A document to support and further the vision and mission of SJC providing guidance for the strategic direction of the college.
VISION

TO EDUCATE BOYS IN THE SPIRIT OF ST MARCELLIN CHAMPAGNAT FOR LIFE, LEARNING AND LEADERSHIP FOR THE COMMON GOOD

MISSION

ST JOSEPH’S COLLEGE IS A CATHOLIC SCHOOL EDUCATING BOYS OF CHARACTER AND SOUL, GUIDING THEM WITH THE EXAMPLE OF JESUS CHRIST TO BE CAPABLE AND COMPASSIONATE YOUNG MEN, TAKING THEIR PLACE WITH CONFIDENCE AND INTEGRITY IN THEIR FAMILIES, THEIR COMMUNITIES AND THEIR WORKPLACES
A CATHOLIC SCHOOL

ST JOSEPH'S COLLEGE GIVES WITNESS TO THE ARCHBISHOP'S CHARTER FOR CATHOLIC SCHOOLS IN THE ARCHDIOCESE OF SYDNEY BY TAKING DECISIVE ACTION ON:

- Furthering the evangelising mission of the Church.
- Nurturing students' love of learning.
- Implementing the Archdiocesan Religious Education Curriculum.
- Encouraging students' participation in and commitment to the Catholic life of the College and their parishes.
- Teaching students to know, understand and act on Catholic social teaching.
- Caring for students through an inclusive curriculum, pastoral care and student-wellbeing policies and practices.
- Giving priority to the enrolment of Catholic students.
- Working in partnership with and supporting parents as the primary educators of their children.
- Working with Parish Priests in nurturing in students a personal relationship with Jesus.
- Employing staff who contribute to the Church’s mission.
- Enhancing the witness and Catholic practice of staff, students and families.

EDUCATING IN A MARIST WAY

MARIST SPIRITUALITY WAS INTRODUCED INTO THE LIFE OF THE CATHOLIC CHURCH BY SAINT MARCELLIN CHAMPAGNAT (1789 – 1841) AND DEVELOPED BY SUCCESSIVE GENERATIONS OF MARIST COMMUNITIES. UNDER THE PATRONAGE OF MARY, THE MOTHER OF GOD, MARIST SPIRITUALITY IS CHARACTERISED BY:

- Trust in God.
- A deep personal love of Jesus and His Gospel.
- Community living in a family spirit.
- Humility expressed through simplicity.
- A profound experience of God’s abiding presence and love.
- Faith enriched by prayer and celebration of the Eucharist.

THE PRINCIPAL PURPOSE OF MARIST EDUCATION IS TO LEAD YOUNG PEOPLE TO KNOW AND LOVE JESUS, IN THE WAY OF MARY, IN THE BELIEF THEY CAN BECOME GOOD CHRISTIANS AND GOOD CITIZENS. TOGETHER, MARIST BROTHERS, LAY MEN AND WOMEN AND FAMILIES ENGAGE WITH THE EVANGELISING MISSION OF CATHOLIC EDUCATION. INSPIRED BY CHAMPAGNAT, MARIST EDUCATION IS BOTH INTEGRATED AND RIGOROUS, AIMED AT NURTURING PEOPLE WHO ARE COMPASSIONATE, CRITICAL, ARTICULATE AND AWARE, FAITH-FILLED AND HOPEFUL. MARIST EDUCATION THEREFORE EMPHASISES:

- The uniqueness and value of the individual.
- The importance of Christian community.
- The involvement of parents and family in the education of students.
‘TO EDUCATE A CHILD IS TO MAKE HIM A GOOD CHRISTIAN AND A VIRTUOUS CITIZEN.’

