



# STRATEGIC DIRECTIONS 2024



## ACKNOWLEDGEMENT OF COUNTRY

CBC Fremantle is proud to acknowledge the traditional owners and custodians of the Wadjuk Country on which our College has been located for more than 130 years, and pays respect to Indigenous elders past, present and emerging.

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

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## SECTION A

# CONTEXT, PHILOSOPHY AND OVERVIEW

## CONTEXT

CBC traces its origins back to 1882 when the Fremantle Boys' Catholic School was first opened in High Street in a building still standing on the school grounds as Edmund Hall. In 1901 the Christian Brothers took charge of the school and had responsibility for the governance of the College until 1 October 2007. On this date, Edmund Rice Education Australia (EREA) was established ushering in a new and exciting phase of governance for Australia's forty Edmund Rice schools.

From 1901 to 1913, CBC was one of the six schools in WA preparing students for public examinations at the University of Adelaide. The University of Western Australia opened in 1914 with two Brothers and two former CBC students among the first graduates. For the first 50 years of the 20th century, the College maintained a reputation for academic excellence resulting in many students achieving great success in examinations and achieving state awards. In the second half of the 20th century, CBC's enrolments entered a slow decline. The growth of diocesan Catholic schools, the deterioration of the physical site and social/demographic changes in the Fremantle region all contributed to the decline. It became apparent that difficult decisions with far-reaching consequences needed to be made.

In the mid 1990s a decision was made to discontinue primary education and the College's second campus at Tuckfield Street was closed. This enabled significant development to occur at the Ellen Street site of the College, which has resulted in much improved teaching and learning facilities. The early part of the new century has seen a rapid growth in enrolments, much improved academic results and the establishment of the College as a school of 'first choice'. CBC Fremantle now resumes its rightful place as a premier school in Western Australia producing graduates who are well-educated young men of faith and integrity with a keen social conscience.

## PHILOSOPHY

Christian Brothers' College Fremantle, as a Catholic school in the Edmund Rice Tradition, is an integral part of the mission of the Church and continues to proclaim the Gospel of Jesus Christ – to evangelise, to reconcile and to renew.

We contribute to the development of young men through (excellence) education and promote their formation in Christian virtue and conscience. A Catholic Leadership programme is fundamental to this purpose.

We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to relationship in community and reaching out to the poor and marginalised.

We are an integral part of Edmund Rice Education Australia and its endeavours to promote quality Catholic education based on its Charter through leadership, service and co-responsibility.

We believe in the inestimable worth of every human individual, for each is made in the image of God and is a reflection of God's goodness.

We strive to live in partnerships where each person is empowered and enriched by active participation, cooperation, collaboration and enthusiasm – a community where life may be enjoyed and celebrated with creativity and passion.

## OVERVIEW

CBC Fremantle was engaged in its most recent School Renewal Process in 2014. Edmund Rice Education Australia conducted the renewal which is a process of reflection upon the authenticity of our College as a Catholic School in the Edmund Rice Tradition. The outcomes of the review were very affirming of the practices and policies of the school. A number of significant commendations





were made and a smaller number of challenges were identified for consideration in our future planning.

The following significant commendations arose from this School Renewal:

- The clearly articulated direction of the College which emphasises the journey of boys and which celebrates the achievements of each as they reach their personal best;
- The confidence in the leadership of the College;
- The importance placed on relationships within and beyond the College;
- The emphasis on relationships with church and diocesan Catholic education;
- The tradition of prayer and regular Eucharistic celebration;
- The strong emphasis on pastoral care, in particular through the Mentor system;
- The use of publications to form parents and others in faith, mission and charism;
- The high level of pride in the College felt by students, staff and parents;
- The service learning programme;
- The commitment to immersions, with a particular emphasis upon indigenous immersions;
- The frank and value-based way in which justice issues are addressed;
- The emphasis on differentiation of curriculum, encouraging achievement to one's personal best level and the broadening of pathways for the boys.

Recommendations arising from the renewal were:

- A review of the College Vision and Mission statements to ensure alignment with recently articulated directions for the College;
- To take a strategic approach to the appointment of a core group of qualified and motivated RE teachers;
- To be alert to community concerns about the growth of the College;
- To look for ways to offer more opportunities for whole staff reflection and spiritual growth;
- To consider a strategic approach to how the College can address the challenge of inclusivity;
- To consider the introduction of a Year 12 Retreat experience;
- To remain conscious of the affordability of CBC;
- To lift the level of Charter awareness within the community.

