



GEORGIANA MOLLOY ANGLICAN SCHOOL
BUSSELTON
WESTERN AUSTRALIA
Founded 2003

A school of the Anglican Schools Commission (Inc)

STRATEGIC PLAN

NO 3

2013 – 2017

SIX PILLARS OF GMAS



REJOICE IN SERVICE

OPPORTUNITIES NOW ... BENEFITS FOR LIFE

Nurture Christian Formation

Dynamic Curriculum

Pro Active Pastoral Care

Outdoor Education

Broad Co-Curriculum Program

Service Involvement

ENABLING STRUCTURES – THE FOUNDATIONS

MISSION and VALUES STATEMENT

Statement of Purpose

“Opportunities now, benefits for life”

Mission Statement

As a community we are committed to upholding the Anglican ethos and nurturing students to reach their full potential through service, excellence and enjoyment in learning.

Values Statement

We Value:

Faith

Spiritual and moral development through Christian principles and Pastoral care

Integrity

Trust, honesty and openness in thought, word and deed

Respect

Respect and justice for ourselves, others and our community

Education

An inclusive, collaborative teaching and learning environment

Dear Students, Parents and Staff of GMAS

Changes in society require schools such as GMAS to continually assess their strategic and future direction. Over the past decade, GMAS has progressed to the next level of maturity as the school consolidates into a large single campus institution. We now seek to enhance the school's status within the South West educational sector as we adapt to emerging issues and trends.

At GMAS we expect the future will involve increasing complexity and greater challenges to be shared with our community, so we strive to prepare our students to be adaptable, resilient to foster lifelong learning, and to take hold of the opportunities entrusted to them. We aim to offer all our students *opportunities now and benefits for life*.

This strategic plan lays down the school mission and values, together with key areas on which we will focus to expand on existing strengths and progress toward our strategic vision.

This plan provides an overview of our current position, which the school is committed to maintain and enhance, and provides a blueprint for the direction of the school over the next 5 years.

This plan continues to identify the original 6 enabling pillar areas, these being:

Nurture Christian Formation
Dynamic Curriculum
Proactive Pastoral Care
Broad Co-Curriculum Program
Sequential Outdoor Education
Service Involvement in Local Community

For each, the Strategic Plan specifies Key Performance Indicators (KPI^s). Along with the KPI^s, action plans will be developed to achieve these performance indicators, and the School Council will review the plan over the coming years.

This plan has evolved over time in collaboration with the school community – students, staff, parents and School Council. We thank everyone involved for their participation and commend to you the GMAS' Strategic Plan 2013 - 2017.

Rob Koch (Chair of GMAS)

Ted Kosicki (Principal)

Foreword

Georgiana Molloy Anglican School is a school of the Anglican Schools Commission (Inc.) located in the City of Busselton, Western Australia.

The Anglican Schools Commission (Inc.) was established in 1985, following the passage of a resolution by the Perth Diocesan Synod of the Anglican Church of Australia. By establishing the Commission, Synod had resolved to provide ready access to affordable Christian education in the Anglican tradition.

The school is named after Mrs Georgiana Molloy (1805 - 43). Although over 150 years have passed since Georgiana Molloy first came to the area, she is an inspiration for people living in today's modern world. "Rejoice in Service" is an apt motto for Georgiana Molloy Anglican School as it so accurately reflects its patron, Mrs Georgiana Molloy.

Georgiana Molloy Anglican School commenced operations in 2003 and now comprises the following sub-schools: Early Childhood (LG – Yr 2), Junior School (Yrs 3 – 6), Middle School (Yrs 7 – 9) and Senior School (Yrs 10 – 12). The school is sited on 15 hectares and boasts state of the art facilities. GMAS has grown from 126 students in 2003 to over 1000 in 2013.

GMAS maintains a non-selective, open enrolment policy. It is a denominational school and is associated with the Anglican Church. The Principal of GMAS is responsible for the operations of the school in conjunction with the school's Senior Executive Team.

GMAS is committed to giving each student the opportunity to *learn and grow* by providing a variety of challenges, background knowledge, disciplines and capabilities required to evaluate and assess complex personal, national and international issues, based on reason, evidence and our values, to produce confident young adults prepared to fulfil their potential and make a valuable contribution to society.

Our values guide our behaviour within the school and the broader community. GMAS' values are based on our mission, shared humanity, dignity and rights of others, and principles of personal responsibility. These ideals complement our values and are key elements of what is important to us all, students, parents, staff and community. Together they are the foundations for pursuing our mission.

In order to provide opportunities for all students to *learn and grow* through a balanced pursuit of academic, vocational and personal development, GMAS offers academic programs in:

- Early Years Learning Framework (EYLF)
- Australian Curriculum
- Western Australian Certificate of Education (WACE), and
- Vocational Education and Training (VET).

This ensures that students will have access to tangible benefits for life.

GMAS is an approved provider of the Western Australian WACE program and Australian Curriculum. These programs, which offer a broad based curriculum, lead to university /TAFE entrance in Australia and overseas.

In collaboration with other schools in the region, GMAS delivers VET courses which provide insight into a wider variety of careers opportunities. GMAS also offers an extensive range of co-curricular activities, which provide flexibility to accommodate each student's individual needs.

GMAS:

- Provides enrichment and learning support across all grades to enhance learning and skills development.
- Is recognised for its performing arts program, which includes scholarship students, band, orchestra and a wide range of ensembles.
- Assists the visual and performing arts to thrive in a supportive, technology rich environment.
- Encourages its students to undertake a wide range of vocational, service, sporting, cultural, social and leadership activities designed to enrich learning and enhance life skills.
- Students participate in inter-house, inter-school competitions and community sport.
- Provides challenges to students through its extensive outdoor education program.

- Provides opportunities for students to take part in student exchanges and international travel.
- Works in partnership with the parents in the holistic education of students.

- Works to provide all students with a faith based education.

The curriculum programs at the school are supported by a vast range of resources and facilities. Our pursuit of personal development is guided by our culture and commitment to community, and achieved in partnership with families.

GMAS is committed to:

- A pastoral care program that values each individual.
- Supportive relationships between staff, students and families.
- Service to the community.
- Promotion of sustainability.
- Working with parents as a support network to the school.
- Maintaining healthy and sustainable learning environments.
- Challenging outdoor and adventure activities.
- A wide range of leadership opportunities for students.
- International awareness.
- Student, staff exchange and study tour programs.

- A Student Leadership opportunity program.
- Effective transition to tertiary study or post secondary training.

The Georgiana Molloy Anglican School Strategic Plan 2013 - 2017 documented in this booklet provides the strategic direction for our school over the next five years.

The purpose of this Strategic Plan is to provide the school community and the Anglican Schools Commission (ASC) with core directions over the life of the Plan. This Plan is also guided by the ASC core values and strategic direction.

