Salesian College
Chadstone

Strategic Development Plan
2008 – 2012
Strategic Priorities
2008 – 2012

1. Charter for Salesian Schools in Australia
2. Catholic and Salesian Culture
3. Learning and Curriculum
4. Student Wellbeing and Pastoral Care
5. Interaction with the Wider Community
6. Personnel, Leadership and Management
7. Facilities and Resources

Vision Statement

Salesian College Chadstone is a Catholic School for boys, which proudly proclaims the Good News of Jesus Christ, the faith and teachings of the Catholic Church, the educational principles of Saint John Bosco, and the importance of family.

As such, Salesian College Chadstone is committed to building a community which:

- Ensures that Christian values underpin all aspects of College life within an atmosphere of respect for all.
- Provides students and staff with every opportunity to develop spiritually, intellectually, emotionally, culturally and socially.
- Promotes initiative, a spirit of enquiry and a desire to strive for academic excellence.
- Welcomes and celebrates the achievements of all within an environment of joy and optimism.
Charter for Salesian Schools in Australia

Preamble:
In keeping with the spirit of Saint John Bosco, whereby “education is largely a matter of the heart” that leads young people to “know that they are loved”, the Salesian school community of today is challenged to be:

- A home that welcomes
- A parish that evangelises
- A school that prepares for life
- A playground where friends meet and enjoy themselves

A home that welcomes by:
- Being committed to the care and support of all young people, especially the poor and marginalised
- Cultivating relationships based on genuine affection, openness and acceptance of others
- Fostering a spirit of joy and hope, based on the ‘Good News’ of Jesus Christ
- Encouraging an attitude of optimism and a conviction that life is fundamentally worthwhile

A parish that evangelises by:
- Having a strong and vibrant programme of religious education, liturgical celebration and sacramental encounter
- Addressing the spiritual yearnings of young people and adults
- Giving priority to the faith development and formation of staff
- Providing students with significant experiences of faith in action and apostolic involvement

A school that prepares for life by:
- Encouraging a passion for life-long learning and a quest for excellence
- Developing a sense of meaning and purpose, which expresses itself in a spirit of service and self-giving
- Proclaiming the challenge of community building, commitment to others and responsible decision-making
- Cultivating resilience, resourcefulness and adaptability as important skills for life

A playground where friends meet and enjoy themselves by:
- Being present to each other in an active, engaging and constructive manner, in fidelity to the Salesian Preventive System
- Building positive and inclusive relationships between each other
- Having a rich experience of interaction and sharing, especially between students and staff
- Creating occasions for celebration and festivity

Faithful to the tradition of Saint John Bosco, the Salesian school community is constantly challenged to re-interpret and re-enliven his educational vision in every generation and circumstance, according to the requirements of the contemporary situation and the needs of young people, to whom he once said: “I have only one wish: that you be happy in this world and the next.”

Formulated at the Salesian Leaders Conference
Melbourne, Australia
March 2003
Priority 1: Catholic and Salesian Culture

We believe that the charism of St John Bosco is a dynamic and evolving source of spiritual inspiration for us as we:
- search for purpose, meaning and fulfilment,
- seek to give contemporary expression to our Catholic faith, and
- develop Salesian College as “a home that welcomes, a parish that evangelises, a school that prepares for life, and a playground where friends meet and enjoy themselves”.

Accordingly we intend to address the following areas:

1.1 Catholic and Salesian Ethos

1.1.1 To foster the growth of a genuine sense of community characterised by optimism, joy and loving encounter with God in the context of everyday life
1.1.2 To encourage greater sense of ownership by all staff and students of the Catholic and Salesian identity of the College
1.1.3 To foster the ongoing growth of the Catholicity of the College and develop a greater appreciation of the breadth and diversity of Catholic life and culture
1.1.4 To develop a deeper and more integrated understanding of the life, mission and spirituality of Don Bosco amongst staff and students, and to encourage them to engage more actively with the Salesian ‘story’
1.1.5 To actively foster the celebration of the sacraments of Eucharist and Reconciliation as key elements of the Preventive System
1.1.6 To explore creative ways of fostering the spirituality of staff and students
1.1.7 To explore ways of drawing the wider College Community into the religious life of the College
1.1.8 To create opportunities for celebration and festivity
1.1.9 To encourage the integration of gospel values across all aspects of College life (including curriculum, sport, performing and visual arts, co-curricular activities, etc)
1.1.10 To cultivate positive relationships and healthy friendships based on genuine affection, openness and acceptance of others
1.1.11 To undertake the Salesian Review and Reflection Process before or during 2010

