |

| Resourcing & Stewardship | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Strategic Priority** | Manage human, financial and physical resources to support the vision and mission and ensure current and future viability, sustainability and development of the College. | | | | | | |
| **Strategic Intents** | 1. Implement and review systems and practices to ensure the financial security and operational effectiveness of the College.<br>2. Fulfil requirements regarding statutory financial obligations and compliance. Monitor and address reporting structures and methods with excellence.<br>3. Implement the College Masterplan in an effective and timely manner to ensure appropriate stewardship of the physical environment.<br>4. Ensure long-term maintenance and stewardship of the College's physical resources.<br>5. Develop a response to the increasing complexity of school operational compliance and service provision through appropriate resourcing.<br>6. Review and respond to staffing requirements to ensure effective operations.<br>7. Ensure Information and Communication Technologies are contemporary and infrastructure and resources are developed and maintained at a high standard.<br>8. Ensure the security of all property, infrastructure, resources and data.<br>9. Develop the philanthropic culture of the community. | | | | | | |

| **Strategic Actions** | | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **1.** | 1.1 | Complete a review of business operations. | ✓ | | | ✓ | |
| | 1.2 | Develop an internal org chart for business management and staff for maximum impact. | ✓ | | | | |
| | 1.3 | Review and implement contemporary finance and payroll systems. | ✓ | ✓ | | | |
| | 1.4 | Develop a College HR system and related policies | ✓ | | ✓ | | ✓ |
| | | | | | | | |
| **2** | 2.1 | Implement financial and payroll systems for compliance and effective operations. | ✓ | ✓ | ✓ | | |
| | 2.2 | Review the NESA Compliance schedule and complete audit. | | | ✓ | ✓ | |
| | 2.3 | Ensure site security and WHS requirements are met. | ✓ | ✓ | ✓ | ✓ | ✓ |
| **3.** | 3.1 | Oversee and manage the implementation of Stages 2&3 of the Masterplan | ✓ | ✓ | | | |
| | 3.2 | Oversee the design and development of Stage 4 of the Masterplan, submitting all documentation (e.g. BAAT, CBGA Grant application, DA, CC and OC, etc.. | ✓ | ✓ | ✓ | | |
| | 3.3 | | | | | | |
| | 3.4 | | | | | | |
| **4.** | 4.1 | Develop and review a full 5/10 year cyclic maintenance/cleaning schedule. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4.2 | Re-tender for the cleaning contract and increase duties. | | ✓ | | | ✓ |
| | 4.3 | Develop a security plan and staff it | | ✓ | | | |
| **5.** | 5.1 | Employ a Risk and Compliance Officer. | ✓ | | | | |
| | 5.2 | Review, publish and rehearse all emergency policies and procedures. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.3 | Review budgets and budgeting to ensure accurate, complaint and effective resourcing of all areas of operations. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | | |
| **6.** | 6.1 | Build an appropriate level of Support and other staffing to ensure adequate size and competent workforce. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 6.2 | Develop role statements and contracts and conduct staff reviews | ✓ | ✓ | ✓ | ✓ | ✓ |

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| **7.** | 7.1 | Establish and maintain and ICT committee to review and implement effective hardware, software, policies and procedures to ensure ongoing innovation and excellence in technology resourcing. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.2 | Develop repositories for data for access by all | | ✓ | | | |
| | 7.3 | Provide adequate staffing resources to effectively many ICT across the College | ✓ | | ✓ | | |
| **8.** | 8.1 | Develop ICT/cyber security policies and procedures and monitor systematically | | | ✓ | | |
| | 8.2 | Develop and maintain full asset registers for all resources across the College. | | ✓ | ✓ | | |
| | 8.3 | Develop a security plan for the College and work to ensure the site is fully secure. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 8.4 | Develop and manage a College Key /Card Register | | ✓ | | | |
| **9.** | 9.1 | Establish a Foundation for the development of scholarships, bursaries and fundraising. | | | ✓ | | |
| | 9.2 | Implement an 'Annual Giving Plan' | | | ✓ | | |
| | 9.3 | Develop an ex-students and donors register | | | ✓ | | |
| | 9.4 | | | | | | |