The Plan is underpinned by significant key cultural, educational, faith and social trends which need to be considered as this school best prepares our students for their future.

The strategies identified in this document are intended to bring benefit to all stakeholders involved with the school, and to support the core purposes as well.

Via our Strategic Plans we acknowledge that GMAS is an integral part of the Church's mission. We are a distinctive Christian community, fulfilling the gospel imperative to teach the faith and nurture the young.

This next phase of our journey over the next five years will shape our mission and vision as we strive to provide a high quality, socially inclusive, caring Christian education.



The school campus with Bussell Hwy to the north (Feb 2012)

GMAS Strategic Plan through Six Pillars

PILLAR 1 NURTURE CHRISTIAN FORMATION

We are an Anglican school where staff and students develop Christian values. We aim to develop each person's faith within a community framework, to assist each in their own spiritual and social journey. Staff strive to give all our students a quality Christian education.

Georgiana Molloy students are happy, confident and emotionally resilient and as a school we are renowned for our Christian values and pastoral care.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Promote the Anglican faith at GMAS so that the Christian Gospel is central to our speech, actions and care for each other.	All staff.	Relationship building of students and staff that is evident in the every day events of school; BUZ; House System; Buddy System, PATHS Program, Homeroom System.	Attendance at school/sub school chapel services: Eucharist's; Prayer at meetings. Start of Term Church/Cathedral Eucharist's.
Staff reflect Christian values in all their dealings with parents, student's community members and each other.	All staff.	Evident in our speech, publications, care and nurturing of each other.	Levels of staff, student engagement Cambodia and Italy tours.
Support the model of Chapel services at GMAS to ensure that the spiritual needs of the students are being best catered.	Chaplain, Heads of School, Head of Curriculum Services.	Recommendations to the Principal for ratification and implementation. Support to include liturgy material, songs, and timetable needs.	Timetable planning models evaluated.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Prepare and facilitate weekly Chapel services for each student.	Chaplain, Teaching staff.	Chapel services occur weekly.	Current timetable evaluated.
Nurture active student and staff participation in Chapel/Church services.	Deputy Principal, Teaching staff, Education Assistants.	Students and staff are participating actively in Chapel/Church services. Foundation day Eucharist	Participation and feedback. Music Scholars attendance at Church services.
Prepare, promote and facilitate a morning prayer for students and staff.	Chaplain.	Morning prayer occurs each morning on the notice sheet, read by students. Some classes may have students prepare prayers.	Participation and feedback.
Facilitate voluntary confirmation classes for students, staff and parents.	Chaplain.	Voluntary confirmation classes offered to students, staff and parents and facilitated according to demand.	Number of candidates participating in sacraments at St Mary' Church Busselton.
Develop an active Leadership and Student Fellowship Group within the school.	Chaplain, Heads of School.	Student Leadership and Fellowship Group is formed and active.	WAASA student leader's days. Meetings with the Archbishop/Diocesan Bishop. Update Leadership portfolios.
Create student Chapel leadership roles.	Chaplain, Heads of School.	Recommendations to the Principal for implementation.	Update Leadership portfolios.
Maintain strong singing in Chapel with specific selection of hymns and regular practice.	Chaplain, Performing Arts Co-ordinator, Heads of School.	Practices scheduled, new material presented and strong singing in Chapel.	Music scholarship candidates training in place.
Through Step Up Retreat Program, family Eucharist's in Year 12 further develop leadership, reflection and spirituality of our students.	Chaplain, Head of Senior School.	Reflected in the Step Up Retreat Program. Eucharist annual event.	Participation and feedback at New Norcia Retreat. Participation and feedback at family son/daughter Eucharist dinners.
School Executive annual ASC Spiritual Retreat.	School Executive Team.	School Executive in attendance at ASC Retreat.	Calendar item. Attendance at Retreat.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Planning school staff spiritual retreats.	Chaplain, Deputy Principal.	Recommendations to the Principal for implementation for costing and to School Executive Team for budgeting. Staff attending retreats. Spiritual PD.	Range of opportunities available. Feedback from staff.
Encourage and nurture family involvement in worshipping in Anglican parishes within the school's catchment area.	Principal, Chaplain.	Families are aware of local parishes and their offerings to families communicated via school publications.	Tangible outcomes from partnerships with local Anglican agencies. St Mary's Church services and visitations.
School support for staff engaged in the delivery/teaching of Christian Religious Studies.	Chaplain, Head of Curriculum Services.	Support via the Anglican Schools Commission (ASC); Western Australian Anglican Schools association (WAASA); Anglican Schools Australia (ASA).	Feedback from Christian Religious Studies teachers.
Explore new opportunities to enhance the school's partnerships and networks with Anglican Schools.	Principal, Chaplain.	Attend annual/ bi annual ASC events. Increased engagement with student leaders from other Anglican Schools.	Participation at calendared ASC events.
As an Anglican School continue to develop our Christian mission.	Principal, Chaplain. Heads of School. Sustainability Committee.	Review and enhance the Christian Religious Studies and Chapel program. Promote environmental understanding and enhance our sustainability initiatives.	Evaluation of the Christian Religious Education and Chapel program. Impact of current projects: recycling; aquaculture; hydroponics; water wise gardens; solar power.
Undertake programs that promote inclusivity, cultural understanding, social justice, tolerance and respect for diversity.	School Executive Team.	Australian Curriculum programs in place. Explicit acknowledgement of core values.	Links embedded in Teaching Learning programs. Fundraising initiatives.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Develop a formalised and sequenced approach to service learning.	Chaplain. Heads of School.	Greater array of service learning opportunities available.	Range of opportunities for service learning; Level of participation in service learning. Duke of Edinburgh program.
Develop the school as a worshipping community.	School Executive Team.	Celebration of Church events. Student/staff visits to places of worship.	Key days in the Anglican church calendar are recognised and celebrated by the school.

PILLAR 2 DYNAMIC CURRICULUM

Staff work with students in accessing a rich and varied breadth of curriculum.

