



CBC
FREMANTLE

STRATEGIC PRIORITIES FOR 2019

VALUE AREA 1: CATHOLIC FAITH

Goal 1.10

Continue to develop a stronger understanding of the EREA Charter and Touchstones throughout the school community of staff, students and particularly parents.

Action Statements	By Whom?	By When?
1.10.1 Provide visual representations of the Touchstones in each classroom of the school.	VP	End of T1
1.10.2 Complete the design of the Edmund Rice walk at CBC Fremantle, which includes a <i>Women in Edmund's life</i> walk.	VP	End of S1
1.10.3 Have a regular Mission and Identity presence in the College Newsletter and College Blog, focusing on the Touchstones and the EREA Charter.	VP	End of 2019

VALUE AREA 2: LEADERSHIP

Goal 2.5

Continue to encourage staff mentoring relationships to enhance a culture of continual improvement.

Action Statements	By Whom?	By When?
2.5.1 Establish performance management subcommittee.	DST	End of T1
2.5.2 Research and develop performance management programme based around staff mentoring.	DST	End of T3
2.5.3 Implement performance management programme.	DST	End of T4

Goal 2.12

Provide student leadership pathways with cultural characteristics which have been established in adherence to the Journey Document.

Action Statements	By Whom?	By When?
2.12.1 Create a document aligning with the CBC Journey that establishes the foundations of Student Leadership at CBC Fremantle.	DSL	End of T3

Goal 2.13

Optimise the student leadership opportunities.

Action Statements	By Whom?	By When?
2.13.1 Formalise Prefect leadership Focus 2019 – portfolios.	DSL	End of T1
2.13.2 Introduction of Student Council.	DSL	End of T2
2.13.3 Creation of Year 7 Charter.	DSL	End of T1
2.13.4 Offering formalised Year Level specific leadership opportunities (all years).	DSL	End of T2

VALUE AREA 3: CARE

Goal 3.11

Continue to develop a coordinated response to issues surrounding safe and appropriate use of technology.

Action Statements	By Whom?	By When?
3.11.1 Implement mobile phone use policy in the College.	DPP	End of T1
3.11.2 Continue to develop staff knowledge in the use of CyberHound and subsequently increase student digital awareness.	DPP	End of 2019
3.11.3 Run education sessions for parents on cyber security (Year 7) and parental controls for online games.	DPP	End of 2019

Goal 3.17

Continue to provide a safe and supportive work environment for all staff at the College which addresses their physical, emotional and mental health.

Action Statements	By Whom?	By When?
3.17.1 Provide training in Code of Conduct.	DST	End of T1
3.17.2 Explore and facilitate wellbeing activities for staff and engage external providers where relevant.	DST	End of T3
3.17.3 Develop and maintain strong positive relationships between staff through interdepartmental formal and informal activities.	DST	End of T4
3.17.4 Reintroduction and expansion of Director of Staff role with a dedication to staff welfare	DST	End of T1

Goal 3.19

Develop a range of programmes for parents to assist them in awareness of key issues facing boys.

Action Statements	By Whom?	By When?
3.19.1 Prof David Hillman to deliver sessions to all boys and the parents on the benefits of sleep to education and future health.	DPP	End of T1
3.19.2 Run education sessions for parents on the cyber security (Year 7) and parental controls for online games.	DPP	End of 2019
3.19.3 Telethon institute to carry our sessions with Year 7 boys and follow up sessions with parents on Alcohol awareness and online safety.	DPP	End of S2
3.19.4 Implement parent and student session addressing topics of concern including drug awareness.	DPP	End of 2019

VALUE AREA 4: EXCELLENCE

Goal 4.13

Encourage and support staff to seek continual self-improvement through attention to their own personal and professional development.

