



NEWMAN COLLEGE STRATEGIC PLAN 2017 - 2019

A 'rolling' three-year Strategic Improvement Framework

*as developed at the Senior Leadership Team Strategic Planning Workshop
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OUR MISSION

Newman College is a Pre K - Year 12 Catholic School educating in the Marist Tradition, which endeavours to lead students to know and love Jesus Christ. With Mary as our model in faith, we encourage students to grow into the fullness of their humanity in an educational environment where they feel welcomed, accepted and valued.

At Newman College, we seek to animate our delivery of teaching, learning and wellbeing as one, which is innovative, creative and rigorous underpinned by contemporary and relevant practice.

Our Vision for Learning *Shine through Discovery*, (Mathew 5:16 *Let your light shine*) animates our learning community to **create, collaborate, connect** and **celebrate** whom we are and what we seek to achieve. Our commitment is to contemporary and relevant pedagogy where learning programs are increasingly differentiated and individualised. We encourage agility, movement and flexible learning environments that use the whole campus. This is exemplified by learning that engenders active exploration where “our walls no longer mark the boundaries of our classroom.” The College seeks to provide our young women and men with a tailored, personalised learning pathway that will give them the very best opportunity for a successful career. In the process, we will challenge and inspire them to reach the plan God has for them, to let their gift and talents shine and ensure their hope and aspirations are fulfilled.

STRATEGIC PLANNING AND ACCOUNTABILITY FRAMEWORK

The Newman College Strategic Plan sits within four aligned and inter-related elements which together support strategic thinking and acting and the delivery of and accountability for innovation and continual improvement in the formation in faith of students and teaching and learning. The College's Strategic Plan is informed by a number of significant documents including '***We Marists.... Our Hopes and Priorities 2016-2018***'

Mission and Core Purpose

College Mission Statement

Planning

The College Strategic Plan 2017 - 2019

Strategic Priorities

Components

Strategic Intent Statements

Implementation

Annual Improvement Plans

Strategies and Responsibility

Accountability and Reporting

Annual Assessment of Adequacy and Impact of Implementation

Outcomes, Benefits, Results and Improvements Informed by the use of Effectiveness Indicators

Reporting to the Community – Public Accountability

Staff Performance Review Processes – Growth Plans

STRUCTURE OF THE STRATEGIC PLAN

The Strategic Improvement Plan comprises four interrelated elements which together outline the overall strategic directions for the College

- **Strategic Priorities** describe the overarching areas for strategic thinking and acting. They can usefully be thought of as 'core business' and 'enabling.' The scope and focus of each Strategic Priority
- **Scoping/Descriptive Statements** describe the scope, extent, reach of each Strategic Priority. These statements may include the school's value propositions particular to the Strategic Priority and are described at the head of each Priority
- **Components** within each Strategic Priority describe the particular aspects which are the focus for strategic action by the College. As such they are the organising framework within each Strategic Priority
- **Strategic Intent Statements** articulate the specific strategic direction in which the College is headed in relation to each Component. They provide a means for getting back to core purpose and capacity-building, and in so doing provide for challenge to the status quo. They clearly reflect:
 - the evaluation of the impact and adequacy of the outcomes of previous plans
 - recommendations contained in the Report of the External Review of the College (May 2016)
 - the needs and aspirations of the school community
 - the National School Improvement Framework
 - the imperatives for sustainable development and improvement
 - Marist Schools Australia priorities which directly affect the College
 - The CEWA 'Quality Catholic Schools' framework
 - The Bishop's Mandate

Strategic Intent Statements also reference other planning documents which inform the work of the College in delivering quality teaching and learning and the development of young people in their Catholic faith.

THE COLLEGE STRATEGIC PRIORITIES

and alignment with CEWA 'Quality Catholic Schools' domains

Strategic Priorities describe the overarching areas for strategic thinking and acting. They can usefully be thought of 'core business' and 'enabling' and are the building blocks of the Strategic Plan, reflecting and informed by Mission and the charism of Saint Marcellin Champagnat as an expression of the Good News of Jesus Christ. Newman College is one of thirteen schools governed by The Marist Association of St Marcellin Champagnat and is a member of Marist School Australia (MSA).