SAINT MARCELLIN CHAMPAGNAT
STRATEGIC DIRECTIONS

CORE STRATEGIC PRIORITIES

• Catholic Identity & Mission
• Effective Teachers & Professional Learning
• Student Learning & Achievement
• Student Life & Support
• Sport & Co-Curriculum

ENABLING STRATEGIC PRIORITIES

• Innovation & Technology
• Human Resources
• Finance, Facilities, Infrastructure & Environment
• Strategic Partnerships & Sustainability
1 CATHOLIC IDENTITY AND MISSION

Identifies College priorities that define St Joseph’s as a Catholic school founded on faith in Jesus Christ. Integral to this is the lived expression of the charism of Saint Marcellin Champagnat. Priority is given to enriching the Religious Education curriculum and its role in the spiritual and academic formation of staff and students. The College is committed to engagement with the mission and expression of the Church through liturgical celebration, opportunities for prayer, reflection and practical works of ministry grounded in Catholic social teaching.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 1:

COMPONENTS AND OBJECTIVES

1.1 Catholic Identity strengthened through:

1.1.1 A deeper understanding of Catholic tradition and its expression across all facets of College life.
1.1.2 Commitment in spirit and action to the principles defined in the Archbishop’s Charter for Catholic Schools in the Archdiocese of Sydney.
1.1.3 Commitment by staff to the shared mission of being ‘evangelisers in the midst of youth’ (Source: Marist Institute).
1.1.4 Attainment by teaching staff of a qualification in Religious Education in the Catholic tradition.

1.2 Marist Heritage is identifiable through:

1.2.1 An articulated vision which values and explores the heritage of the Marist charism which underpinning the educational tradition of St Marcellin Champagnat.
1.2.2 Practices and behaviours of staff and students are modelled on Mary as the first disciple, on a community that bears practical witness to ‘making Jesus known and loved’ (Saint Marcellin Champagnat).
1.2.3 Review of policies and programs such that they foster the development of students to be ‘good Christians and virtuous citizens’ (Saint Marcellin Champagnat).

1.3 Religious Education Curriculum is implemented through:

1.3.1 Staff engagement and participation in opportunities for theological and academic formation delivering excellence in the teaching of Religious Education.
1.3.2 A strengthened focus on religious literacy enabling students to openly and confidently express their faith within an increasingly secularised culture.
1.3.3 Varied opportunities provided for experiential learning encouraging faith and spiritual growth for students and staff.
1.4 Catholic Social Teaching finds expression in:

1.4.1 Academic and co-curricular programs and pastoral care structures that are infused with the values of justice, compassion and respect.

1.4.2 Students and staff actively engaged in social outreach and justice initiatives which reflect ‘the preferential option for the poor’.

1.4.3 The College’s commitment to ‘stewardship of creation, the recognition of universal human rights and the responsibility of fostering peaceful relations among people’ (Archbishop’s Charter for Catholic Schools).

1.4.4 Opportunity for reflection in the natural environment and a development of an appreciation for aesthetic values, beauty and the wonder of God’s creation.

1.5 Faith Celebration is evident through:

1.5.1 All members of the College community having opportunities to reflect on the privilege and challenge of their membership of St Joseph’s as a Eucharistic community.

1.5.2 Responsibility for daily prayer and liturgy shared and celebrated by the entire College community within all academic and pastoral endeavours.

1.5.3 Faith formation and evangelisation supported by programs that invite students and staff to reflect on and grow in their personal relationship with God.

1.6 Indigenous Education Partnership is developed by:

1.6.1 A review of the Indigenous Education Partnership to strengthen principles of justice and equity.

1.6.2 Review of enrolment, pastoral and academic structures and their development to improve student completion of the Higher School Certificate and engagement in further study.

1.6.3 A new program of engagement with parents, carers and communities to foster a sustainable and mutually enriching partnership based on the principles of Reconciliation.

1.7 The Broader Church is embraced through:

1.7.1 Provision of opportunities to strengthen collaboration with parishes and clergy thereby contributing to the life of students within the setting of the local Church.

