Marist College Ashgrove
2016 – 2018 Strategic Plan

EXECUTIVE INTRODUCTION:

The Marist College Ashgrove 2016 – 2018 Strategic Plan has been developed through a consultative process involving a range of staff across the College and led by members of the College Leadership Team. Through this collaborative process we have worked together to build a strategic focus that is relevant and achievable.

This Strategic Plan aims to focus on the strategic growth Key Result Areas that will be major projects during the 2016 – 2018 years of school life at Marist College Ashgrove. The plan contains the following components:

- **The School Mission Statement:** The plan aims to reflect and enact the Marist Ashgrove Mission by incorporating aspects of the Mission into the areas of change planned for implementation through the Strategic Plan. This includes developing a vision covering the duration of the Strategic Plan that articulates the specific target areas of the Mission within the plan.

- **The 2016-2018 Vision:** This statement articulates the changes to be implemented through our strategic focus by describing those aspects of the Mission as enacted through what we hope to achieve in terms of the students, staff and learning environment that we envision as the strategic processes culminating in 2018.

- **Key Result Areas for 2016 - 2018:** These indicate the strategic thrust that will drive change across the three year plan. The College Mission is embedded in both the focus for each area and the specific goals described for each Key Result Area.

  Yearly planning will also align to and underpin the vision for school improvement during this time by aligning to the goals, performance indicators, strategies, deliverables and timelines for each area.

  The three Key Result Areas are:

  1. **Aiming high through the MCA Learning Framework**
  2. **Consolidating cohesion and continuity**
  3. **Improving College processes**

We would like to thank all those who have contributed to the development of this plan. The contribution by so many staff means that this plan is usable, relevant and achievable.

Peter McLoughlin, Headmaster
Members of the College Leadership Team

Marist College Ashgrove 2016 – 2018 Strategic Plan

MISSION STATEMENT:

We are a faith community, based on the beliefs and practices of the Catholic Church and the life of Jesus Christ. As was Champagnat's, our vocation is to make Jesus known and loved and we draw on the inspiration of St Marcellin and the Marist characteristics of family spirit, presence, simplicity, love of work and being in the way of Mary.

Our students are encouraged to demonstrate good scholarship, a love of learning, independence in thought and action and the readiness to take responsibility for their own formation.

Members of the College family act courageously and stand in solidarity, committed to the creation of a more just world.

A vision for 2018:

Our vision for 2018 enables our mission when addressing our change agenda, by developing a focus where:

- *The MCA Learning Framework will be fully evident in our curriculum, pedagogical and pastoral practices and the ethos of the College.*
- *Building on the focus of the previous plan, MCA will have developed whole of school cohesion and continuity which is sustainable and manageable.*
- *MCA has enhanced the religious literacy of the staff in Christian, Catholic and Marist traditions, so that we might equip our students, staff and parents with life-long spiritual tools in their search for meaning, purpose and authenticity.*
- *MCA will have reviewed systems and processes to deliver improved organizational performance aimed at facilitating enhanced curriculum and administrative delivery to support outcomes for students, teachers, parents and the broader community.*

Structure of the Strategic Plan and ongoing planning within the school context:

The Strategic Plan will be supported by ongoing planning and a commitment from staff and students to play their part in achieving the goals through:

- **Linking the IPLP process with commitment to the Strategic Plan:** This will enable staff to consider their contribution on a personal level.
- **The 2016 - 2018 Strategic Plan Timelines:** This table provides a concise collection of relevant actions within the Strategic Plan time period.
- **Marist College Ashgrove Annual Planning Model:** Yearly planning through the College Leadership Team areas of responsibility will cover the specifics of how the major strategic areas are operationalized on a yearly basis through the range of areas that collectively make up the full operational aspect of the College. This will show how on a yearly basis, these areas are progressed and also record the operational activities that are ongoing across the College in order to support effective learning and maintain the pastoral impetus of what it is to be a member of the College community.

KEY RESULT AREA 1: *Aiming high through the MCA Learning Framework*

Vision Focus: By 2018, the MCA Learning Framework will be fully evident in our curriculum, pedagogical and pastoral practices and the ethos of the College.