Newman College identifies six overarching Strategic Priorities as the scaffold for strategic action from 2017. The first four priorities are mapped against the CEWA 'Quality Catholic Schools' framework.

NEWMAN COLLEGE STRATEGIC PRIORITIES

1. **STRATEGIC PRIORITY 1: Mission and Catholic Identity**
2. **STRATEGIC PRIORITY 2: Teaching and Learning**
3. **STRATEGIC PRIORITY 3: Wellbeing of Students and Staff**
4. **STRATEGIC PRIORITY 4: Strategic Leadership and Partnering**

CEWA PRIORITIES

Catholic Identity
Education
Stewardship
Community

An additional two priorities outline Newman College approach to long-term sustainability through responsible strategic thinking, planning and acting in collaboration with Marist Schools Australia and other partnerships. This includes priorities for addressing the leadership and staffing needs of the College by providing for the ongoing development of the skills, resourcefulness and creativity of all College staff.

5. **STRATEGIC PRIORITY 5: A Catholic Workplace**
6. **STRATEGIC PRIORITY 6: Stewardship and Sustainability**

OVERVIEW - STRATEGIC PRIORITIES AND STRATEGIC INTENT

1. STRATEGIC PRIORITY 1: MISSION AND CATHOLIC IDENTITY

SAMPLE SCOPING STATEMENT

Strategic Priority 1 outlines Newman College priorities 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 students and staff. The school is committed to engagement with the mission and expression of the Church through liturgical celebration, opportunities for reflection and practical works of outreach grounded in Catholic social teaching.

Strategic Intent

- Promotion of the Catholic Life and Culture of the College
- Charism
- Alignment – ‘We Marists – Our Hopes and Priorities’
- Engagement with Marist Institute
- Staff Faith Formation
- Sacramental Life
- Personal and Spiritual Growth of Students
- Religious Literacy – Students
- Religious Education Accreditation
- Aboriginal Spirituality

2. STRATEGIC PRIORITY 2: TEACHING AND LEARNING

SAMPLE SCOPING STATEMENT

Strategic Priority 2 outlines Newman College priorities for maintaining a strong and deliberate focus on the development of teacher quality as well as the continual improvement and commitment to a professional learning community. There is a continued focus on integrating literacy, numeracy and eLearning across the curriculum and provide opportunity for acceptance of diversity, connectedness to the wider world and the empowerment of students. The implementation of the Australian curriculum and related pedagogical change is seen as an opportunity for improving student learning outcomes. The intrinsic relationship between student wellbeing, pastoral care and student learning is fostered across the school community.

Strategic Intent

- Vision for Learning
- Students as Successful Learners
- Student Goal Setting
- Systematic Curriculum Delivery*
- Transition
- Assessment
- Analysis and Discussion of Data*
- Building Staff Data Literacy Skills
- A Whole-school Approach to Literacy
- A Whole-school Approach to Numeracy
- Differentiated Teaching and Learning* - Gifted Students
- Differentiated Teaching and Learning* - Education Support

3. STRATEGIC PRIORITY 3: WELLBEING OF STUDENT AND STAFF

SAMPLE SCOPING STATEMENT

Strategic Priority 3 outlines Newman College priorities for the development of a shared understanding and commitment to the enhancement of student and staff wellbeing. Wellbeing is both central to learning and an outcome of learning. It is multidimensional and characterised by feeling well and functioning well. Student resilience and wellbeing are understood as essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments for students in settings characterised by trust, respect and confidence. Confident, resilient community members with a capacity for emotional intelligence perform better academically and are better able to maintain healthy relationships and responsible lifestyles.