Georgiana Molloy students are distinguished by their values and standards, personal achievements and readiness to be active citizens of the world.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Aim for GMAS to be a leading sustainable provider of Holistic Education Excellence.	All staff.	Evident in best practice of education in the classroom, on the sporting fields, on stage in concerts and in how each student interacts with each other and the community.	Extent of growth of student numbers. WA School Registration. Student results; competitions; awards.
Develop an ongoing passion for learning and a desire for each student to achieve personal excellence in all areas of study.	All staff.	Quality class work, homework, portfolios, positive attitude in the classroom, awards, trophies, colours.	Staff teaching/learning committee. Peer mentor programs.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Refining curriculum and ensuring its relevance to the needs and abilities of the students. This includes a breadth of courses (Yrs LG -12) and VET courses.	Deputy Principal, Heads of School, HODs; Co-ordinators.	Academic results and career guidance reflect offerings for the interests and abilities of the students. Course offerings such a Keys for Life.	Implementation of Australian Curriculum and WACE courses. Curriculum plan developed.
Develop a Study Skill Program to assist students for daily homework and preparation for tests and examinations.	HODs; Co-ordinators, Head of Middle/Senior School.	Implementation of program.	Booklet published. Online program available.
Annually review a Yrs K-12 Literacy Plan.	Deputy Principal, Heads of School, HOD English, HOD Enrichment, Head of Curriculum Services.	Literacy Plan is reviewed and refined annually. NAPLAN, PIPS results and evaluation; evaluation of other testing mechanisms.	NAPLAN data AISWA analysis. Performance criteria.
Annually review a Yrs K-12 Numeracy Plan.	Deputy Principal, Heads of School, HOD Maths, HOD Enrichment, Head of Curriculum Services.	Numeracy Plan is reviewed and refined annually. NAPLAN results and evaluation; PIPS evaluation of other testing mechanism.	NAPLAN data AISWA analysis. Performance targets.
Develop a study skill program for secondary students. Australian Curriculum implementation.	HODs; Co-ordinators, Head of Middle/Senior School.	Sub-school specific study programs. Online study skills software.	Teaching Learning Programs.
Review, develop and expand VET course options. The review to include needs in the local community.	Deputy Principal, Head of Senior School, VET Co-ordinator.	Report to Principal for monetary consideration with the view of possible implementation. Finance Committee for budget and implementation.	School Curriculum and Standards Authority. Student course selections. Trade Training centre course development. SWIT courses.
Develop, implement and ensure that Senior School students are aware of the range of university and VET courses available.	Deputy Principal, Head of Senior School, Head of Curriculum Services, VET Co-ordinator, HODs.	Regular on and off campus experiences for all Senior School students in relation to post school options. Visits arranged.	University linkages established. Careers day instigated. Past student workshops.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Ensure that all students have the opportunity to access best practice, careers advice and select subjects accordingly.	Deputy Principal, Head of Senior School ,Head of Curriculum Services, VET Co-ordinator, HODs.	Tangible opportunities regularly provided for all students; career software.	Alumni careers. Post school destinations. Industry techniques applied.
Review formatting of all assessments for secondary students, including marking guidelines with the view of consistency across all learning areas.	Deputy Principal, Head of Middle/Senior School, HODs.	Implementation of a consistent format via PD. AISWA PD. School Curriculum and Standards Authority PD.	Small Group Moderation partnerships. Implementation of Learning Platform for storage of curriculum docs/assessments/ programs. School Curriculum and Standards Authority. ACARA data analysis.
Review of academic streaming in Yrs 7 – 10.	Deputy Principal, Head of Middle/Senior School, relevant subject HODs.	Review to be completed in relation to staffing, student numbers, student demand, facilities.	Comparison data from AHISA (WA) schools. Teaching /Learning teams. Level of student achievement.
Review the elective subject grid lines and options for Yrs 7 -10.	Deputy Principal, Head of Middle/Senior School, Head of Curriculum Services.	Report to Principal for monetary consideration with the view of possible implementation. Finance Committee for Budget implementation	Program evaluation. Implementation according to State and National requirements.
Review the possible implementation of stage 1 courses into Year 10.	Deputy Principal, Head of Senior School, Head of Curriculum Services.	Implementation guided by student cohort.	Completion of WACE courses. Level of Senior School student performance.
Review the homework policy (Yrs 7- 12) and the completion of tasks with the view to introducing “supervised catch up after school” sessions for completion of work.	Deputy Principal, Head of Middle/Senior School, Head of Curriculum Services.	Report to Principal for implementation. Reviewed annually. Fewer students retained outside school hours to complete work.	Reviews completed and actioned, as appropriate.
Review VET Program with the consideration of a full time VET teacher.	Principal, Deputy Principal, VET coordinator.	Report to Principal, role descriptors define, monetary considerations attended to by Business Manager and position implemented in 2014.	Reviews completed and actioned, as appropriate. Program valuation.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Introduce appropriate VET Certificate I, II, III & IV courses to students commencing in Year 10.	VET Co-ordinator, Head of Curriculum Services.	Students are undertaking courses and receiving graduating certificates.	Level of Senior School student achievement. Level of enrolment.
Develop the knowledge and skills of staff through a PD program consistent with enhancing the curriculum direction of the school.	Deputy Principal, HODs, Heads of School, Head of Curriculum Services.	PD program is proactive and deliberately follows the strategic direction of the school.	Range of professional development opportunities and level of participation.
Develop and implement the Mentor of Teacher Program for teaching staff.	Deputy Principal, Heads of School, Chaplain, HODS.	Observation of lessons, completion of hand books, interviews. Mentor booklets need to be reviewed.	Staff assigned to programs and support roles.
Review our Sport and Co-curricular programs with the consideration of separating roles for the formation of a leadership role: Co-ordinator of Sport.	Principal, Deputy Principal, Head of H&PE.	Report to Principal, role descriptors define, monetary considerations attended to by Business Manager and position implemented.	Duties and Responsibility statements reviewed.
Provide PD for staff at all management levels.	Principal, Deputy Principal.	Data base maintained of all attending PDs and reporting back.	Range of opportunities and levels of participation.
Review our Curriculum Program with consideration for the formation of a leadership role: Dean of Studies.	Principal, Deputy Principal, Business Manager.	Report to Principal for monetary consideration with the view of possible implementation in 2015.	Duties and Responsibility statements reviewed.
Review and upgrade MAZE and e-MAZE to allow for staff input and access to include data on students e.g. pastoral care, achievement, discipline.	Deputy Principal, Heads of School, ICT Manager.	Entering of student data onto the system.	Implementation of digital data base.
Upgrade student data base to MAZE 9.	Business Manager, ICT Manager.	Implementation.	Latest version of MAZE implemented.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Ongoing in-service of staff on e-MAZE and MAZE data bases and curriculum technology and software.	Deputy Principal, Business Manager, ICT Manager.	PD days allocated for in-service.	Range of professional development opportunities and level of participation.
Provide PD to Educational Assistants.	Deputy Principal, Heads of School, Head of Enrichment.	Educational Assistants attend relevant PD.	Range of professional development opportunities and level of participation.
Ensure the recruitment of high quality staff.	Principal. Business Manager.	Staff appointments reflect people who can value add to all aspects of the school.	Local and state advertisements. Review Human Resource management.
Ensure the development and retention of high quality staff.	Principal, Deputy Principal, Chaplain, Heads of School, Middle Management.	Staff development is quantitative and qualitative. Maintaining high level staff morale with practical and appropriate support.	Level of staff satisfaction and participation. Staff social club (President). Level of staff attraction and retention.
Source, use and regularly review resources that reflect current trends and best practice.	Deputy Principal, Heads of School, HOD's.	Resources reflect best practice and current trends in education. Update resource base.	Enhanced resource allocation in the teaching/learning area.