1.7.2 Development of ‘youth ministry’ strategies and initiatives to engage young people actively in the life of the Church.
Identifies College priorities for maintaining a strong and deliberate focus on teacher effectiveness, continual improvement and commitment to a professional learning community. The focus is on effective teaching that meets student learning and development needs in the context of a contemporary Catholic school in the Marist tradition.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 2:

**COMPONENTS AND OBJECTIVES**

**2.1 Pedagogy is informed by:**
- 2.1.1 Adoption and implementation of a Learning Statement that underpins and informs the development of learning environments, pedagogical approaches and a culture of 'learning to learn'.
- 2.1.2 The use of indicators of quality to teaching and teaching standards incorporating the Australian Institute for Teaching and School Leadership (AITSL) standards framework.
- 2.1.3 The tracking and analysis of student assessment data.
- 2.1.4 Models of learning that engage students as independent and interdependent learners.

**2.2 A Learning Climate that reflects:**
- 2.2.1 Effective and creative implementation of the Australian Curriculum.
- 2.2.2 An appropriate and engaging curriculum responding to broader educational directions and informed by contemporary research.
- 2.2.3 A clearly-developed focus on and implementation of student-centred learning processes across all areas of curriculum.
- 2.2.4 Strengthened educational provision for students with specific learning needs, including gifted and talented students.
- 2.2.5 Regular evaluation of approaches to ensure a dynamic and innovative curriculum that is both challenging and stimulating.
- 2.2.6 Provision of a range of pathways for students to complete the Higher School Certificate (HSC).
2.3 Professional Learning encompassing:

2.3.1 Teachers actively contributing to a professional learning community through networking, evidence-based reflection and challenges to practice.

2.3.2 Structures which require staff to commit to professional growth and renewal by identifying priorities for their own professional learning.

2.3.3 Staff commitment to engagement in assessment of professional performance.

2.3.4 Thinking and learning skills, literacy, numeracy and technology-enabled classroom environments.

2.3.5 A whole-school approach to contemporary learning models in technology-enabled classrooms.
3 STUDENT LEARNING AND ACHIEVEMENT

Identifies College priorities for improving student learning through student-centred pedagogical practices that engage and empower learners and enhance student achievement. A continued focus on the education of boys and the implementation of the Australian Curriculum integrating literacy, numeracy and contemporary digital learning. This focus is fundamental to improving student learning outcomes and delivering pedagogical innovation and curriculum change.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 3:

COMPONENTS AND OBJECTIVES

3.1 Student Learning Outcomes strengthened by:

3.1.1 A clearly-articulated whole-of-school framework to improve approaches to ‘learning to learn’ so students understand themselves as learners and take responsibility for aspects of their learning.

3.1.2 Whole-of-school approach to the integration of literacy and numeracy across all curriculum areas.

3.1.3 Strategies where students, in collaboration with their teachers, set high standards and expectations and aims for sustained improvement.

3.1.4 Decisions based on contemporary research and experience which ensure the College’s reputation for excellence in the education of boys is further enhanced.

3.1.5 Explicit opportunities for personal and interpersonal growth and learning through challenge experiences in the natural environment of the Colo Outdoor Education campus.

3.2 Organisation of Learning improved by:

3.2.1 Integrated classroom organisation and timetabling to optimise teaching and learning outcomes.

3.2.2 Faculties providing seamless transitions across all stages of student learning through appropriately developed programs.

3.2.3 Provision of study skill programs, based on principles of independent learning, across each year group, supported by supervised evening study.
3.3 Student Achievement strengthened by:

3.3.1 A whole-school practice in setting and achieving targets for the improvement of student achievement in each faculty.

3.3.2 Faculty planning incorporating strategies to address continued improvement in nationally-assessed student achievement outcomes across each component of assessment.

3.3.3 Refinement of procedures to support student counselling to achieve appropriate subject selections.

3.3.4 Further development of faculty practices and the setting of indicative targets in each faculty to achieve an increase in the proportion of students in higher performance bands in the HSC.