Strategic Intent

- Wellbeing as a School Community Imperative
- Responsible Digital Citizenship
- Structures for Student Wellbeing
- Student Engagement in Leadership
- Leadership Roles - Boys
- Whole-school Wellbeing Program
- Student Resilience
- Student Attendance
- Staff Wellbeing in the Catholic Workplace
- Safety Culture

4. STRATEGIC PRIORITY 4: STRATEGIC LEADERSHIP AND PARTNERING

SAMPLE SCOPING STATEMENT

Strategic Priority 4 outlines Newman College priorities for embedding a culture and practice of strategic thinking, planning and acting. There is an active commitment to the fostering of positive working relationships and successful outcomes with parents, stakeholders and partner agencies. The College values all parents and provides effective structures for, and actively promotes parental involvement in their children's learning, seeking and acting on parents' views and informing them about their children's learning and the work of the College. A culture and practice of teamwork, collaboration and mutual support underpins working relationships, with strategic partnerships characterised by innovation, creativity and value-adding.

Strategic Intent

- Engaging with Parents
- Communicating with the Local and Wider Community
- Industry Partnerships
- Strategic Partnering - Universities and TAFE
- Newman Sports Association
- After-school Care
- Development and Accountability
- Strategic Thinking, Planning and Acting
- Distributive Leadership
- College Advisory Council
- Creating and Leading a Change Platform

5. STRATEGIC PRIORITY 5: A CATHOLIC WORKPLACE

SAMPLE SCOPING STATEMENT

Strategic Priority 5 outlines Newman College priorities for addressing the leadership and staffing needs of the College by providing for the on-going development of the skills, resourcefulness and creativity of all College staff. Respect for all is seen as central to sustaining a growth-promoting workplace culture. Strategic people management comprises a positive and respectful workplace culture, policies, values and practices. Successful people management has a positive and measurable impact on levels of self-esteem and productivity, staff turnover and sustainability. College processes and policies should be contemporary, integrated, cohesive and adaptable. The distinctively Catholic nature of the College as a workplace is embraced, promoted, highly valued and well understood within the College community.

Strategic Intent

- Professional Standards – Pedagogy
- Recruitment and Retention of Staff
- Support Staff
- Role Alignment
- Consolidation of Human Resources Functions
- Organisational Structure
- The Learning Culture*
- Interpersonal Workplace Skills
- Building Leadership Capacity
- Self-directed Professional Learning

6. STRATEGIC PRIORITY 6: STEWARDSHIP AND SUSTAINABILITY

SAMPLE SCOPING STATEMENT

Strategic Priority 6 outlines Newman College approaches long-term sustainability through responsible strategic thinking, planning and acting in collaborative with Marist Schools Australia and other partnerships. High quality learning spaces and sustainable provision of ICT infrastructure, hardware and software ensures ICT deployment is optimised in terms of reliability, accessibility, adaptability and security across the learning and administrative environments. Environmental stewardship is understood as a spiritual, moral and financial imperative, and sustainable approaches are actively pursued.

Strategic Intent

- New Buildings and Infrastructure
- Facilities Refurbishment
- Stewardship
- Financial Management Accountability and Compliance
- Staffing
- School-level ICT Sustainability and Affordability
- Partnerships in the Mission of the Catholic Church
- Environmental Sustainability and Environmental Management Plan (SEMP)

NOTE: Strategic Intent *marked with asterisk* have been imported from the National School Improvement Framework*