The School Renewal Report provides impetus for the ongoing development of the College's strategic plan. This Strategic Directions document is reviewed annually at a joint meeting of the College Board and the College Leadership Team.

## SECTION B

# VALUES

The values held by the CBC Fremantle community are based upon Gospel Values where Jesus Christ is the cornerstone of a full Christian life. The Charter for a Catholic School in the Edmund Rice Tradition describes our aspirations as a College and is underpinned by four 'Touchstones':

- Liberating Education
- Gospel Spirituality
- Inclusive Community, and
- Justice and Solidarity.

These touchstones help us to set our direction and define our goals as we continue to reflect and to seek to make the Gospel a living reality in our community.

### CATHOLIC FAITH

Our Catholic community upholds the traditions of Edmund Rice while fostering positive relationships throughout the school environment. We strive for mutual respect and an understanding of the differences between individuals.

### LEADERSHIP

Our community aims to develop young men who have an active faith and, as Catholic leaders, are agents of change and a model to others in creating a more just society. We believe that our Catholic Education in the tradition of Edmund Rice should provide a variety of programs and experiences that facilitate the personal growth and holistic development of each student.

### CARE

CBC Fremantle prides itself on being a supportive community that genuinely cares for all, nurturing a strong sense of belonging.

### EXCELLENCE

Our community seeks to create an educational environment that provides all members of the community with the opportunity to fulfil their potential.

### COMMUNITY

The community at CBC celebrates its history and tradition within the local and broader community through service and pastoral care. The College will continue to enhance its involvement within the community through open communication and active participation. CBC appreciates its role within the context of this community.





## SECTION C

# VISION AND MISSION

### VISION STATEMENT

Inspired by Christ, and in the Edmund Rice tradition, CBC Fremantle is a caring and inclusive Catholic school community challenging all to a life of faith, leadership and personal excellence.

### MISSION STATEMENT

At CBC Fremantle we embark on a shared journey with our students and families from today's boys to tomorrow's gentlemen. We believe a gentleman will:

- form attitudes and actions based on Gospel Values;
- strive to be his best and understand the inherent value of doing so;
- be accountable, resilient and prepared to face and overcome challenges;
- be selfless by nature and able to form positive relationships, and
- recognise and value the other in his life.

# STRATEGIC GOALS

## VALUE AREA 1: CATHOLIC FAITH

### FOCUS STATEMENT

CBC Fremantle is a caring and inclusive Catholic community that proudly upholds the traditions of Edmund Rice. We foster positive relationships and strive for mutual respect and understanding of each person's individual uniqueness as a child of God.

### GOALS

- 1.2 Continually develop a distinctly Catholic ethos in the tradition of Edmund Rice at CBC to ensure an inclusive school community with a particular emphasis upon the poor, marginalised and disadvantaged.
- 1.5 Explore new destinations and experiences with particular focus on sense of purpose and desired outcomes. Enhance immersion opportunities, particularly in regard to briefing and debriefing of participants, and explore ways in which immersion experiences can be leaven for others in the College community.
- 1.8 Continue to invite positive role models, especially alumni, to visit the College and provide witness to how Catholic values inform their lives and relationships.
- 1.10 Continue to develop a stronger understanding of the EREA Charter and Touchstones throughout the school community of staff, students and particularly parents.
- 1.16 Continue to develop opportunities available to staff, community and students to engage with questions of life and belief through Religious Education curriculum, Retreats and reflection days, staff formation and Liturgical offerings.

## VALUE AREA 2: LEADERSHIP

### FOCUS STATEMENT

CBC Fremantle develops students and staff to be Catholic leaders who are agents of change and a model to others in creating a more just society. CBC Fremantle provides and promotes opportunities for all in our community to develop true Servant Leadership informed by Gospel Values.

### GOALS

- 2.5 Continue to encourage staff mentoring relationships to enhance a culture of continual improvement.
- 2.7 Develop opportunity for students to engage in advocacy and action with the intent to create a more just society.
- 2.11 Continue to promote an understanding of student leadership in all its forms and its importance to the culture of our College.
- 2.13 Optimise the student voice, agency and leadership opportunities.
- 2.15 Embed the College's point of difference in order to support and develop a variety of current and future staff leaders.
- 2.16 Continue to build upon the strong foundations of the CBC Journey experience and emerging Student Leadership programs which provide holistic frameworks for spiritual growth.