Keep abreast of directions as we prepare for the implementation of the Australian Curriculum.	Teaching staff.	Reading relevant documentation; linking with AHISA and AISWA. Attending PDs.	Range of professional development opportunities and level of participation.
Keep abreast of best practice and prepare students for NAPLAN in Years 3, 5, 7 & 9.	Deputy Principal, Heads of School, Early Childhood Co-ordinator.	Reading relevant documentation; provision of appropriate pre-testing: graphing individual results with comparisons of students from previous years. Attending PDs.	Teaching /Learning teams. Even Years Testing implemented.
Reporting on NAPLAN Results with the view of maintaining and further developing educational best practice.	Deputy Principal, Heads of School, Early Childhood Co-ordinator.	Present report to Principal who will then report findings to School Council, staff & parents. Graphing individual results with comparisons of previous years.	Whole school analysis (PMI). Appraise data.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Review & appraisal of HODs and Heads of School in their planning and delivery at Middle Management level Yrs LG -12.	Principal, Deputy Principal.	Review & appraisal completed by the Principal and relevant staff are informed of their future contract.	Staff retention.
Develop an Early Childhood Education Intervention Policy and Program.	Head of Enrichment, Early Childhood Co-ordinator.	Developed and implementation of policy and program.	Enrichment testing data analysis.
Review of teacher programming Yrs LG - 12 with the view of consistency across all learning areas.	Principal, Deputy Principal, Heads Of School, HODs.	Implementation of a consistent format.	Digital programs. On line assessments.
Review and facilitate Enrichment (extension and support). Programs/delivery.	Head of Junior School, Early Childhood Coordinator, Head of Enrichment, HODs.	Review of current practice and recommendations completed and presented to Principal.	Successful educational outcomes for students with special needs.
Review Gifted and Talented and extension programs offered to students Yrs LG -12.	Enrichment staff; Head of Junior School, Early Childhood Coordinator, HODs.	Enrichment staff report to Principal.	Feedback from parents, staff and students.
ICT Curriculum Plan reviewed annually.	Deputy Principal, Head of Technology, Staff ICT Facilitator.	Report to Principal for monetary consideration with the view of possible implementation in annual budget.	Expansion of cloud based technology. 1:1 learning model enhanced.
Review of Yrs LG – 10 Syllabi.	Deputy Principal, Heads of School.	Report to Principal for implementation.	Curriculum identified via Australian Curriculum, evaluated and adopted.
Investigate embedding Outdoor Education into PE as a component.	Head of H& PE.	Report to Deputy Principal for implementation.	Integration of syllabus into teaching/learning programs.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
School portal – allow students / parents/ staff to have access to school from outside – web based connectivity available on mobile devices as well as computers inside and outside school grounds.	Deputy Principal, ICT Manager, Head of Technology, Staff ICT Facilitator.	Teachers able to enter reports from home, student able to use portable devices to download course content at school / home. Parents able to see reports and progress on line.	Feedback from parents, staff and students.
Learning Management System. A single point of entry for all users that makes available all essential services, applications and content required to engage in on-line learning. This would also include administrative applications such as timetables, absentees, calendars, email, blogs and reports.	Deputy Principal, ICT Committee; HODs.	Teachers, parents and students using a single interface to complete tasks. The management system links the learning platform and administration systems together giving calendar, time table information as well as links to assignments, blogs, email and wikis.	Integration of information technology in learning and teaching. Feedback from ICT staff.
Learning platform. Encompass both a system for learning design, so that teachers can construct quality multimodal learning opportunities for students, as well as a range of services that allow students the opportunity to engage in learning with others through less structured and teacher intervention dependent tools, e.g. wikis, blogs etc.	Deputy Principal, ICT Committee; HODs, Staff ICT Facilitator.	On line participation by students and teachers in wikis and blogs. A teacher database of program content that can be created by a teacher and reused by keyword searching. Assignments set with research content including online and work handed in by students all electronically.	Range of professional development opportunities and level of participation.
Further embed ICT across the curriculum Yrs LG – 12; e.g. use of interactive whiteboards, tablets, E-Learning, student note books etc.	Deputy Principal, Heads of School, HODs, Head of Technology, Staff ICT Facilitator.	Implementation of ICT into programming and in daily use within lessons. ICT teacher/facilitator to work with staff.	Integration of information technology in learning and teaching.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Research with the view of implementing an intranet that will allow for BLOGS, Pod Casting and MAX casting.	Deputy Principal, Heads of School, HODs, Head of Technology, Staff ICT Facilitator.	Implementation and set up of intranet.	Intranet trialled by staff focus group. Feedback from staff.
Ongoing investigation and analysis of best practice and use of ICT within the school; e.g. laptops, note books, tablets, etc.	Deputy Principal, Heads of School, HODs, Head of Technology, Staff ICT Facilitator.	Report to School Council. Annual review.	Audit of staff skill base undertaken.
Ongoing review of appropriate student Yrs LG - 12 reporting model.	Deputy Principal, Heads of School, Early Childhood Coordinator.	The reporting model for the School (Yrs LG - 12) is consistent with national guidelines, provides user friendly and relevant information to parents.	Feedback from teaching staff.
Research with the view of implementing reports on line for parents. Consideration given for families without internet connection.	Deputy Principal, ICT Manager.	Implementation and parent viewing.	Current reporting mode evaluated.
Make available appropriate funding through budgeting to ensure that GMAS provides best practice ICT facilities.	Business Manager, ICT Manager.	Report to Principal for monetary consideration with the view of possible implementation in annual budget. ICT facilities are the best affordable to meet current and future student and staff needs.	Internal audit on current ICT capacity. Feedback from School Council.
Review of roles and practice of Educational Assistants for students Yrs LG – 12.	Deputy Principal, Head of Enrichment.	Report to Principal who will make appropriate representation to Finance Committee.	Feedback from Enrichment Department. Analysis of Educational Assistant staffing.
Link curriculum areas to the local area wherever possible to develop partnerships and expand the learning process for students.	Deputy Principal, Heads of School, HODs, VET Co-ordinator .	Local school / community partnerships are formed and further nurtured.	Local area partnerships expanded. School Directory updated.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Carry out a whole school Yrs LG -12 review of the curriculum structure and delivery for students and staff.	Deputy Principal, Heads of School.	A whole school LG -12 review of the curriculum structure and delivery for students and staff has been completed and results and recommendations forwarded to the Principal.	Review and analysis of data.
Review Kindergarten program with the view of introducing the opportunity for students to increase the number of instruction days.	Early Childhood Coordinator, Kindergarten staff.	Report to Principal for review and possible implementation.	Feedback from parents and staff.
Review 3 year old Little Georgies (Program).	Early Childhood Coordinator.	Present review to Principal.	Feedback from parents and staff.
Develop educational opportunities in Early Childhood ages 0 – 4.	Head of Junior School, Early Childhood Coordinator, Business Manager.	Develop plans to build an Early Childhood Centre.	Extent of use of school facilities by the wider community. Little Georgies program evaluation.
Provide best practice resources through the Capital Development Program and within budgetary restraints to maximise student learning outcomes.	Building and Grounds Sub Committee, School Executive Team.	Building programs from design stage to fit out and use are the best affordable to meet current and future student and staff needs.	Capital Development plans approved. 10 year school plan approved by the ASC.
Investigation of academic streaming in numeracy, and perhaps literacy in Junior School.	Head of Junior School, Early Childhood Coordinator, Enrichment staff.	Recommendations presented to the Principal for possible implementation.	Feedback from parents, staff and students.
Review of progress of Academic Scholarship holders.	Head of Middle/Senior School, Head of Enrichment.	Recommendations presented to the Principal.	Review of scholarship recipients results.