STRATEGIC PLAN 2017 - 2019

STRATEGIC PRIORITY 1		MISSION AND CATHOLIC IDENTITY	
<i>Strategic Priority 1 outlines Newman College priorities as a Catholic school founded on faith in Jesus Christ. Integral to this is the lived expression of the charism of St Marcellin Champagnat. Priority is given to enriching the Religious Education Curriculum and its role in the spiritual and academic formation of students and staff. The school is committed to engagement with the mission and expression of the Church through liturgical celebration, opportunities for reflection and practical works of outreach grounded in Catholic social teaching</i>			
The College Evangelisation Plan articulates articulate a whole-school strategy for evangelisation and is central to strengthening the College’s Catholic identity			
COMPONENTS		STRATEGIC INTENT WHAT WE INTEND TO DO ABOUT THIS	
1.1	The role of the College as an expression of God’s mission within the Catholic Church	1.1.1	Promotion of the Catholic Life and Culture of the College Create the expectation and reality that all teachers see it as a fundamental purpose of their role to promote the Catholic life and culture of the College Champagnat (Newman Review Report Recommendation 2)
		1.1.2	Charism Celebrate and grow in the life of the College community the tradition of St Marcellin Champagnat as a clear expression of the Good News of Jesus
1.2	The Marist Association of Saint Marcellin Champagnat	1.2.1	Alignment – ‘We Marists – Our Hopes and Priorities’ Integrate priorities described in the ‘We Marists – Our Hopes and Priorities 2016 – 2018’ into the evangelising and educational mission of the College
		1.2.2	Engagement with Marist Institute Continue and increase the use of the National Marist Formation Program and promote the growth of the Association of Saint Marcellin Champagnat (Newman Review Report Recommendation 3)
1.3	Faith Formation	1.3.1	Staff Faith Formation Develop a strategic and explicit approach to the faith formation and the religious leadership of all staff Pre-K to Year 12 (Newman Review Report Recommendation 6)
		1.3.2	Sacramental Life Extend opportunities for the College community to intentionally participate in the sacramental life of the Church
		1.3.3	Personal and Spiritual Growth of Students Develop a cohesive, consistent and whole-school approach to fostering the personal and spiritual growth of students in the life and mission of the Catholic community (Newman Review Report Recommendation 4)
1.4.	Religious Literacy	1.4.1	Religious Literacy – Students Nurture and enrich student knowledge and understanding of the Catholic tradition (Newman Review Report Recommendation 5)

		1.4.2	Religious Education Accreditation Maintain full compliance with the requirement of the Bishop's Mandate and MSA policy to attain 'Accreditation for Leadership of the Religious Education Learning Area' (Newman Review Report Recommendation 1)
1.5	Aboriginal and Torres Strait Islander Spirituality	1.5.1	Aboriginal Spirituality Implement a strategy to increase Aboriginal and Torres Strait Islander enrolments
		1.5.2	Aboriginal Culture Provide opportunities for Aboriginal students to explore and express their culture and to encourage the wider school community to value and promote this culture
		1.5.3	Aboriginal Spirituality Maintain the integration of elements of indigenous spirituality into liturgy and prayer

STRATEGIC PRIORITY 2		TEACHING AND LEARNING	
<i>Strategic Priority 2 outlines Newman College priorities for maintaining a strong and deliberate focus on the development of teacher quality as well as the continual improvement and commitment to a professional learning community. There is a continued focus on integrating literacy, numeracy and eLearning across the curriculum and provide opportunity for acceptance of diversity, connectedness to the wider world and the empowerment of students. The implementation of the Australian curriculum and related pedagogical change is seen as an opportunity for improving student learning outcomes. The intrinsic relationship between student wellbeing, pastoral care and student learning is fostered across the school community.</i>			
COMPONENTS		WHAT WE INTEND TO DO ABOUT THIS..... STRATEGIC INTENT	
2.1	Learning culture	2.1.1	Vision for Learning Develop a vision for learning and teaching and an innovative pedagogical framework that will inform and guide teaching practice across the College and is informed by and critiqued against quality research on highly effective schools (Newman Review Report Recommendation 1)
		2.1.2	Students as Successful Learners Research and investigate the learning culture of the College from the perspective of students, staff, parents and College leaders with a view to articulating and enculturating a new school-wide narrative which sees every student as a successful, confident learner (Newman Review Report Recommendation 25)
		2.1.3	Student Goal Setting Develop and consolidate a culture and practice of student engagement in setting goals for their learning and contributing to the assessment of their learning
2.2	Curriculum	2.2.1	Systematic Curriculum Delivery* Develop a whole-school explicit, coherent and sequenced plan for curriculum delivery across the years of schooling which makes clear what (and when) teachers should teach and students learn (Newman Review Report Recommendation 23)
		2.2.2	Systematic Curriculum Delivery* Clarify the process for curriculum design and choices for curriculum offerings consistent with pathways to Year 12