## VALUE AREA 3: CARE

### FOCUS STATEMENT

CBC Fremantle prides itself on being an inclusive and supportive community that cares for all, nurturing a strong sense of belonging. Decisions are made with the best interest of the boys as the primary consideration.

### GOALS

- 3.5 Examine and develop College practices and policies to encourage good ecological stewardship of our school, local and global communities to achieve sustainable outcomes.
- 3.8 Continue to review and develop policies and practices to provide quality student services and pastoral care.
- 3.11 Continue to develop a coordinated response to child safeguarding.
- 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.
- 3.18 Keep informed of latest research and practice to develop an appropriate response to the rising incidence of mental health issues afflicting adolescent males.
- 3.19 Engage a range of opportunities for families and staff to assist them in awareness of key issues facing boys.
- 3.21 Utilise the insights and talents of women to refine The Journey's contribution to the development of students' understanding and practice of respectful relationships.
- 3.22 Explore and enhance ways in which the College nurtures in each member of the community the capacity to develop and maintain positive relationships based on Gospel values giving witness to Jesus and his teachings.
- 3.23 Continue to animate the EREA Safe and Inclusive Schools guidelines and their implications for our College.



## VALUE AREA 4: EXCELLENCE

### FOCUS STATEMENT

CBC Fremantle recognises the uniqueness of boys' education and seeks to provide an environment that empowers all to strive for personal excellence in fulfilling their potential.

### GOALS

- 4.5 Continue to develop and refine the process of monitoring and tracking student academic performance and wellbeing.
- 4.13 Encourage and support staff to seek continual self-improvement through attention to their own personal and professional development through growth coaching and performance development.
- 4.20 Through the development of Academic Behaviours refine the provision of opportunities for all students to acquire specific and generic learning skills.
- 4.22 Continue to provide extension and enrichment opportunities for students at the College.
- 4.23 Appropriately expand the campus footprint and improve current facilities as part of the Capital Development Plan.
- 4.24 Seek opportunities for teachers to review and implement effective pedagogical practice to ensure students achieve their personal best.
- 4.25 Pursue a systematic plan for the ongoing minor capital refurbishment of current campus buildings in line with current and anticipated learning needs.
- 4.31 Explore effective pedagogies linked to our vision for learning and our boys, and look to support and engage teachers in their practices.
- 4.32 Bring to life our vision for learning so that the community has a shared understanding on what optimal learning looks like at CBC Fremantle.
- 4.28 An imperative to be integrated into The Journey for each student to reach his academic potential.
- 4.33 Keep informed of emerging technologies in education, which the College may seek to incorporate and engage with.



## VALUE AREA 5: COMMUNITY

### FOCUS STATEMENT

CBC Fremantle celebrates its history, tradition and its engagement with the local and broader community. The College values its membership of, and role within, Edmund Rice Education Australia.

### GOALS

- 5.1 Continue to engage former students at the College with a particular emphasis upon recent leavers.
- 5.2 Continue to provide opportunities for parent involvement in a variety of ways at the College.
- 5.3 Continue to provide opportunities for students in the local and broader community to be involved in meaningful immersions, service learning and advocacy.
- 5.7 Maintain a culture of celebrating personal excellence in a variety of endeavours at the College and promote and share with the wider community.
- 5.15 Engage with the global Edmund Rice community through initiatives associated with EREBB.
- 5.16 Seek to honour the history of the College.
- 5.17 Promote an authentic understanding of CBC Fremantle as a member of EREA for students, parents, staff and the broader community.
- 5.18 Explore educational partnerships with other schools and educational institutions to strengthen our reciprocal and collaborative relationships.
- 5.22 Provide pastoral support for former students who did not have a positive experience during their CBC journey.
- 5.23 Focus on recruitment and succession planning for the Advisory Council to ensure broad representation of community and the sustainability of the Council.