PILLAR 3

PROACTIVE PASTORAL CARE

We are an inclusive school that works in partnership with the family to maximise best possible outcomes for the child. Georgiana Molloy is a school of choice with a distinct identity, outstanding reputation and strong, mutually beneficial community relationships.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Ongoing promotion of GMAS as a caring and happy environment where students want to come to school.	All staff.	This is central to our mission as a school. Students promoting each other, media articles. P&F events promoting the school.	Level of enrolment across sub schools. Parent feedback forms. Exit surveys.
Nurture a supportive and secure environment for all students	All staff.	Stakeholders acknowledge that the school environment reflects a nurtured environment	Comprehensive risk management plans in place. Parental feedback.
Ensure that the school reflects the philosophy of the Safe Schools / Friendly Schools Programs	All staff.	The school tangibly reflects the principles of the Safe Schools / Friendly Schools Programs	Staff feedback.
Nurture a supportive school family environment through continued cross sub-schools student and staff interaction.	All staff.	Regular tangible evidence of Yrs LG -12 cross sub-school involvement of students and staff . Buddy system; whole school events (Open Day, ANZAC Day).	Strength of House competitions.
Review and expand the student buddy program.	Heads of School.	All Yrs LG -12 have a buddy group with weekly structured and unstructured interaction.	Implementation of Buddy program. Staff, student feedback.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Review and expand the presence and work of "Nurture Works" Yrs PP-6.	Head of Junior School, Early Childhood Coordinator.	Nurture Works Program for the coming year expanded and diarised on the school calendar.	Successful implementation of program.
Display and promote student work, their successes in the classroom, in co-curricular both at school and privately so their very being is one of a feeling of self worth.	All staff.	Best practice to develop a positive focus, well-being and self-esteem of students. Recognition at assemblies, in publications and displays.	Evidence of awards distributed/attained/promoted. Liaison with the media outlets. Parental feedback during school visist/events.
Review Yrs LG - 6 pastoral care structure (including BUZ and PATHS) and delivery for students and staff.	Chaplain, Head of Junior School, Early Childhood Coordinator.	Review carried out and recommendations made to Principal for implementation.	Staff feedback.
Review and further develop Discipline Policy (Yrs LG – 12) to meet the day to day happenings at school.	Deputy Principal, Heads of School, Early Childhood Coordinator .	Review Discipline Policy annually and ensure it contains specific examples of issues and sanctions for staff at each pathway level for ease of implementation.	Policy evaluation.
Review the homework policy (Yrs 7- 12) and the completion of tasks with the view to introducing a "supervised catch up after school" session for completion of work.	Deputy Principal, Head of Middle/Senior School.	Report to Principal for implementation. Reviewed Annually. Fewer students retained outside school hours to complete work.	Policy evaluation.
Regularly promote and review Bullying Policy, including cyber bullying.	Deputy Principal, Heads of School, Chaplain.	All stakeholders to be aware of Bullying Policy which is reviewed annually.	Policy evaluation.
Review Student Driver's Policy.	Deputy Principal, Head of Senior School.	All stakeholders aware of contents of Student Driver's Policy which is reviewed annually.	Policy evaluation.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Review the Community Service program (Yrs LG – 12) at a local, national and international level. Consider a sequential Community Service Program.	Heads of School, Chaplain,	Recommendations to the Principal. It is essential that the School reflects its motto “Rejoice in Service”.	Policy evaluation.
Review the Immersion Program to Cambodia.	School Executive Team.	Recommendations to the Principal.	Service Learning program evaluation. Feedback from Cambodia staff.
Develop closer ties with the Indigenous peoples.	Chaplain.	Recommendations to the Principal.	Feedback from the Wardan people.
Investigate the feasibility of the school becoming involved in the Round Square International Organisation.	Principal.	Investigation occurs by the Principal and a recommendation is put to the School Council for its consideration.	Investigations and research undertaken.
Development and implementation of Relationship Program for Yrs 7 - 9 students.	Head of Middle School.	Recommendations to the Principal.	Review of the Middle Schooling program.
Develop and Implement co-curricular events into the House System for lunchtime competitions: e.g. debating, cricket, netball, basketball.	Co-ordinator of Co-curricular Sport, Head of H&PE, Heads of School.	Recommendations to the Principal and implementation.	Student involvement.
Review of Year 12 Step Up Retreat Program.	Chaplain, Principal, Deputy Principal, Head of Senior School.	Implementation into the following year’s program.	Feedback from staff and students.
Develop a program to assist students to develop good mental health skills and techniques to assist them in daily life and under pressure.	Heads of School, Chaplain, Head of PE & Health.	Development and implementation of Mental Health Program.	Range of opportunities for staff PD. Level of engagement by guest presenters.
Provide the school student leadership team with skills to interrelate and pastorally assist their peers.	Chaplain, Head of Senior School.	Programs are developed and implemented. Weekly meeting with Deputy Principal or Head of Senior School.	Student Leadership Team feedback.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Employ a School Counsellor to assist students as they deal with emotional, spiritual, physical and psychological issues.	Principal.	Appraisal is completed by Principal and monetary recommendations made to Finance Sub Committee for the annual budget.	Instigate staffing changes to the Enrichment Team. Audit of support mechanisms available to students.
Promote the good work staff are doing both in the classroom and in their co-curricular activity.	School Executive Team.	Public and private recognition.	Improvements to staff welfare.
Review and continue to refine and develop the counselling services to assist students and staff to deal with developmental, emotional, spiritual and psychological issues.	Chaplain, Enrichment staff.	Data base created, used and regularly updated. Staff PDs.	Audit of support mechanisms available to students and staff.
Review of the House System (Yrs 7-12) pastoral care structure and delivery for students and staff.	Head of Middle / Senior School, Chaplain.	Review carried out and recommendations made to Principal for implementation.	Level of student, staff satisfaction.
Review the roles of the Homeroom teachers and the House system at the school.	Head of Middle/Senior School, Chaplain.	Recommendations to Principal. The role of Homeroom teacher is developed, implemented and reviewed to ensure best practice.	Level of student, staff satisfaction.
Provide suitable professional development for all staff to strengthen their skills in their roles as "the first port of call" for students.	Heads of School, Chaplain.	PD program is proactive and deliberately follows the strategic direction of the school.	Range of professional development opportunities and level of participation.
Annual review of Alcohol, Drug and Smoking Policy for students and staff.	Principal, Head of H&PE.	Annual review documented and reported.	Policy evaluation.
Annual review of the Sexual Relations Policy for students and staff.	Principal, Head of H&PE.	Annual review documented and reported.	Policy evaluation.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Review and expand the staff buddy system to ensure staff are pastorally supported.	Deputy Principal, Heads of School. HODs.	All staff have buddies from within their sub-school and understand and implements the merits of the staff buddy system.	Level of staff satisfaction.
Review and appraisal of staff in their role as Pastoral Care Middle Management (Yrs 7-12).	Principal, Deputy Principal, Head of Middle/Senior School.	Appraisal is completed by the Principal and relevant staff are informed of their future contract.	Staff appraisals carried out on an annual basis.
Provide after school care for staff children as staff attend their faculty meetings or parent interviews.	Business Manager	Best practice to support and nurture staff.	Level of participation and staff satisfaction.
Explore the need for a female teacher in Middle Management to work closely with adolescent girls at GMAS.	Principal, Deputy Principal.	Recommendations to the Principal.	Review completed and personnel in place.
Continue to provide first-aid training for all staff and coaches.	Head of H&PE / Coordinator of Co - Curricula.	Evidence of first aid training being provided for all staff and coaches.	Update of staff qualifications. Number of staff with qualifications.
Review our Staff Welfare Program with consideration for the formation of a leadership role: Human Resource Manager / Wellness Co-ordinator.	Principal, Deputy Principal, Business Manager.	Report to Principal for monetary consideration with the view of possible implementation in 2015. School Executive Committee for budget.	Level of staff satisfaction and participation.
Review of OH&S within the school.	Elected OH & S representative.	Regular meetings with OH&S representative and Business Manager.	Audit of incident reports. Maintenance lists compiled and recorded.
Develop and implement SRC for Junior and Secondary School.	Heads of School.	Recommendation to Deputy Principal for implementation.	Leadership structures developed and recognised.
Review Foundation Day and its role for pastoral community involvement	School Executive Team	Recommendation to Principal for implementation.	Levels of staff, parent and student engagement.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
PD for Middle Management as they undertake their leadership roles.	Principal, Deputy Principal.	Implementation of PD and ongoing review, evaluation of staff development. Presentation of PD to be in written or verbal after course.	Range of professional development opportunities and level of participation.