		2.2.3	Systematic Curriculum Delivery* Align all aspects of curriculum and the co-curriculum in the context of a pre-K to 12 College setting
		2.2.4	Transition Implement an identifiable learning continuum across the school with a view to a personalised learning pathway for every student
2.3	Assessment	2.3.1	Assessment Develop a whole-school understanding of authentic assessment of, for and as learning. This will require teachers to review and revisit existing assessment practices and schedules and design rich assessment tasks which provide quality feedback on learning progress and achievement (Newman Review Report Recommendation 22)
2.4	Data	2.4.1	Analysis and Discussion of Data* Utilise growth mindset research, informed by the use of targets and a variety of data analysis, to secure growth in learning gains for every student including those related to academic, behavioural and attendance domains (Newman Review Report Recommendations 9 & 10)
		2.4.2	Analysis and Discussion of Data* Develop and utilise an inquiry approach to the analysis and use of data, including targets, NAPLAN, WACE, BLRA and other evidence-based approaches to secure growth in learning gains for every student
		2.4.3	Building Staff Data Literacy Skills Provide professional learning for leaders and teachers for the purpose of building data literacy skills (Newman Review Report Recommendation 11)
2.5	Literacy	2.5.1	A Whole-school Approach to Literacy Develop and implement a coherent, sequenced plan and frameworks for literacy based on data and research to include timely and needs-based intervention pre-K - 12
2.6	Numeracy	2.6.1	A Whole-school Approach to Numeracy Develop and implement a coherent, sequenced plan and frameworks for numeracy based on data and research to include timely and needs-based intervention pre-K - 12
2.7	Diverse learning	2.7.1	Differentiated Teaching and Learning* - Gifted Students Establish rigorous processes for identifying and profiling gifted students and strengthen the development and implementation of Personalised Learning Plans in dialogue with students so as to improve learning gains for these students
		2.7.2	Differentiated Teaching and Learning* - Education Support Commit to the sustainable provision for high needs students in the Education Support Unit as a distinctive expression of the mission of Catholic education at Newman College

STRATEGIC PRIORITY 3**WELLBEING OF STUDENTS AND STAFF**

Strategic Priority 3 outlines Newman College priorities for the development of a shared understanding and commitment to the enhancement of student and staff wellbeing. Wellbeing is both central to learning and an outcome of learning. It is multidimensional and characterised by feeling well and functioning well. Student resilience and wellbeing are understood as essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments for students in settings characterised by trust, respect and confidence. In recognising the intrinsic link between student wellbeing and learning, there is a clear understanding that confident, resilient community members with a capacity for emotional intelligence perform better academically and are better able to maintain healthy relationships and responsible lifestyles.

COMPONENTS		WHAT WE INTEND TO DO ABOUT THIS..... STRATEGIC INTENT	
3.1	Safe and supportive College environments	3.1.1	Wellbeing as a School Community Imperative Utilise credible programs and frameworks to inform and uphold the values and practices that create safe learning environments for students and staff
		3.1.2	Responsible Digital Citizenship Strengthen the school-wide commitment to the ethical and appropriate use of digital technologies including contemporary approaches to cyber-safety and anti-bullying
		3.1.3	Structures for Student Wellbeing Research emerging models of student wellbeing and give consideration to the development and implementation of a vertical house system (Newman Review Report Recommendation 26)
3.2	Student Leadership	3.2.1	Student Engagement in Leadership Develop a culture and practice of servant leadership across the student body
		3.2.2	Leadership Roles - Boys Raise the proportion of boys in formal and informal student leadership roles across the College
		3.2.3	Whole-school Wellbeing Program Develop and implement a cohesive school-wide wellbeing program
3.3	Student Resilience	3.3.1	Student Resilience Enhance the resilience of students through a whole-school approach to the development of social and emotional intelligence and overall wellbeing of students
3.4	Student Attendance	3.4.1	Student Attendance Improve student attendance and punctuality consistent with or above benchmark levels
3.5	Workplace Culture, Health and Safety	3.5.1	Staff Wellbeing in the Catholic Workplace Develop a shared understanding of the realities and complexities of the contemporary Catholic workplace with processes in place for the development, auditing/monitoring and management of staff culture, morale and wellbeing
		3.5.2	Safety Culture Maintain comprehensive training of all staff and full compliance with all mandated Child Protection and Workplace Health and Safety requirements