Goals	Performance Indicators	Strategies	Deliverables	Timelines
1.1 Implementing the MCA Learning Framework so that it underpins College curriculum, pedagogical and pastoral practices and the source of a common language across the College.	- All teaching staff participate in a professional learning group - Middle managers facilitate the processes for the professional learning groups to engage with the Framework - Staff are able to articulate and embed the MCA Learning Framework in pedagogical and pastoral practices - College policies, procedures and documents will reflect the intent and language of the Framework	- College leaders articulate expectations that the College community will explore and implement the MCA Learning Framework - Middle leaders undertake specific PD related to the MCA Learning Framework and the professional learning groups discussion program - All staff identify one goal of their Individual Professional Learning Plan (IPLP) which explores an aspect of the MCA framework - Middle leaders lead a program of meetings and staff discussion based on IPLP goals and the Framework - A clear, staged program is developed to engage the staff, personally and professionally, with the components of the MCA framework - Policies and practices are reviewed and revised so that they actively contribute to the MCA framework - Consultation between CLT and middle leaders ensures policies and practices are reflective of the MCA framework	Presentations during workshops and staff meetings Middle leaders participate in workshops to prepare them to lead professional learning groups Professional learning groups meet once per term led by middle leaders Revised policies approved through College Leadership Team meetings Supervisors of middle leaders report progress and issues to CLT	Ongoing throughout 2016 Middle leader program commences T1 2016. Ongoing to 2018 IPLP process introduced to staff meeting February 2016. (4 meetings in 2016) Continued into 2017,2018 Program commences January 2016. Reviewed and planned for 2017,2018 Identification of key policies Semester 2, 2016 – T 1 2017. Revision 2017-2018 Team meetings. Focus in Semester 2, 2016 and ongoing through 2018
1.2 All staff interactions with students will encourage and enhance the attributes of Men of Courage (*College Climate*)	Staff engage positively with a coordinated student management policy and set of procedures which reflect the *Being* component of the MCA Learning Framework	- A clear, staged program is developed to engage the staff, personally and professionally, with the attributes of Men of Courage (*College Climate*) - Staff capacity to reference the MCA framework in their interactions with others in the MCA community is developed	Presentations during workshops and meetings – initial workshop 22 Jan 2016. Staff engagement with the Marist ethos through PD Specific program for support staff is developed and delivered	Program commences January 2016. Reviewed and planned for 2017,2018
1.3 Parents/caregivers are engaged with the MCA Learning Framework and how the College implements the Framework in its practices	- Language from the MCA Learning Framework is evident within all communication across the College community - Community awareness and engagement with the MCA Learning Framework	- Communication strategies and practices which highlight attributes of the MCA framework are developed - Parent/caregivers are informed about the MCA framework and its implementation at the College - Staff capacity to reference the MCA framework in their interaction with parents is developed	A communication plan for boarding staff is developed Newsletters and all forms of communication with parent/caregivers refer to and reflect the MCA Learning Framework	Commences February 2016. Ongoing.

KEY RESULT AREA 2: *Consolidating cohesion and continuity*

Vision Focus: Building on the focus of the previous plan, by 2018 MCA will have developed whole of school cohesion and continuity which is sustainable and manageable.

By 2018 MCA will have enhanced the religious literacy of the staff in Christian, Catholic and Marist traditions, so that we might equip our students, staff and parents with life-long spiritual tools in their search for meaning, purpose and authenticity.

Goals	Performance Indicators	Strategies	Deliverables	Timelines
2.1 College leadership structures reflecting 5-12 cohesion and continuity are embedded in practice	• Middle leaders regularly report to their supervisors about the productiveness of team meetings • Curriculum continuity developed and documented	• Middle leaders have regular scheduled meetings with their teams • Middle leaders undertake specific PD relating to the MCA Learning Framework and lead regular meetings of their teams • Supervisors of middle leaders are consistent with their 5-12 focus in meetings and supervision o	Boarding Coordinators have team meetings once per term during term time Heads of House and Curriculum Leaders meet weekly.	Commences Term 1 2016. Ongoing. January 2016. Ongoing. January 2016. Ongoing.
2.2 Staff cohesion is facilitated by clear communication and developing a sense of belonging	• Regular surveys of staff indicate an increase in their sense of belonging to the community	• Middle leaders lead staff groups in a program based on their IPLP goals (See KRA1) • CLT continues to focus on clear communication processes with staff • Marist Identity used as a focus for developing staff cohesion • Review process associated with Work Culture (2.2) (See KRA 3)	Cross-College professional learning groups meet 1/term Review of Work Culture within KRA 3	Commences Term 1, 2016. Term 1 2017, 2018 IPLP 4 meetings / year – 2016, 2017, 2018 Reviews undertaken and completed by Term 4 2016
2.3 College document storage systems facilitate cohesion and continuity	• Document management standardized • Electronic storage utilized through Document Management System (DMS)	• CLT continue to focus on developing clear storage and access protocols for key documents • Common templates are developed for key documents 5-12	Policy development protocols for system usage Standardization of documents Implementation of DMS	February 2016 2016 ongoing March 2016
2.4 Increase engagement of staff with programs that develop religious literacy	• Practices across the College reflect an increase in teachers' religious literacy • Staff participate in study and formation activities	• The current practices that support staff to engage with religious literacy are to continue • Monitor and audit staff participation patterns, formal staff qualifications, and currency of qualifications for MSA Accreditation • Options that broaden the range of opportunities that staff have to engage with religious literacy are explored and implemented	All available places in activities are filled Four themed newsletters from Mission, Religious Education and Staff Services each year Each teacher will have participated in either study, short course, one-off activity each year	All in 2016 and following years.