PILLAR 4

BROAD CO – CURRICULAR PROGRAM

Our school encourages families and staff to collaborate outside of the confines of the school environment. Georgiana Molloy is recognised as a professional, well resourced school with state of the art facilities able to deliver breadth and depth in curricula activities.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Offer a Co-curricular Program that is accessible, attractive and equitable.	Principal, Co-ordinator of Co-curricular.	Evidence of a Co-curricular Program that meets the needs and ability levels of students.	Range of activities undertaken and level of participation.
Develop in staff, parents and students a greater understanding of, and respect and value for, the school's Co-curricular Program.	Deputy Principal; Co-ordinator of Co-curricular.	Regular communication from staff, parents and students indicates a greater understanding of, and respect and value for, the school's Co-curricular Program	Level of staff satisfaction and commitment.
Identify, define and articulate appropriate co-curricular activities ensuring that all sports offered are covered.	Deputy Principal; Co-ordinator of Co-curricular.	List is developed and provided for all staff for their selection and allocation.	Term and semester program evaluation.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Identify, define and articulate the essence, purpose and benefits of the program to students, parents, staff and external facilitators.	Deputy Principal; Co-ordinator of Co-curricular.	The essence, purpose and benefits of the program is regularly communicated to students, parents, staff and external facilitators.	Feedback from parents, staff and students.
Search for avenues to demonstrate the sense of pride students and staff gain through their involvement in the program.	Deputy Principal; Co-ordinator of Co-curricular.	Regular evidence of student and staff recognition at assemblies, in classes and in school publications and the wider media.	Evidence of student undertakings communicated via the school.
Implement the role of Co-ordinator of Co-curricular. Separate the duties from sport with those undertaken by Head of H&PE	Deputy Principal, Heads of School.	Report to Principal, role descriptors defined, monetary considerations attended to by Business Manager and position implemented.	Duties and Responsibility statements reviewed.
Provide stronger recognition for the contributions of external facilitators.	Co-ordinator of Co-curricular.	Formal letters of recognition and informal gratitude expressed to external facilitators throughout and after an event/season.	Certificates of appreciation actioned.
Ensure balance in the provision of competitive and non-competitive activities inclusive of the Arts.	Co-ordinator of Co-curricular, Head of H&PE. Art & T&E department staff.	Evidence of competitive and non-competitive co-curricular activities.	Audit of co-curricular activities undertaken.
Review protocols for the inclusion of additional activities into the program.	Co-ordinator of Co-curricular, Head of H&PE.	Report that review protocols are communicated to all stakeholders.	Audit of co-curricular protocols undertaken.
Ongoing review and investigate ways of promoting healthy and leisured lifestyle for staff and students.	Heads of School, Co-ordinator of Co-curricular, Head of H&PE, Business Manager, Café Manager.	Promotion of the School's Healthy Eating and Exercise Policy to all stakeholders.	Promotional literature on display. Café to be Star rated.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Review our Co-curricular Program to ensure that it is consistent and complementary across the sub schools.	Co-ordinator of Co-curricular, Head of H&PE, Performing Arts Co-ordinator.	Co-curricular is and is seen by all stakeholders to be sequential and developmental from Yrs LG -12.	Evidence from number of participants and age groups involved.
Annual review of fees for sports that may attract registration fees and hire of uniform, etc.	Co-ordinator of Co-curricular, Business Manager.	Determination is made and communicated to all stakeholders. Parents are informed via the Business Manager and Co-ordinator of Co-curricular.	Feedback from sports clubs, groups and school teams.
Review our Co-curricular Program with the consideration for the formation of a leadership role: Coordinator of Co-Curriculum.	Principal, Deputy Principal.	Report to Principal for monetary consideration with the view of possible implementation in 2015.	Feedback from Management staff.
Enhance the worth of the School's Co-curricular Program through ongoing senior staff presence at games and events.	School Executive Team	School Executive Team to be visible at school co-curricular events.	Staff attendance at co-curricular events.
Establish a ledger and record student achievement and involvement with the view for subsequent reporting procedures for the success of students in the Co-curricular Program.	Deputy Principal. Heads of School, Co-ordinator of Co-curricular, Performing Arts Co-ordinator, and ICT Manager.	Student involvement recorded on a data base and school reports include a comment in relation to co-curricular activities taken.	Student attendance at co-curricular events.
Continue to provide on-going PD opportunities for all coaches (including students) and facilitators, including coaching certificates, at least Level 1 in respective codes.	Deputy Principal. Co-ordinator of Co-curricular, Head of H&PE.	There is evidence of facilitators and coaches undertaking PD in their areas of involvement.	Evidence of certification attained.
Continue to provide first-aid training for all staff and each coach of sport and activity.	Head of H&PE; VET Co-ordinator.	Evidence of first aid training being provided for coaches, first aid ledger.	Evidence of certification attained.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Continue to strengthen links with other schools, associations and the wider community.	Principal, Co-ordinator of Co-curricular, Head of English; Head of H&PE.	Greater involvement is seen in, Busselton interschool sporting and debating competitions, IPSHA, SWISSA, ACC, SWPSA and other local events.	Evidence of school membership of organisations.
Ensure regular contact between internal and external coaches and facilitators.	Co-ordinator of Co-curricular.	Evidence that external coaches and facilitators are well versed in school procedural and policy matters.	Coaches feedback.
Review sporting code of conduct for players, coaches and parents.	Co-ordinator of Co-curricular, Head of H&PE.	Code of conduct for players, coaches and parents reviewed and communicated regularly to all stakeholders.	Policy review.