3.4 Diverse Needs of all Students further addressed by:

3.4.1 Provision of curriculum offerings that cater for a broad range of student abilities and interests.

3.4.2 Embracing a differentiated curriculum that allows for student-centred learning.

3.4.3 A curriculum that engages learning in an appropriate digital environment.
Identifies College priorities for the growth and development of Christian values, and the resilience, safety and security of all students. The College supports and promotes the intrinsic relationship between student wellbeing, pastoral care and student learning. Equality and dignity are fundamental to all College pastoral and wellbeing approaches.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 4:

COMPONENTS AND OBJECTIVES

4.1 Learning Climate which fosters:
- 4.1.1 A positive learning environment encouraging all students to be creative, confident, aspirational and adventurous in their learning.
- 4.1.2 Positive classroom behaviours respectful of the right of all students to learn.
- 4.1.3 Staff and students working together in a climate of respect and support.
- 4.1.4 Staff who are alert to students’ emotional, physical and spiritual needs.

4.2 Pastoral Care and Student Wellbeing Programs and Structures are developed to provide:
- 4.2.1 A more comprehensive network of effective support services for students.
- 4.2.2 Flexible and adaptable pastoral structures to serve the needs of students.
- 4.2.3 Practices which are clear, appropriate and uniformly implemented.
- 4.2.4 A safe, secure environment within which every student develops his sense of self-worth, awareness, resilience and personal identity.
- 4.2.5 Programs and opportunities to develop the leadership qualities of students.

4.3 Student Life which fosters:
- 4.3.1 An environment where boys are happy and clearly respect and support one another.
- 4.3.2 Boys who are proud of their school and show compassion for those in need or marginalised.
- 4.3.3 A culture in which enthusiasm to learn is infectious and academic talent is admired and respected.
4.4 Boarding Life further developed and characterised by:

4.4.1 Opportunities for the spiritual and faith development of boarders.
4.4.2 Practices that will maintain and develop the rich boarding tradition of the College.
4.4.3 Contemporary residential settings for boarders to create a home-style environment.
4.4.4 An increase in the proportion of country boarders.
4.4.5 Boarding environment to which day students are attracted.
4.4.6 Suitable social and recreational opportunities for students.
4.4.7 Quality supervision and assistance during evening study.
4.4.8 Boarding staff engagement in on-going professional learning.
5 SPORT AND CO-CURRICULUM

Identifies College priorities for integrating a quality program of sport and co-curriculum into the life and culture of the College. Participation and achievement in sport and co-curriculum are understood as central to providing a healthy, well-rounded, balanced educational experience for students and contribute to the development of moral character and the whole person – mind, body and soul.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 5:

COMPONENTS AND OBJECTIVES

5.1 Participation in sport and co-curricular activities strengthening:
   5.1.1 The Marist tradition of rugged determination, modesty in victory, and graciousness in defeat.
   5.1.2 Students’ capacity for resilience in adversity and contribution to team spirit in their chosen activity.

5.2 A quality sport and co-curricular program requiring:
   5.2.1 Provision of a contemporary and viable program of sport and co-curricular activities.
   5.2.2 The recruitment, induction and retention of appropriate convening and coaching staff.
   5.2.3 The engagement of coaches in professional learning programs to deliver best practice in all aspects of sport and co-curriculum.
   5.2.4 Consistent implementation of College expectations regarding sport and the co-curricular program.
   5.2.5 Further development in the integration of the PDHPE curriculum, and the ‘strength and conditioning program’, with sports that are offered at the College.

5.3 College Sport and Co-curricular Traditions and Reputation enhanced by:
   5.3.1 Provision of a sport and co-curricular program that enhances the College’s reputation as a preferred school of enrolment for boys.
   5.3.2 Evidence of a healthy culture of success across the program of sport and co-curricular activities.
   5.3.3 Strategic development of future facilities and maintenance of existing facilities to support the sport and co-curricular program.
   5.3.4 Improvement of availability and access to facilities for student engagement in sporting and recreational activities.
   5.3.5 Development of the co-curricular program in the areas of music, public speaking and the performing arts.
5.4 Sport and Co-curricular Achievement further developed through:

5.4.1 Strategies which encourage students to participate to their ability level in sport and co-curricular programs and thus be recognised in appropriate ways.