KEY RESULT AREA 3: *Improving College processes*

Vision Focus: By 2018 *MCA will have reviewed systems and processes to deliver improved organizational performance aimed at facilitating enhanced curriculum and administrative delivery to support outcomes for students, teachers, parents and the broader community.*

Goals	Performance Indicators	Strategies	Deliverables	Timelines
3.1 A cyclical review process to support sustainable and ongoing effectiveness and improvement is developed and implemented	• Component reviews are conducted as per schedule • Component reviews utilize participatory process • The outcomes of reviews inform future planning	A review implementation task group is established who: • have the responsibility of reporting to the Headmaster and providing regular updates on the progress of implementation to staff and relevant stakeholders • establish a five year component review schedule with a specific timeline for 2016 • ensure reviews are undertaken as per schedule • CLT monitor the cyclical review program at regular intervals	Confirm 2016 components for Review with staff consultation Set up operational review and steering group - 2 CLT, 2 middle leaders, 2 secondary teachers, 2 primary teachers, 2 school officers Set up 4 working groups [1.4, 2.5, 3.2, 4.2] Regular reports on progress to CLT	Initial introduction and consultation 2015. Groups established by February 2016 4 reviews completed by end Semester 1 2016
3.2 College business processes are reviewed to ensure they are aligned and utilize systems total capacity to improve system delivery.	• College processes and systems are integrated • Workflows and position description redefined • Increased administrative efficiencies realized	• Identify the College business processes to be reviewed • Establish the process and timelines for the reviews of each area.	Review business processes and amend for greater efficiency College process and systems are integrated Workflows are mapped and reviewed for efficiency	Ongoing 2016-2108

KRA	Goals	2016	2017	2018
Aiming high through the MCA Learning Framework	1.1 Implementing the MCA Learning Framework so that it underpins College curriculum, pedagogical and pastoral practices and the source of a common language across the college	***Focus on staff engagement*** • Expectations of the use of the MCA Learning Framework are articulated by College leaders (Senior and Middle) (Term 1) • MCA Learning Framework visible across the College (Term 2) • Program of professional learning activities developed and delivered (Workshops, IPLP process, team meetings) • Content of the MCA Learning Framework evolves though point in time reviews	***Focus on student engagement*** • College leaders (Senior and Middle) articulate the use of the MCA Learning Framework to students • Program of professional learning activities developed and delivered (Workshops, IPLP process, team meetings) • Content of the MCA Learning Framework evolves though point in time reviews	• Embedding of MCA Learning Framework in documentation and practice across the College becomes evident • Program of professional learning activities developed and delivered (Workshops, IPLP process, team meetings) • Content of the MCA Learning Framework evolves though point in time reviews
	1.2 All staff interactions with students will encourage and enhance the attributes of Men of Courage (*College Climate*)	• Program of professional learning activities developed and delivered (Workshops, IPLP process, team meetings) • Staff encouraged to articulate the role of the MCA Learning Framework in pastoral and pedagogical practices	• Program of professional learning activities developed and delivered (Workshops, IPLP process, team meetings)	• Program of professional learning activities developed and delivered (Workshops, IPLP process, team meetings)
	1.3 Parents/caregivers are engaged with the MCA Learning Framework and how the college implements the Framework in its practices	• Strategic Plan and MCA Learning Framework are the focus of meetings with parents and community • Prioritized in written and oral communication (Newsletters etc.)	• College leaders (Senior and Middle) articulate the use of the MCA Learning Framework to parents/caregivers • Prioritized in written and oral communication (Newsletters etc.)	• College leaders (Senior and Middle) articulate the use of the MCA Learning Framework to parents/caregivers • Prioritized in written and oral communication (Newsletters etc.)
Consolidation through continuity and cohesion	2.1 College leadership structures reflecting 5-12 cohesion and continuity are embedded in practice	• PD for middle leaders to support their role in the IPLP process (January- February 2016) • Middle leaders lead regular team meetings • Cohesion and continuity issues addressed regularly through CLT meetings	• PD for middle leaders to support their role • Middle leaders lead regular team meetings • Cohesion and continuity issues addressed regularly through CLT meetings	• PD for middle leaders to support their role • Middle leaders lead regular team meetings • Role of middle leaders evaluated • Middle leaders lead regular team meetings • Cohesion and continuity issues addressed regularly through CLT meetings
	2.2 Staff cohesion is facilitated by clear communication and developing a sense of belonging	• MCA Learning Framework prioritized in written and oral communication • Re-establish *CLT Notes* • Results of Work Culture review presented to CLT (Semester 2) • Opportunities for engagement with Marist identity regularly provided to staff	• MCA Learning Framework prioritized in written and oral communication • *CLT Notes* accessible to staff • Strategies approved from Work Culture review implemented • Opportunities for engagement with Marist identity regularly provided to staff	• MCA Learning Framework prioritized in written and oral communication • *CLT Notes* accessible to staff • Opportunities for engagement with Marist identity regularly provided to staff
	2.3 College document storage systems facilitate cohesion and continuity	• Ongoing agenda for CLT to identify key strategic issues (consultation and problem-solving)	• Ongoing agenda for CLT to identify key strategic issues (implementation of changes)	• Ongoing agenda for CLT to identify key strategic issues (review progress)