1.2 College Chapel

1.2.1 To promote the Chapel as the spiritual heart of the College
1.2.2 To encourage the frequent use of the Chapel as a ‘sacred space’ hallowed by the Eucharistic Presence of Jesus
1.2.3 To develop the physical environs of the Chapel to reflect its centrality in the life of the College
1.3 Classroom Religious Education Program
   1.3.1 To ensure that the classroom religious education program is challenging, relevant and interesting
   1.3.2 To utilise a greater range of pedagogical strategies and resources within the religious education program
   1.3.3 To monitor and develop the skill and content dimensions of the religious education program
   1.3.4 To develop the knowledge and skills of religious education teachers by the provision of systematic professional development
   1.3.5 To systematically document religious education courses

1.4 Prayer, Liturgy and Retreats
   1.4.1 To further encourage student participation in the planning and celebration of liturgy
   1.4.2 To encourage a range of traditional and contemporary experiences of prayer and liturgy
   1.4.3 To review the Years 7 – 12 retreat program to ensure an appropriately sequenced set of experiences
   1.4.4 To ensure that camp experiences are genuine opportunities for Christian living that involve significant opportunities for prayer

1.5 Social Justice and Faith in Action
   1.5.1 To deepen the understanding of social justice as fundamental to a proper understanding and application of the gospel message
   1.5.2 To develop a culture of generosity that is underpinned by a solid awareness of key social justice principles
   1.5.3 To foster opportunities, including community service, that allow all members of the College community to express their faith in positive action that makes a difference
   1.5.4 To promote greater engagement with Indigenous issues across the whole school
Priority 2: Learning and Curriculum

We believe that a strong, vibrant and dynamic learning culture leading to a passion for learning and a quest for excellence is fundamental to a contemporary understanding of Don Bosco’s educational vision.

Accordingly we intend to address the following areas:

2.1 Learning Culture
2.1.1 To nurture a strong, vibrant and dynamic learning culture within the Salesian College community
2.1.2 To give increased focus to the importance of pedagogy and develop the pedagogical capacity of teachers
2.1.3 To raise the quality of professional dialogue related to learning and teaching
2.1.4 To continue the development of programs that foster personal excellence
2.1.5 To systematically foster literacy as a key foundation for future learning

2.2 Boys’ Education
2.2.1 To systematically develop a deeper understanding of boys and their learning
2.2.2 To develop a richer understanding of the diversity of masculinities
2.2.3 To increase the resilience, communicative capacity and emotional literacy of students
2.2.4 To provide learning experiences and employ pedagogical practices that engage boys in real life learning and respond to the broad range of learning styles of boys
2.2.5 To explore and implement appropriate boys’ education strategies and programs that address current and emerging needs of Salesian College boys

2.3 Student Academic Performance
2.3.1 To improve learning outcomes and academic achievement at all levels (Years 7 – 12)
2.3.2 To utilise available data to inform strategies to improve student learning
2.3.3 To set challenging and achievable targets for improvements in student academic performance
2.3.4 To employ a range of strategies to publicly recognise and celebrate high academic achievement, outstanding effort and significant improvement

2.4 Professional Learning
2.4.1 To utilise a range of professional learning opportunities and processes to enhance the knowledge and skills of teachers
2.4.2 To utilise Learning Teams as a key forum for professional learning
2.4.3 To develop the ICT competencies of staff, including the effective use of interactive whiteboards
2.4.4 To foster the leadership capacity of staff
2.4.5 To assist teachers and Heads of Department in the development of pedagogically oriented documentation

2.5 Curriculum Organisation: Structures, Programs and Initiatives
2.5.1 To review structures and organisation practices to ensure they support effective learning
2.5.2 To explore the suitability of alternative organisational structures
2.5.3 To develop, implement and effectively support the ongoing development of the ‘Middle Years’ program utilising the findings of evidence based research
2.5.4 To monitor and further develop the Year 9 Mannix program
2.5.5 To review current pathway options, and explore alternatives if necessary, to ensure viable and realistic opportunities for senior students
2.5.6 To implement, support and evaluate the Year 10 Pathways Program
2.5.7 To continue the development of the Head Start Program
2.5.7 To explore ways of enhancing students’ understanding of careers pathways