STRATEGIC PRIORITY 4		STRATEGIC LEADERSHIP AND PARTNERING	
<i>Strategic Priority 4 outlines Newman College priorities for embedding a culture and practice of strategic thinking, planning and acting. There is an active commitment to the fostering of positive working relationships and successful outcomes with parents, stakeholders and partner agencies. The College values all parents and provides effective structures for, and actively promotes parental involvement in their children’s learning, seeking and acting on parents’ views and informing them about their children’s learning and the work of the College. A culture and practice of teamwork, collaboration and mutual support underpins working relationships, with strategic partnerships characterised by innovation, creativity and value-adding.</i>			
COMPONENTS		WHAT WE INTEND TO DO ABOUT THIS..... STRATEGIC INTENT	
4.1	Engagement with the community	4.1.1	Engaging with Parents Create on-going opportunities for parents to engage with the faith and learning journey of their children
		4.1.2	Communicating with the Local and Wider Community Strengthen the on-line presence of the College with an emphasis on promoting successes, achievements and excellence across and beyond the College community
4.2	Industry partnerships	4.2.1	Industry Partnerships Strengthen mutually-beneficial partnering with businesses that will provide both educational opportunities for students (including internships and work placements) and exposure for businesses supporting the College
		4.2.2	Strategic Partnering - Universities and TAFE Position the College as a research and development centre for Universities and TAFE Colleges through strategically-focused partnership agreements
4.3	Facilities usage agreements	4.3.1	Newman Sports Association Collaborate with NSA to determine mutual cooperation
		4.3.2	After-school Care Collaborate with Mercycare to develop and implement cooperative licence agreements
4.4	Strategic leadership	4.4.1	Development and Accountability Enculturate the framework and processes for development and accountability, and associated strategic leadership as the drivers for whole-school continual improvement (Newman Review Report Recommendation 8)
		4.4.2	Strategic Thinking, Planning and Acting Develop the capacity of the senior leadership team for strategic thinking and planning, review and self-reflection in order to build a culture of continuous improvement and innovation (Newman Review Report Recommendation 7)
		4.4.3	Distributive Leadership Develop and consolidate the model of shared and distributive leadership to ensure a contemporary pedagogy becomes embedded across the College (Newman Review Report Recommendation 21)
		4.4.4	Creating and Leading a Change Platform Create a platform for change informed by contemporary research on successful change processes (Newman Review Report Recommendation 17)

STRATEGIC PRIORITY 5		A CATHOLIC WORKPLACE	
<i>Strategic Priority 5 outlines Newman College priorities for addressing the leadership and staffing needs of the College by providing for the on-going development of the skills, resourcefulness and creativity of all College staff. Respect for all is seen as central to sustaining a growth-promoting workplace culture. Strategic people management comprises a positive and respectful workplace culture, policies, values and practices. Successful people management has a positive and measurable impact on levels of self-esteem and productivity, staff turnover and sustainability. College processes and policies should be contemporary, integrated, cohesive and adaptable. The distinctively Catholic nature of the College as a workplace is embraced, promoted, highly valued and well understood within the College community.</i>			
COMPONENTS		WHAT WE INTEND TO DO ABOUT THIS..... STRATEGIC INTENT	
5.1	An expert team of professionals*	5.1.1	Professional Standards – Pedagogy AITSL Standards used in conjunction with Personal learning Plans (PLPs) to challenge and support teachers to improve their professional practice and overall effectiveness
		5.1.2	Recruitment and Retention of Staff Maintain an ‘employer of choice’ strategy whereby the best teachers, educational leaders and specialist staff are recruited, developed and retained
		5.1.3	Support Staff Develop and maintain a quality performance growth culture
		5.1.4	Role Alignment Consolidate the restructuring of the College Leadership Team and maintain the alignment of all role descriptions with the strategic and operational priorities of the College
5.2	Human Resources Processes	5.2.1	Consolidation of Human Resources Functions Consolidate all human resources functions into one leadership role with administrative support in the College; such role to include CEWA, Marist and other policy compliance, contracts and renewals, Pre-K – 12 teaching and staff, recruitment, induction, appraisal (AITSL Standards for Teachers), the College professional learning program and staff wellness (Newman Review Report Recommendation 13)
5.3	One school three campuses	5.3.1	Organisational Structure Give high priority to the development of a seamless Pre-K – Year 12 organisational structure for the delivery of schooling that facilitates cohesive instructional programs, the development of literacy and numeracy, seamless transition, effective communication and consistent approaches to student wellbeing; such organisation to deliver a single school calendar, whole school celebrations and observances and effective resourcing (human, financial and material and sharing) (Newman Review Report Recommendation 12)
5.4	Capacity building through professional learning	5.4.1	The Learning Culture* Extend the culture of personal professional goal setting and continual improvement informed by AITSL Standards and connected to the College Strategic Plan.
		5.4.2	Interpersonal Workplace Skills Professional learning opportunities and school-based procedures are extending the capacities of staff in regard to effective interpersonal skills.
		5.4.3	Building Leadership Capacity Leadership capacity is developed and extended consistent with National teacher accreditation requirements including the requirements of higher levels of accreditation
		5.4.4	Self-directed Professional Learning Teachers’ engagement in a range of professional associations, learning groups, networks and leadership programs facilitated with a view to developing capacity and identifying leadership potential