5.4.2 Strategic intervention and setting of targets for success and achievement in sport and co-curricular programs.

5.4.3 Promotion of healthy attitudes to competition and involvement in the co-curricular program.
6 INNOVATION AND TECHNOLOGY

Identifies College priorities for the overall sustainable provision of digital learning, ICT infrastructure, hardware and software, ensuring accessibility, reliability, flexibility and security. The intent of this priority is the delivery of sustainable planning for effective provision of appropriate technology for the learning and administrative environments.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 6:

COMPONENTS AND OBJECTIVES

6.1 Integration of ICT into Learning, Teaching and Administrative Systems will require:

6.1.1 Provision of digital technologies with a primary focus to support student engagement and learning.

6.1.2 An articulated vision and design for contemporary learning in a technology-enabled environment.

6.1.3 Sourcing, development and commissioning of contemporary solutions to support the College’s organisation of learning and the administrative environment.

6.2 Knowledge Management delivering:

6.2.1 Establishment of a learning management and delivery model that is responsive to contemporary learning needs and College accountability requirements.

6.2.2 Access to information managed through secure, interoperable systems that are user-friendly, transparent and accessible to stakeholders.

6.2.3 Systems to deliver appropriate support to College business and communication strategies.

6.3 Accessibility and Equity providing:

6.3.1 Equitable access to ICT for students and staff.

6.3.2 Students access to their learning environment and resources from anywhere at any time.

6.3.3 Service to families with an increased variety of online facilities and access to student records and reports.

6.3.4 An ICT environment that best balances effective learning and emerging technologies and affordability for families.
6.4 Sustainable Provision of ICT Systems, Resources and Support facilitated by:

6.4.1 A financially-sustainable ICT environment capable of supporting a range of digital devices for students and staff.

6.4.2 A detailed planning model for the upgrading of systems and infrastructure supported by up-to-date technology.

6.4.3 A learning environment that allows for anywhere, anytime access for staff and students to teaching and learning resources.
Identifies College priorities for addressing the staffing and leadership needs of the College through provision of opportunities for development of the skills, resourcefulness and creativity of College leaders and staff. Respect for all is seen as fundamental to sustaining an enriching, growth-promoting and healthy workplace culture.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 7:

COMPONENTS AND OBJECTIVES

7.1 Culture of Reflection on Practice further developing:
- 7.1.1 A workplace characterised by shared responsibility for teamwork, capacity building, mutual respect and professional relationships.
- 7.1.2 An enriching and growth-promoting workplace culture informed by the use of appropriate instruments and processes.
- 7.1.3 Commitment to whole-of-school policy and process for staff performance review and development, strengthening teacher/staff member effectiveness.

7.2 Professional Learning and Accountability Framework providing:
- 7.2.1 An integrated and cohesive annual staff professional learning program addressing the College’s strategic priorities.
- 7.2.2 Professional learning opportunities within the context of growth-promoting performance review, development processes and career advancement.

7.3 Staff Recruitment and Retention Practices achieving:
- 7.3.1 College recognition as an employer of choice.
- 7.3.2 Recruitment processes effective in attracting and employing the best possible candidates.
- 7.3.3 Retention of dynamic teaching staff.

7.4 Succession Planning effectively providing for:
- 7.4.1 Suitably qualified and experienced educational leaders meeting College leadership needs at all levels.
- 7.4.2 Staff at various stages of their career being offered learning opportunities required for potential professional advancement.
7.5 Human Resource Management underpinned by:

7.5.1 Development of a contemporary human resource management and information system.
7.5.2 Professional and timely responses to all matters relevant to employee relations.
7.5.3 Application of procedures to ensure compliance with all employment-related legislative requirements and child protection processes.
Identifies College priorities for medium and long-term financial viability achieved through responsible strategic business plans and practices. Business management and practices are fundamental platforms to ensure a quality infrastructure to facilitate effective teaching and learning in contemporary, sustainable learning and residential environments.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 8:

COMPONENTS AND OBJECTIVES

8.1 Business Strategy which is pro-active in ensuring:
8.1.1 Finance Advisory Committee (FAC), Development Office and the College Foundation effectively operate at their respective strategic and operational levels.
8.1.2 Internal business and financial controls operate at best practice standards.
8.1.3 Development of a financial model and detailed planning for a sustainable and continuously improving financial position.
8.1.4 Implementation of a financial and business reporting model delivering improved financial decision-making, legislative compliance and timely information flow to the Provincial office, College Leadership Team, FAC and the College community.
8.1.5 The effects of policy changes in government funding on College income are accounted for.