## APPENDIX

	Goal	Year Omitted	Actioned or Deleted
1.1	Expend on existing Catholic Leadership facilities through the creation of an appropriate Sacred Space and Catholic Leadership Centre.	2013	Actioned
1.3	Examine ways of giving increased priority to enrolment of Catholic students and employing Catholic teachers.	2011	Deleted
1.4	Explore opportunities for wider interaction within the EREA and Oceania networks.	2011	Actioned
1.6	Investigate ways of providing appropriate opportunities for the faith development of students and staff with a particular focus upon the use of the newly created Sacred Space.	2014	Re-phrased to become 1.11
1.7	Continue to develop ways of involving the broader school community (including parents and other parishes) in prayer, formation and service activities.	2017	Merged with 1.11 to form 1.13
1.11	Investigate ways of providing appropriate faith development opportunities for students, staff and parents as part of their ongoing spiritual development.	2017	Merged with 1.7 to form 1.13
1.12	Review the implementation and efficacy of the Retreat Programme offered to students at the College.	2017	Actioned
2.1	Seek opportunities to develop the existing holistic Catholic ideal of leadership informed by Gospel Values.	2014	Re-expressed as 2.9
2.17	Continue to animate the EREA Safe and Inclusive Schools guidelines and their implications for our College.		
2.2	Continue to develop new student leadership opportunities with the emphasis upon promoting and enhancing the students' understanding of the servant leadership model. Give particular attention to developing leadership opportunities for Year 10 students.	2016	Actioned
2.3	Reflection and review leadership processes for students and staff.	2011	Actioned
2.4	Explore opportunities for leadership development within the EREA and Oceania networks.	2011	Actioned
2.8	Develop strategies aimed at providing more leadership opportunities for staff at all levels and continue encouragement of women to apply for senior roles.	2015	Actioned
2.9	Continue to develop and promote a common understanding of Catholic Leadership through the Servant Leadership model.	2015	Actioned

	<b>Goal</b>	<b>Year Omitted</b>	<b>Actioned or Deleted</b>
2.10	Continue to investigate the possibilities and potential of the 'Journey Document'. Investigate the practical applications of its power and purpose beyond Year 9.	2017	Actioned
3.1	Continue to develop processes which meet the current and distinct needs of our College. Ensure that the school maintains adequate resourcing to allow for the delivery of first class care to those within and beyond our school community.	2017	Deleted
3.2	Continue to develop the processes of pastoral care provided for and by the staff in the College.	2013	Merged with 3.1
3.3	Evaluate the enrolment policy to support an inclusive admission process.	2011	Actioned
3.4	Continue to develop a variety of suitable year 7-12 academic pathways in the best interests of each student.	2013	Merged with 3.12
3.6	Monitor enrolment trends and numbers to ensure a concise and accurate picture of total student cohort and demographics is maintained.	2015	Actioned
3.7	Investigate the provision of improved facilities for College staff.	2012	Actioned
3.9	Continue to develop a mode of delivery of curriculum, which is best suited to maximising learning and social outcomes for boys.	2015	Incorporated into 3.14
3.10	Continue to investigate the possible uses of ICT in enhancing the pastoral care of students at the College.	2013	Deleted
3.12	Continue to examine ways to respond to the needs of individual students through the differentiation of curriculum.	2015	Incorporated into 3.14
3.13	Investigate ways in which the College can embrace the principle of inclusivity.	2015	Incorporated into 3.14
4.1	Investigate the provision of appropriate ICT facilities for students and staff to enhance the learning process.	2011	Actioned
4.2	Explore possibilities for alternative models of education for middle and senior schooling.	2011	Deleted
4.3	Investigate possible companion programs to the Rite Journey for Years 10-12.	2016	Deleted
4.4	Investigate timetable models that provide class sizes most conducive to student learning.	2011	Actioned
4.6	Continue to monitor the implications of the Australian Curriculum on reporting and pathways for students to ensure readiness for implementation.	2015	Actioned
4.7	Continue to review the process of transition of students into Year 7 and facilitate the differentiation of curriculum as appropriate.	2017	Actioned
4.8	Maintain a capital development plan that reflects boys' needs in the 21st century in terms of classroom design and staff facilities.	2015	Actioned