Action Statements	By Whom?	By When?
4.13.1 Develop a Professional Learning Portal that includes a developmental 'journey' framework for staff linking to AITSL standards and Touchstones.	DST	End of T2
4.13.2 Empower and support Heads of Learning in providing department-specific PD.	DST	End of T3
4.13.3 Provide relevant, meaningful and engaging PD opportunities in pastoral and academic areas of need.	DST	End of T3
4.13.4 Provide opportunities for staff to celebrate and share best practice.	DST	End of T3

Goal 4.20

Refine the provision of opportunities for all students to acquire specific and generic study skills.

Action Statements	By Whom?	By When?
4.20.1 Organise and implement a Year 7 -12 ELEVATE session for all students. Focus on key aspects for each year group	HOLA (ENG) HOLA (HASS)	End of T1
4.20.2 Organise Academic Mentoring staff and students groups. Deliver an information session to all staff on the purpose of Academic Mentoring. Academic Mentor Staff to attend ELEVATE session to acquire study skill knowledge	HOLA (ENG) HOLA (HASS)	End of T1
4.20.3 Design and conduct a feedback survey for Year 12 students. Are students using the skills learnt?	DPTL HOLA (ENG) HOLA (HASS)	End of T1
4.20.4 Organise, communicate and implement "Examination Performance Seminars". Course specific seminars focusing on preparing for and excelling in examinations	DPTL HOLA (ENG) HOLA (HASS)	End of T2
4.20.5 Feedback from mentors. Each term to gain anecdotal feedback from Academic Mentors seeking information on areas that went well and areas to improve.	HOLA (ENG) HOLA (HASS)	End of T4
4.20.6 Create a specific and generic study skills resource for all staff. Explore an appropriate platform such as OneNote to communicate to all staff and students.	DPTL HOLA (ENG) HOLA (HASS)	End of T4
4.20.7 If the Term 2 "Examination Performance Seminars" were successful, organise, communicate and implement for Year 12 exams in Term 3 and Year 11 Exams in Term 4. Course specific seminars focusing on preparing for and excelling in examinations	DPTL HOLA (ENG) HOLA (HASS)	End of T4
4.20.8 Conduct a review. Seek feedback from Academic Mentors. Seek feedback from students. Analyse feedback and identify areas that went well and areas to improve. Make recommendations for 2020	DPTL HOLA (ENG) HOLA (HASS)	End of T4

Goal 4.23

Explore possibilities for development of 162 High Street as part of the Capital Development Plan.

Action Statements	By Whom?	By When?
4.23.1 Meet with architect to discuss broad concept of requirements of College for 162 High Street.	P BM	End of T1
4.23.2 Engage zoning expert to begin application for zoning to educational.	P BM	End of T1
4.23.3 Follow-up with architect regarding design of 162 High Street and feedback from other enquiries made regarding the CDP.	P BM	End of T 2
4.23.4 Report to CLT on updated information for future planning, committee formation and staff input.	CLT	Beginning of S2

VALUE AREA 5: COMMUNITY

Goal 5.15

Engage with the global Edmund Rice community through initiatives associated with EREBB.

Action Statements	By Whom?	By When?
5.15.1 Send staff members to connect and develop an ongoing relationship with the GB school in India.	VP	End of 2019
5.15.2 Work with CMT, and staff attending the GB school visit, to publish a CBC Fremantle initiative on the EREBB website.	VP	End of 2019
5.15.3 Explore potential school partnerships with EREA Flexi-Centres in Geraldton and Alice Springs.	VP	End of S1

Key:

P	–	Principal
VP	–	Vice Principal
DPTL	–	Deputy Principal (Teaching & Learning)
DPP	–	Deputy Principal (Pastoral)
BM	–	Business Manager
DST	–	Director of Staff
DSL	-	Director of Student Leadership
CLT	–	College Leadership Team
AB	–	Academic Board
PB	–	Pastoral Board
COLR	–	Coordinator of Liturgies and Retreats
HOLA (RE)	–	Head of Religious Education Learning Area
HOAC	–	Head of Academic Care
CMO	–	Communications and Marketing Officer
A	–	Archivist
AEC	–	Academic Excellence Coordinator
HOLA (ENG)	–	Head of English Learning Area
HOLA (HASS)	–	Head of Humanities & Social Sciences Learning Area