STRATEGIC PRIORITY 6		STEWARDSHIP AND SUSTAINABILITY	
<i>Strategic Priority 6 outlines Newman College approaches long-term sustainability through responsible strategic thinking, planning and acting in collaborative partnership with Sydney Catholic Schools. High quality learning spaces and sustainable provision of ICT infrastructure, hardware and software ensures ICT deployment is optimised in terms of reliability, accessibility, adaptability and security across the learning and administrative environments. Environmental stewardship is understood as a spiritual, moral and financial imperative, and sustainable approaches are actively pursued.</i>			
COMPONENTS		WHAT WE INTEND TO DO ABOUT THIS..... STRATEGIC INTENT	
6.1	Governance	6.1.1	College Council Expand and maximise the use of specialist talent on the College Council with the goal of lifting the profile of the College in the local and wider community (Newman Review Report Recommendation 15)
6.2	Master-planning	6.2.1	Capital Development Plan Review the Capital Development Plan (refurbishment) in the light of the emerging Vision for Learning with a view to creating vibrant learning spaces and communal staff spaces that support contemporary learning and build staff community, engagement and solidarity and reduce the effects of siloing (Newman Review Report Recommendation 18)
6.3	Enrolments	6.3.1	College Profile and Marketing Develop a marketing strategy with broad reach in the local and wider community which creates a highly professional new narrative for Newman College in order to position it as a school of choice (primarily) for Catholic parents (Newman Review Report Recommendation 14)
		6.3.2	Feeder School Partnerships Strengthen enrolment pathways to secondary school with feeder Primary schools
6.4	Financial management	6.4.1	Financial Scenario Planning Adopt a proactive approach to scenario planning in preparation for changes in funding levels
		6.4.2	Financial Decision-making Develop the understanding of staff about costs and budgeting with a view to more informed decision-making and sustainability
		6.4.3	Fundraising Engage the College community present and past in new capital raising initiatives contributing to generational responsibility for long term sustainability
		6.4.4	A Culture of Philanthropy Develop a culture of philanthropy across the College community
		6.4.5	Fee Structure Maintain a financially sustainable and competitive fee structure
6.5	Staffing and resourcing	6.5.1	Staffing Identify areas in the staffing of the College where there is clear evidence of service overlap and duplication in order to deliver a contemporary and sustainable staffing model consistent with the College’s Vision for Learning. (Newman Review Report Recommendation 16)

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6.6	Support Staff	6.6.1	Support Staff Align the service provision of administration support commensurate with a pre-K to 12 College structure
6.7	ICT infrastructure and systems	6.7.1	ICT Architecture Investigate contemporary ICT architecture consistent with the Vision for Learning and CEWA 'Leading Lights' program
6.8	Compliance	6.8.1	Compliance Maintain oversight of policy and procedures consistent with MSA, CEWA and all statutory and regulatory requirements (Newman Review Report Recommendation 19)