8.2 Infrastructure Planning is progressed to deliver:
8.2.1 Clear identification of capital development projects in conjunction with the implementation of a College Infrastructure Strategic Plan.
8.2.2 Completion of the Technology and Arts Precinct project (TAP).
8.2.3 Commencement of planning for the Sports Precinct project (SP).
8.2.4 Improvements to staff workplace facilities which will be conducive to positive professional outcomes.
8.2.5 Continuous improvement of facilities and infrastructure through a program of planned maintenance and replacement.

8.3 Financial Management which is pro-active in securing:
8.3.1 The objectives of the annual College budget.
8.3.2 Access to new sources of income.
8.3.3 Implementation of a financially-sustainable and competitive fee structure.
8.3.4 The College Laundry providing quality service and financial return.
8.4 Risk Management delivering:
8.4.1 A whole of College plan and approach to risk management.

8.5 Environmental Planning resulting in:
8.5.1 Reductions in energy and water dependency on College sites.
8.5.2 Initiation of and participation in wider community environment and energy conservation opportunities.
8.5.3 Management of a comprehensive recycling and food waste program.
9 Strategic Partnerships and Sustainability

Identifies College priorities for establishing and sustaining effective partnerships and strategic alliances with families, the broader Catholic education sector, Church agencies, the wider community, business and other major stakeholders.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Priority 9:

Components and Objectives

9.1 Expanding Educational Opportunity and Enrolments that will see:

9.1.1 The development of effective primary education pathways incorporating sustainable relationships with Catholic primary schools.
9.1.2 The College as the boarding school of choice for families in rural and regional areas.
9.1.3 A range of initiatives successfully engaging prospective parents and students.
9.1.4 A review of student transport options to provide easier access to the College.

9.2 Strategic Management facilitating:

9.2.1 Systematic implementation of the Strategic Plan 2013+.
9.2.2 Purpose-designed ‘Effectiveness Indicators’ to assist in evidence-based assessment of school improvement.
9.2.3 Alignment of the College leadership structure and strategic priorities to facilitate accountability and the achievement of outcomes.

9.3 Partnerships and Alliances providing:

9.3.1 High-level engagement with key Church, educational, political and professional bodies.
9.3.2 Responsible corporate citizenship through strengthened working relationships with community, business and service organisations.
9.3.3 Collaborative working relationships with key College stakeholder and affiliate groups.
9.3.4 Increased awareness of the College through involvement in community, business and service initiatives.
9.4 Communications and Marketing securing:

9.4.1 A strong College profile in the community through an integrated and cohesive College Marketing Plan.
9.4.2 Support for families in their promotion of the College to the wider community.
9.4.3 The development of a responsible and active social media presence.
9.4.4 The delivery to the College and broader communities of publications and communications in various media and formats.

9.5 A Sustainable Future supported by:

9.5.1 Active monitoring of and involvement in schools' funding advocacy and debate.
9.5.2 Innovation and sustainable design in the planning of future capital works.
9.5.3 Extended sources of bursary and scholarship support for boarding and tuition fees.
9.5.4 Regular review of the position of the College in the education market.

9.6 Intergenerational Responsibility strengthened by:

9.6.1 A culture of philanthropy within the broad College community.
9.6.2 A sense of stewardship and involvement within stakeholder groups.
9.6.3 Engagement of stakeholders in new capital-raising initiatives.
9.6.4 Expansion and further development of key stakeholder constituencies.
9.6.5 Consistent quality communication of the College’s strategic vision and future needs.