2.6 Learning Support
2.6.1 To continue to promote the profile of the Learning Support Department as a service for students across the entire spectrum of intellectual abilities
2.6.2 To expand the use of differentiated learning and teaching strategies to more effectively address the learning needs and styles of all students
2.6.3 To develop and implement a comprehensive ‘Gifted and Talented’ program
2.6.4 To explore the possibility of establishing a ‘selective’ stream in the Middle Years Program
2.6.5 To develop staff skills in more effectively identifying and responding to the cognitive, emotional, psychological and social needs of students
2.6.6 To explore ways of optimising the effectiveness of literacy and numeracy support programs
2.6.7 To explore ways of maximising opportunities for students with specific learning difficulties to access a range of learning support services including peer tutoring, community based reading programs, etc

2.7 Assessment and Reporting
2.7.1 To ensure that all assessment processes are just, transparent, consistent and rigorous
2.7.2 To utilise a range of interesting and challenging assessment tools that allow students to demonstrate their learning in a variety of ways
2.7.3 To use assessment for both formative and summative purposes
2.7.4 To ensure that assessment tasks allow the stated outcomes to be demonstrated
2.7.5 To refine reporting processes
2.7.6 To utilise assessment data to inform effective and improved teaching and learning practices
2.7.7 To report against the VELS disciplinary standards by the end 2007, and the interdisciplinary standards by 2008

2.8 Curriculum Documentation
2.8.1 To ensure that there is a high quality set of coherent, consistent and current curriculum documentation
2.8.2 To ensure that curriculum documentation is maintained and developed over time
2.8.3 To ensure that learning and teaching programs are pedagogically orientated
2.8.4 To ensure that teaching and learning programs include a variety of aspects including literacy, numeracy, ICT, communication skills, thinking skills

2.9 Resources
2.9.1 To review access to a variety of resources to support learning
2.9.2 To provide access to suitable learning environments
2.9.3 To explore ways of expanding the range of resources available to staff and students so as to enhance learning

2.10 Learning Technologies
2.10.1 To increase staff and student access to and competency in the use of a variety of learning technologies
2.10.2 To support the integrated use of a range of learning technologies across the curriculum
2.10.3 To implement the ICT standards required by VELS
2.10.5 To support the implementation of the multimedia classrooms project

2.11 Co-curricular Activities
2.11.1 To maintain a viable co-curricular program which is supported by staff, caters for a diverse range of student interests and maximises student involvement
2.11.2 To acknowledge and celebrate student achievement in both school and community based co-curricular activities
2.11.3 To encourage student participation in a variety of representative and recreational sporting endeavours
2.11.3 To promote and support student participation in ACC competitions
2.11.4 To promote student involvement in a diverse range of Performing Arts activities
2.11.5 To support student involvement in a range of opportunities for Debating and Public Speaking
2.11.6 To promote and support the existing clubs and activities offered by the College
2.11.7 To explore options for expanding the range of clubs and activities offered by the College
Priority 3: Student Wellbeing and Pastoral Care

We believe that Pastoral Care is the quality of love, expressed in a practical, tangible manner, where our boys are able to experience a sense of belonging to a community and have opportunities for spiritual, personal, academic, emotional and social growth.

Accordingly we intend to address the following areas:

3.1 General
3.1.1 To nurture the ongoing growth of a sense of community and connectedness within the College
3.1.2 To develop a greater understanding of and shared responsibility for pastoral care and student wellbeing amongst all members of the College community
3.1.3 To develop a coherent framework to promote, support and restore the wellbeing of students
3.1.4 To review all aspects of pastoral care and student services to ensure that they are reflective of the Salesian charism
3.1.5 To explore ways of providing effective pastoral care beyond the school context to members of the wider College Community, particularly to current families, past pupils and past members of staff
3.1.6 To utilise contemporary research on boys' education, pastoral care and student wellbeing to inform policy and practice across the whole school

3.2 Wellbeing and Pastoral Care of Students
3.2.1 To foster resilience and a sense of connectedness in students
3.2.2 To continue a zero-tolerance approach to bullying and harassment
3.2.3 To explore the feasibility of implementing programs such as ‘Rock and Water’, ‘Seasons’, ‘You Can Do It’, ‘Resilient Adolescent Program’, etc
3.2.4 To enhance the process of student transition from year to year
3.2.5 To continue to utilise the College Counsellor
3.2.6 To develop a Years 7 – 12 Personal Development Program
3.2.7 To ensure the successful implementation of the House System
3.2.8 To foster relationships with specialist agencies including Monash Youth Services and KYM Youth Services