	2.4 Increase engagement of staff with programs that develop religious literacy	• Monitor and audit staff participation patterns • Monitor and audit formal staff qualifications and currency of qualifications for MSA Accreditation • Provide a program of opportunities for staff to increase their religious literacy	• Set clear targets for expectations re-participation • Consult and plan strategies for improving participation and qualification rates • Provide a program of opportunities for staff to increase their religious literacy	• Review and refine strategies for improving participation and qualification rates • Provide a program of opportunities for staff to increase their religious literacy
Improving College Processes	3.1 A cyclical review process to support sustainable and ongoing effectiveness and improvement is developed and implemented	• Review implementation task group is established • A minimum of two component task groups operate to conduct reviews • Components identified for review in 2017 by the implementation task group • Recommendations from reviews considered by CLT	• Components identified by the implementation task group are reviewed • Recommendations from reviews considered by CLT	• Components identified by the implementation task group are reviewed • Recommendations from reviews considered by CLT
	3.2 College business processes are reviewed to ensure they are aligned and utilize system total capacity to improve system delivery.	• College business processes are reviewed to identify areas of enterprise risk e.g. W,H &S • Processes for automation implemented in Finance Office and Registrar's Office	• Areas identified are reviewed as per plan developed in 2016 • Outcomes of reviews approved and implemented	• Areas identified are reviewed as per plan developed in 2016 • Outcomes of reviews approved and implemented

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Our Mission:

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Our Vision for 2018 incorporates our mission and addresses our change agenda:

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STAFF CONTRIBUTION CHART
Implementing the 2016-2018 Strategic Plan

What are the Key Result Areas in our strategic focus?	What goals do we aim to achieve in these areas?	What is my role in achieving our goals?
KRA 1: Aiming high through the MCA Learning Framework	• Implementing the MCA Learning Framework so that it underpins College Curriculum, pedagogical and pastoral practices and the source of common language across the College • All staff interactions with students will encourage and enhance the attributes of Men of Courage (College Climate) • Parents/caregivers are engaged with the MCA framework and how the College implements the Framework in its practices	• *Developing my own understanding of the MCA Learning Framework through participating in College organized processes* • *Personally exploring the application of the MCA framework to my area of responsibility* • *Embedding the MCA Learning Framework in my practice*
KRA 2: Consolidating cohesion and continuity	• College leadership structures reflecting 5-12 cohesion and continuity are embedded in practice • Staff cohesion is facilitated by clear communication and developing a sense of belonging • College document storage systems facilitate cohesion and continuity • Increase engagement of staff with programs that develop religious literacy	• *Supporting the 5-12 concept in whatever role I play* • *Participating productively in the range of team meetings that I attend* • *Being proactive about good communication with my colleagues and leaders* • *Ensuring that my qualifications to teach in a Marist school are sufficient and current* • *Increasing my own religious literacy*
KRA 3: Improving College processes	• A cyclical review process to support sustainable and ongoing effectiveness and improvement is developed and implemented • College business processes are reviewed to ensure they are aligned and utilize system total capacity to improve system delivery.	• *Actively participating in review processes*