Review the implementation of Duke of Edinburgh Award Scheme as a co-curricular activity.	Head of Secondary School, Co-ordinator of Co-curricular.	Review is presented to the Principal.	Policy review.
Investigate the Cadets as a Co-curricular possibility. It will be necessary to liaise with Busselton Cadets.	Deputy Principal, Co-ordinator of Co-curricular.	Recommendation made to the Principal regarding the merits or otherwise of Cadets for GMAS.	Number of students involved.
Further review and development of the Performing Arts and Sport Co-curricular Program at the school by scheduling training and rehearsals appropriately.	Deputy Principal. Co-ordinator of Co-curricular, Head of H&PE, Performing Arts Co-ordinator.	Evidence of liaison between school and families regarding rehearsal / training times to maximise student ability to participate in co-curricular activities.	Feedback from parents, staff and students.
Achieve a priority between the co-curricular offerings of the school and the best practice delivery of all programs.	Deputy Principal. Co-ordinator of Co-curricular, Head of H&PE, Performing Arts Co-ordinator.	Evidence that programs in place are done well, rather than excessive number of mediocre programs.	Evaluation of programs offered.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Actively source teaching staff with complementary skills, ability and interest in the school's Co-curricular Program in the field.	Principal, Deputy Principal.	Teaching staff appointed are able, where practicable, to complement the direction of the school through hands on co-curricular involvement.	Level of staff attraction and retention.
Develop, implement and review of Colours (Arts, Sport and Community) for the students across all sub schools.	Principal, Deputy Principal, Heads of School.	Colours implemented across the school successfully.	Student numbers receiving Colours at Colours assemblies.
Review, develop and expand concert bands, rock bands and other ensembles.	Performing Arts Co-ordinator.	Recommendations to Deputy Principal for implementation.	Program evaluation.
Review, develop and expand Dance and Drama programs.	Performing Arts Co-ordinator.	Recommendations to Deputy Principal for implementation.	Program evaluation.
Review the potential to have home game sporting fixtures at GMAS.	Deputy Principal, Business Manager, Co-ordinator of Co-curricular, Head of H&PE.	Recommendations to Principal for implementation.	Facility usage.

PILLAR 5

SEQUENTIAL OUTDOOR EDUCATION

Students are offered experiences in a variety of contexts over their schooling. Georgiana Molloy students have the opportunity to partake in innovative student –centred outdoor education programs in a variety of settings.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Carry out a Yrs LG - 12 review of the human/physical cost/benefits of the School Outdoor Education Program.	Deputy Principal, Heads of School, Head of H&PE, Business Manager.	Review carried out and recommendations presented to the Principal for consideration.	Outdoor Education a major aspect of the schools co-curricular program.
Review current Outdoor Education Program to ensure sequential and developmental progression of students from year to year.	Deputy Principal, Heads of School, Head of H&PE.	Review carried out and recommendations presented to the Principal for consideration.	Feedback from Outdoor Education and H&PE staff.
Ensure best practice preparation of students and staff for Outdoor Education programs well ahead of the program's commencement including a preliminary briefing in term 4 of the previous year for programs held in term 1.	Deputy Principal, Heads of School, Head of H&PE.	Lead up time of at least four weeks before departure for briefing of staff, students and parents in relation to Outdoor Education programs for that year.	Outdoor Education programs in the main school calendar.
Further communicate the worth of the Outdoor Education program to parents and students.	Year camp co-ordinators.	Staff regularly "talks up" the concept of Outdoor Education to students and parents specifically the benefits for students.	Part of the Strategic Plan. Outdoor Education a major aspect of the schools budget.
Further embed curriculum and pastoral outcomes into Outdoor Education Programs Yrs LG -12. Ongoing development of work booklets with outcomes.	Heads of School, Head of H&PE.	Outdoor Education outlines provided to students and parents contain clear curriculum and pastoral outcomes.	Program evaluation.
Actively source teaching staff with complementary skills, ability and interests in Outdoor Education in the field.	Principal, Deputy Principal.	Teaching staff appointed are able to complement the direction of the school through Outdoor Education involvement.	Staff qualifications. Staff participation in camp week.
Build flexibility into the Outdoor Education programs to make allowances for adverse weather conditions.	Deputy Principal, Head of H&PE, Year camp co-ordinators.	Programs are designed with the flexibility required to change at short notice if required for an appropriate reason.	Program evaluation. Alternative option availability.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Develop Outdoor Education to be inclusive of the environment as well as developing personal skills resilience and leadership.	Deputy Principal, Heads of School, Head of H&PE, Year camp co-ordinators.	Programs for camps and day excursions reflect this initiative. Sustainability initiatives embedded.	Sustainability initiatives identified and actioned.
Explore the potential of students embracing local community services as part of the Outdoor Education Program e.g. CALM, Bush Rangers, FESA (Fire Emergency Services Australia); GEO Catch; bush regeneration; community garden.	Deputy Principal, Heads of School, Head of H&PE, Year camp co-ordinators.	Programs for camps and day excursions reflect this initiative.	Level of student undertaking and commitment.
Through day excursions develop student outdoor education skills such as orienteering, navigation, basic bush craft, hiking, appropriate to each year level.	Deputy Principal, HODs.	Preparation of a sequential program. Excursions and field trips undertaken by students.	Program evaluation.
Develop tours with an Outdoor Education component.	Head of H&PE, Year camp co-ordinators.	Report to Principal for monetary consideration with the view of possible implementation. School Executive Team for budget implementation.	Program evaluation.
Implement Duke of Edinburgh's Award Scheme to include Bronze and Silver levels.	Head of Senior School.	Report to Principal for monetary consideration with the view of possible implementation. School Executive Team for budget implementation.	Review current award status and action as appropriate.