| HR | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Strategic Priority** | Manage human, financial and physical resources to support the Vision and Mission and ensure current and future viability, sustainability and development of the College. | | | | | | |
| **Strategic Intent** | **1.** To provide a best practice framework to attract, source and retain high calibre staff who can make a positive contribution and actively support the ethos of the College. **2.** To cement a culture of trust, and open communication by adopting the principles of ethically good practices and the implementation of fair processes in line with all Industrial and Employment law obligations. **3.** To protect the financial stability through identification, assessment, monitoring, mitigation and management of potential exposures to the College, and promote safety and well-being through education, training, and compliance for both leadership and employees. **4.** To deliver services and processes to support the effective management and development of our employees. **5.** To implement systems and practices that will facilitate higher levels of organisational performance and accountability. **6.** To align all employee records and processes as per Commonwealth Workplace law's, meeting moral and ethical standards to provide an equal, fair and safe work environment for our employees. | | | | | | |

| **Strategies/Actions** | | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **1.** | | Developing a transparent, non-discriminatory, equal employment and culturally diverse recruitment process that aims to attract the most qualified and experienced staff who are the right culture fit. | | | | | |
| | | Sourcing the best methods to attract, recruit and select staff in the education sector which are aligned with the goals and objectives of the College. | | | | | |
| | | Implement a strategic recruitment practice through workforce planning and streamlined processes. | | | | | |
| | | Enhancing organisational effectiveness by ensuring that the appropriate communications and human resources controls are maintained. | | | | | |
| **2** | | Ensure all entitlements and conditions of employment have been met in accordance with relevant legislation. | | | | | |
| | | Accurate record keeping of entitlements and staff movements as per the Fair Work Act 2009 and relevant legal frameworks. | | | | | |
| | | Create a positive employment relationship between management and employees. | | | | | |
| | | Conduct a comprehensive evaluation of HR services and engagement with a focus on operational effectiveness. | | | | | |
| **3.** | | Implement ethical standards of employee behaviour as well as implantation of compliance practices across the College | | | | | |
| | | Develop and maintain a Workplace Health & Safety Program | | | | | |
| | | Ensure compliance with legal and social responsibilities | | | | | |

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| | | Embed a college-wide culture of effectively managed and good governance policies and practices. | | | | | |
| | | Aligning governance, risk and compliance frameworks within the College's overall strategic objective | | | | | |
| | | Ensuring organisational and procedural justice for all employees | | | | | |
| 4. | | Ensure all staff are appropriately skilled and motivated through effective performance reviews | | | | | |
| | | Identifying training and development needs | | | | | |
| 5. | | Streamline organisational practices through innovative systems to increase overall productivity | | | | | |
| | | Implementing systems to assist with data protection and the accurate record keeping of staff entitlements | | | | | |
| | | Implement an HRIS/Payroll system to assist with providing accurate information and guidance to staff and leaders | | | | | |
| | | To provide timely and meaningful information through all HR Communications | | | | | |
| | | Promote the importance of quality HR data and technology to make informed decisions and streamline operations | | | | | |
| 6. | | Employee records readily accessible to Fair Work inspectors | | | | | |
| | | Implement effective governance arrangements to ensure compliance with relevant laws. | | | | | |
| | | Storage of employee records kept confidential and safe for the mandatory seven years. | | | | | |
| | | Privacy and confidentiality laws are adhered to | | | | | |
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| ICT | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Strategic Priority** | | | | | | | |
| **Strategic Intents** | 1. <br> 2. <br> 3. <br> 4. <br> 5. <br> 6. <br> 7. <br> 8. | | | | | | |

| **Strategic Actions** | | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **1.** | | | ✓ | | | | |
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**Principal accountabilities:**

- The Commonwealth Government
  - Funding authority
  - National Consistent Collection of Data (NCCD)
  - The Office of the Children's Guardian (OCG) and the Department of Community and Justice (DCJ)
  - Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
  - Australian Skills Quality Authority (ASQA)
  - The Australian Charities and Not-for profits Commission (ACNC) and ATO
- The State Government
  - Funding authority
  - NSW Education Standards Authority (NESA)
- The Archbishop of Sydney (Catholic Church)
- Catholic Schools NSW – CBGA
- Catholic Commission for Employment Relations (CCER) – Enterprise bargaining
- Catholic Commission for Employment Relations (MEA and staff relations)
- Good Samaritan Education (GSE) – via the company Members and College Board
- The Sisters of the Good Samaritan (SGS)
- The Federation of Religious Institutions and Ministerial Public Juridic Persons
- ISTAA – Teacher Accreditation (Experienced Teacher level)
- Good Samaritan Education, the Company Members and the Board of Directors
- Students, parents and staff