3.3 Student Leadership
3.3.1 To enhance the leadership capacity and organisational skills of all students
3.3.2 To provide ongoing leadership formation opportunities for students
3.3.3 To promote a greater understanding of leadership as service amongst the student body
3.3.4 To provide practical opportunities for students to exercise leadership
3.3.5 To utilise the introduction of the House System as an opportunity to review the Student Leadership structure

3.4 **Student Management**

3.4.1 To continue to adopt a holistic approach to student management

3.4.2 To encourage a more preventative approach to student management

3.4.3 To promote shared responsibility for consistent application of routines by all staff

3.4.4 To ensure that student management processes continue to consider students’ academic progress as well as their personal wellbeing and pastoral care issues

3.4.5 To review student management practices and processes in the light of the contemporary circumstances of the College and its students

3.5 **Pastoral Care of Staff**

3.5.1 To encourage all staff to share responsibility for the wellbeing of each other

3.5.2 To continue to provide appropriate pastoral support for staff

3.5.3 To continue to provide access to professional counselling support when required

3.6 **Support and Resources**

3.6.1 To support and resource the implementation of the role of Director of Student Wellbeing

3.6.2 To provide opportunities for professional learning in a range of pastoral care issues relating to the wellbeing of adolescents

3.6.3 To develop appropriate processes for monitoring and tracking students’ progress and wellbeing

3.6.4 To appropriately support the implementation and development of new initiatives including the House System, the Middle Years Program and the Student Wellbeing Program
Priority 4: Interaction with the Wider Community

We believe that parents are the primary educators of their sons and that the overall personal and educational outcomes for students can be optimised by collaboration with the wider community including parents, families, past pupils, parishes, educational and ecclesiastical institutions, the business community and other civic agencies.

Accordingly we intend to address the following:

4.1 Partnership with Parents

4.1.1 To facilitate a variety of opportunities for meaningful parent participation in the life of the College and the education of their sons

4.1.2 To continue working collaboratively with the Parents’ Association

4.1.3 To provide parents with avenues to learn more about effective parenting strategies and other social issues related to the upbringing, wellbeing and education of their sons

4.1.4 To explore ways of facilitating communication between home and school

4.1.5 To maintain and strengthen orientation programs for parents new to the school community

4.1.6 To support parents in addressing the educational and personal needs of their sons

4.2 Local, National and International Salesian Family

4.2.1 To encourage the involvement of all members of the Salesian Religious Community in the life of the College

4.2.2 To foster links with the wider Salesian Family at a local, national and international level

4.2.3 To cultivate opportunities for interaction with other Australian Salesian schools

4.2.4 To explore a range of strategies to enable Past Pupils to more actively engage in the life of the College including providing former students with a variety of points of connection with the College

4.2.5 To foster a harmonious and mutually beneficial relationship between the College and the Past Pupils Cricket and Football clubs

4.2.6 To develop constructive and mutually beneficial relationships with overseas Salesian schools and missions

4.3 Local Parishes and Primary Schools

4.3.1 To maintain and develop links with local parishes and primary schools

4.3.2 To continue to work with local primary schools in a variety of areas including Literacy and Science Education

4.3.3 To provide opportunities for Parish Priests to be involved in the life of Salesian College

4.3.4 To encourage student involvement in Parish and Parish Primary School activities
4.4 Links with Other Catholic Colleges

4.4.1 To nurture and strengthen the relationship with Sacred Heart Girls’ College, Oakleigh

4.4.2 To maintain and develop interaction with other Catholic Colleges, including other Salesian and ACC schools

4.5 Wider Community

4.5.1 To identify opportunities to celebrate the College’s involvement in and interaction with the local community

4.5.2 To maintain and develop ‘Community Involvement’ opportunities for students

4.5.3 To maintain a positive professional relationship with Monash University

4.5.4 To strengthen links with and develop further opportunities for Salesian students at local TAFE Colleges including Holmesglen and Box Hill

4.5.5 To develop strategic relationships with local businesses and key suppliers
Priority 5: Personnel, Governance, Leadership and Management

We believe that people are the College’s greatest asset, and that all staff can contribute to the ongoing development of the College and the fulfilment of its mission. This is enhanced by means of good governance, strategic leadership, the equitable utilisation of human resources and the fair and consistent management of processes.