PILLAR 6

SERVICE INVOLVEMENT

Our school supports community events and is always receptive to suggestions of increased service involvement.

Georgiana Molloy students are admired by their efforts at Rejoicing in Service.

Georgiana Molloy Anglican School students work in partnership with St Marys Anglican Church, Busselton.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicator
Actively promote the importance of community involvement across the school. Parents are invited to be a part of this journey and to contribute to the needs of the school via such bodies as the P&F.	School Executive Team, P&F.	Students and parents are aware of the need, importance and benefits from community involvement. Mothers/Fathers day breakfasts. Volunteers morning tea.	Level of community involvement in the school. Participation at events.
Provide opportunities for prospective families and other community members to visit the school.	School Executive Team.	An annual Open Day/Event is held at the school for prospective families and other community members to visit the school, i.e. Grandparents Day.	Numbers attending school functions. Extent of mutually beneficial functions.
Have a strong and impressive presence in all major local community exhibitions and events throughout each year.	School Executive Team, Middle Management.	Evidence of effective presence of the school at major local community exhibitions and events.	Level of school engagement. Calendar of events annually reviewed.
Ongoing review, refinement and promotion of Arts focus within the school and the broader community.	Coordinator of Performing Arts.	Arts focus operates with staff, parents and external tutors.	Level of school engagement in the arts. Calendar of arts events annually reviewed. Numbers participating in the Bunbury Eisteddfod.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Foster strong connections and links with the Indigenous community.	Principal, Chaplain.	Scholarships involving Indigenous leaders in school activities, visitation to Wardan Centre and communities.	Census data. Number of scholarships undertaken.
Ongoing Maintenance and upgrading of school facilities.	Business Manager.	Recommendations to Building & Grounds/Finance for budget approval.	10 year Master Plan.
Facilitate further positive involvement of students in voluntary community projects / work.	Deputy Principal, Heads of School, Chaplain.	Evidence of an increased level of involvement of students in voluntary community projects / work. Cliffs Kitchen & Op Shop Years 8 & 10.	Evidence from number of participants and age groups involved.
Develop appropriate procedures to establish and maintain an effective Old Scholar's Association (Alumni).	Principal, Deputy Principal, Head of Senior School, School Council.	Old Scholar's Association planned and communicated to all stakeholders for implementation 2013.	Feedback from past students. Newsletter established. Face book page established
Investigate the feasibility of offering Before and After School Care.	Principal, Business Manager.	Investigation and feasibility study occurs and recommendations made to the Principal for implementation.	Decision on the feasibility of out-of-school-care.
Review the marketing of the school.	School Executive Team. Marketing Consultant.	Marketing Plan is researched and developed, then implemented.	Research completed and actioned as appropriate. Marketing staff member employed.
Ensure the school's visibility level in the local community increases by actively seeking both news and advertisement coverage in the local print media.	School Executive Team.	Greater presence of the school in local print media. Provision of staff member dedicated to media promotion.	Coverage of the school, community, staff and students in local media.

Strategy	Coordinating Responsibility	Action Plans	Key Performance Indicators
Undertake a cost / benefit analysis of internal or external marketing of the school via website, prospectus, SWOT audit.	Principal, Deputy Principal, Business Manager.	Analysis completed and recommendations tabled to School Executive Team for consideration for implementation.	Research completed and actioned as appropriate.
Proactively respond to external or internal factors that challenge the reputation of the school.	Principal.	Challenges are predicted, identified and responded to appropriately.	Correspondence received. Complaints addressed.
Review of traffic movement, including the bus bay and kiss and drop zone in the school. Student driver parking area.	Business Manager, School Council.	Recommendations to Building & Grounds/Finance for budget approval	Master Plan upgrades.
Investigate the pros / cons of sharing the school's facilities with the local community where appropriate.	Principal, Business Manager.	Discussions held where and when appropriate regarding the possibility of sharing school / community facilities	Extent of partnerships and level of involvement.
Strengthen the partnerships with parents in the development of their children.	Heads of School, School Council, P&F, School committees.	Review and enhance communication to parents, including use of technology.	Promotion of inclusivity. Level of parent satisfaction. Schools digital footprint.

ENABLING STRUCTURES THE FOUNDATIONS

HIGH QUALITY CORPORATE GOVERNANCE

- i. Attract and retain School Council members who together as a group hold exemplary qualities across a full broad skills matrix and who individually can significantly value add in their areas of expertise and thereby share the workload of the full School Council.
- ii. Attract and retain School Council Sub Committee members who are renowned leaders in their field.
- iii. Regularly perform a "health check" of the School Council through an audit process to ensure continued due diligence.
- iv. Engage the School Council in regular professional development to ensure continued best practice governance.
- v. Maintain appropriate succession of School Council members to ensure strong, healthy, sustainable governance for the school and support for the School Executive Team.

BEST PRACTICE ADMINISTRATIVE SUPPORT STRUCTURES

Ensure a carefully planned and resourced physical environment to meet the present and future needs of all stakeholders.

- Upgrade Administration Centre, including sick bay, student services and counselling.
- Home Economics and Textile facilities reviewed and enhanced
- Technology Centre for 21st century learning – global sharing
- Parent interview rooms established
- Early Childhood Centre to cater for Early Years Learning Framework
- Preschool/ Post school programs initiated
- Archives storage area
- Uniform Shop location
- Holy Place location
- Senior School Centre
- General Learning Areas increased (GLAs)
- Grounds environs improvements (sustainability, eco friendly, recycling, biodiversity)
- Sustainability improvements (solar, wireless technology, waste)

- School Camps/Trips/Tours/ Outdoor Education programs enhanced
- Adopt national benchmarking tools and strategies achieved through the use of an educational benchmark specialist across the administrative functions of the school
- Facilitate the administrative support staff towards regular professional development to ensure continued best practice including EMAZE and MAZE
- Ongoing review, development and maintenance of efficient administration structures and systems

Annual Review of Risk Management:

- Confidentiality including access to R: Drive
- Curriculum; Pastoral and Co-curricular
- School operations
- Technology
- Policies
- Emergency Plans: Evacuation; Lock Down
- Critical Incident Plan; Excursions and Camps
- Staff /Visitor – Credentials