	<b>Goal</b>	<b>Year Omitted</b>	<b>Actioned or Deleted</b>
4.10	Explore possibilities for refinement and modification of Canteen facilities and incorporate this into the Capital Development Plan.	2014	Actioned
4.11	Continue to promote academic excellence through the provision of quality educational opportunities.	2017	Deleted
4.12	Explore further creative approaches to attract and retain quality staff.	2013	Deleted
4.14	Continue to develop strategies for making CBC Fremantle a desirable workplace for all staff.	2013	Deleted
4.15	Continue to challenge all members of our community to value, develop and celebrate personal excellence.	2016	Deleted
4.16	Explore possibilities for refinement and modification of toilet facilities and incorporate this into the Capital Development Plan.	2016	Actioned
4.17	Investigate and implement best practice for the holistic development of boys (spiritual, academic, mental health, physical).	2016	Deleted
4.18	Develop a cogent leadership pathway for students from Years 7-12.	2017	Actioned
4.19	Review the Pastoral Care structures of the College with the aim of ensuring that the best possible standard of care is delivered to our students.	2017	Actioned
5.4	Develop a marketing plan designed to maintain a positive image of the College.	2013	Rewritten as 5.10
5.5	Review current practice with a view to developing greater interaction with girls' schools.	2012	Deleted
5.6	Review opportunities provided for CBC students to prepare for and experience aspects of post school life.	2013	Deleted
5.9	Continue to encourage and support the Parent Auxiliary.	2015	Actioned
5.10	Maintain a positive and accurate image of the College and its values through an appropriate Marketing and Communications Plan.	2014	Rewritten as 5.12 and 5.13
5.11	Seek opportunities to engage with the local and broader community- especially the poor, marginalised and disadvantaged.	2017	Merged with 5.14
5.12	Maintain a positive and accurate image of the College and its values.	2015	Actioned
5.13	Develop a Marketing and Communications Plan.	2015	Actioned
1.9	Continue to develop Christian Service initiatives with a particular emphasis upon agencies in the local community.	2019	Actioned

	Goal	Year Omitted	Actioned or Deleted
1.13	Review the implementation and efficacy of the Year 10 Retreat Programme.	2019	Actioned
4.21	Monitor the efficacy of Year 7 Transition processes in the context of the College's move to six Houses and the discontinuation of the Year 7 Transition Coordinator role.	2019	Actioned
1.5	Review immersion experiences and increase appreciation, understanding and form in the broader school community.	2020	Actioned
1.14	Provide staff with faith formation opportunities as part of their ongoing development.	2020	Actioned
2.6	Continue the provision of quality teaching and learning experiences, develop the skills of critical reflection in order to provide a liberating education for all students.	2020	Deleted
2.12	Provide student leadership pathways with cultural characteristics which have been established in adherence to the Journey Document.	2020	Actioned
3.15	Implement a five year plan for Academic Care at the College.	2020	Actioned
3.16	Continue to animate the EREA Safe and Inclusive Schools guidelines and their implications for our College.	2020	Deleted Reintroduced as 3.23 2021
4.9	Maintain an ongoing and sustainable maintenance plan that provides appropriate educational facilities.	2020	Deleted
1.5	Review immersion experience and increase appreciation, understanding and form in the broader school community.	2021	Merged with 1.15 2021
3.14	Continue to provide an inclusive, differentiated and challenging learning experience for every student at the College by embracing the principles and operation of Academic Care, ie the care of students at all academic level.	2021	Actioned
3.20	Develop and implement an appropriate Child Protection Curriculum that is in accordance with government regulations. Action statements: <ul style="list-style-type: none"> <li>• Appoint a Child Protection Curriculum Leader</li> <li>• Work with complispace and the school's complispace consultant to ensure the timely updating of policies, protocols and professional development.</li> </ul> Schedule the ongoing delivery of modules in line with orientation programmes and other training days.	2021	Actioned

	Goal	Year Omitted	Actioned or Deleted
4.29	The College to map the academic behaviours that are appropriate to stages of student learning growth.	2021	Actioned
4.30	Academic mentoring to be incorporated into The Journey model and metaphor.	2021	Actioned
5.19	Develop an induction and orientation process to enhance the community to reflect on the way in which iconography and the spatial relationships of the built environment can help to enhance community and collaboration.	2021	Actioned
5.20	Develop formative roles within the College to engage with Indigenous Reconciliation (which includes developing a Reconciliation Action Plan), Ecological Sustainability, and Inclusivity and Language.	2021	Actioned
4.26	Explore the interface between effective pedagogies for boys undertaken by teachers and look to support their practice with agile and creative initiatives.	2023	Rewritten as 4.31
4.27	Bring to life contextual and subject specific journey documents, including a vision for learning that articulates a shared understanding of what good learning looks like at CBC Fremantle, and which serves as a catalyst.	2023	Rewritten as 4.32
5.14	Promote the development of a school community which is characterised by selflessness and which seeks opportunities to engage with the local and broader community.	2023	Merged with 5.3
5.21	Broaden scope of the Advisory Council.	2023	Actioned