Accordingly we intend to address the following:

5.1 Governance

5.1.1 To optimise the effectiveness of the College Advisory Board
5.1.2 To support the members of the College Advisory Board in the conduct of their responsibilities
5.1.3 To report regularly to the Salesian Provincial Council
5.1.4 To explore a range of models for the future governance of the College
5.1.5 To promote the status of the College Board
5.1.6 To recruit appropriate people as members of the College Board

5.2 Leadership

5.2.1 To ensure that the Positions of Leadership Structure reflects new and emerging needs of the College and its students
5.2.2 To support and train staff in Positions of Leadership
5.2.3 To develop the leadership capacity of staff
5.2.4 To review the composition of key teams and committees within the College
5.2.5 To review leadership and decision making processes

5.3 Human Resource Management

5.3.1 To review recruitment processes
5.3.2 To continue to refine processes for the induction of new staff
5.3.3 To implement a staff appraisal process
5.3.4 To review staffing requirements in the light of the educational goals, changing demographic and ongoing development of the College

5.4 Communication

5.4.1 To continue to utilise the morning briefing as a key avenue of communication
5.4.2 To further improve the College intranet
5.4.3 To ensure effective avenues of communication between the Bosco Campus and the Mannix Campus
5.4.4 To utilise technologies and e-solutions to improve communication within the College and between school and home
5.4.5 To emphasise the importance of communicating information in an effective and timely manner
5.5 Compliance with Statutory Regulations

5.5.1 To ensure that the College meets the compliance requirements of the relevant civil and ecclesiastical agencies

5.5.2 To ensure that compliance with statutory requirements is appropriately recorded and documented

5.5.3 To develop processes for ensuring that the College continues to meet all registration and accreditation requirements

5.6 Environmental Health and Safety

5.6.1 To continually monitor the environmental health and safety requirements of the College

5.6.2 To address environmental health and safety matters promptly

5.6.3 To ensure that health and safety processes are functional and effective

5.6.4 To ensure that health and safety are prioritised in the development of the Facilities Masterplan
Priority 6: Facilities, Resources and Finances

We believe that appropriate facilities and resources contribute positively to an effective learning culture. Hence, we seek to create a pleasant, safe, and aesthetically attractive environment that promotes the learning and wellbeing of students. Consequently, the responsible stewardship of the College’s facilities, resources and finances is critical in assisting the College fulfilling its mission.

Accordingly we intend to address the following:

6.1 General
   6.1.1 To ensure that gospel values and the College’s educational goals inform the development of facilities and utilisation of resources
   6.1.2 To progressively develop a safe, high quality, aesthetically pleasing learning environment
   6.1.3 To develop a shared responsibility for the appropriate and considered stewardship of the College’s facilities and resources
   6.1.4 To improve the strategic deployment of the College’s resources

6.2 Facilities and Resources
   6.2.1 To establish a Facilities Development Masterplan
   6.2.2 To develop a Learning Technologies Infrastructure Plan
   6.2.3 To enhance the proactive maintenance of the College’s facilities
   6.2.4 To develop a new centralised Resource Centre (including Library)
   6.2.5 To develop a new model for the purchase, storage, use and maintenance of resources that is more consistent with an attitude of shared stewardship
   6.2.7 To develop security protocols to protect the College’s assets
   6.2.8 To develop an assets register

6.3 Finances
   6.3.1 To ensure the employment of prudent financial practices that allow the sustainable development of the College
   6.3.2 To ensure that fees are affordable for parents
   6.3.3 To ensure that every family contributes fairly to the financial support of the College
   6.3.4 To ensure that fee recovery processes continue to be efficient and compassionate
   6.3.5 To monitor income and expenditure more closely
   6.3.6 To prioritise the utilisation of financial resources to address the goals of the College
   6.3.7 To review budgetary processes

6.4 Information and Communication Technologies – Resources and Infrastructure
6.4.1 To update the current network infrastructure
6.4.2 To improve the configuration and capacity of the network infrastructure
6.4.3 To improve staff access to computers
6.4.4 To provide remote access to the College network
6.4.5 To improve the security and ‘safety’ of the network
6.4.6 To explore a range of other technologies to improve the productivity of the College

6.5 Utilisation of Information and Communications Technologies
6.5.1 To utilise various technologies to expand the range of services available to staff and students
6.5.2 To integrate all the various aspects of the College’s global ICT solution
6.5.3 To migrate to the new ‘Timetabler’ timetabling package
6.5.4 To investigate the way the College utilises ICT
6.5.5 To review the College’s current finance and administration package
6.5.6 To review the efficacy of the Library administration software
6.5.7 To implement an information management software system
6.5.8 To support the implementation of the Multimedia Classroom project