

Glossary

Human Flourishing

A term used in our faith tradition and in positive psychology. Our faith tradition tells us that Jesus came so that all may have life and have it abundantly (Jn 10:10). Positive psychology defines human flourishing as living within an optimal range of human functioning marked by goodness, generativity, growth and resilience.

Social Emotional Competence

The capacity to integrate skills, attitudes and behaviours to deal effectively and ethically with daily tasks and challenges. There are 5 core competencies: self awareness, self management, social awareness, relationship skills and responsible decision making.

Positive Behaviour Approach

A proactive approach that relies on research based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour, and using behavioural data to systematically solve problems.

Catholic Social Teaching

The teaching developed by the Catholic Church on matters of social justice, involving issues of poverty and wealth, economics and social organization. Summarised in 10 principles, Catholic Social Teaching promotes the dignity of the human person and the common good.

Collective Efficacy

The shared perceptions and beliefs of teachers in a school that the efforts of the staff team as a whole will have positive effects on students.

Ignite a Passion

The notion of 'ignite' has its connections to St Brigid's lamp of learning and the flaming heart from the logo of the Order of St Augustine.

Transferable Skills

Skills developed in one situation, which can be transferred to another situation. They are necessary for effective performance, not only in school, study and the work place, but also in life in general. Examples of such skills include team work, communication skills, problem solving, planning, creative and critical thinking.

Stewardship

The responsible use (including conservation) of resources in a way that takes full and balanced account of the interests of society, future generations and the natural world.

Charism

Reflects the special gifts of the Holy Spirit that characterise an individual or group and, that are used to contribute to the common good and glorify God in the church and world. Our College embraces the charisms of the Brigidine sisters and Augustinian fathers.



Horizon 2020

Future Directions

St Augustine's College

PO Box 447, 57-65 Church St
Kyabram VIC 3620

t. (03) 5851 3000 f. (03) 5853 2353

e. admin@sakyabram.vic.edu.au

www.sakyabram.catholic.edu.au



Our **Horizon 2020 Future Directions** charts a course for improvement as we continue to strive to animate and achieve our vision and graduate outcomes inspired by our College values.



STRENGTH & KINDLINESS

Catholic Identity

Our 2020 aspiration is to partner with families to learn about, live and love our faith as part of a global church community that embraces the joy of the Gospel, recognises the sacred, extends hospitality and commits to the service of others.

We commit to:

- Drawing inspiration from Pope Francis to engage with Catholic Social Teaching and witness this through faith filled social justice actions.
- Continuing to learn about our faith story and traditions within our current context, whilst creating dialogue to develop cross cultural understanding and challenge thinking and practices that exclude.
- Using contemporary methodologies that encourage the discovery of new ways of reading, investigating and critically reflecting on scripture, leading to a deeper understanding of faith.

Pastoral Wellbeing

Our 2020 aspiration is to have an evidence based holistic approach to wellbeing, embedded across all aspects of College life, that is positive, proactive and focused on safety and wellness to enable human flourishing.

We commit to:

- Providing intentional educational experiences for all staff, students and families to build understanding and skills in social emotional competence and positive mental health.
- Implementing a consistent positive behaviour approach, that promotes calm, predictable, engaged learning environments that enhance student success.
- Providing a broad range of opportunities to foster positive social interactions that build a sense of belonging, mutual respect and empathy for all.

Leadership

Our 2020 aspiration is to create a culture where we work towards a common purpose that promotes learning for all and encourages shared responsibility and continuous improvement.

We commit to:

- Empowering the collective efficacy of staff who are valued through intentional learning and reflective feedback processes, recognition and the celebration of success.
- Communicating a clear school-wide improvement agenda for student success in learning, wellbeing and engagement whilst harnessing mutual responsibility and shared accountability for this success.
- Encouraging our students to aspire to leadership and action this for the service of the College community and beyond.

Learning and Teaching

Our 2020 aspiration is to ignite a passion and thirst for learning that values independence, resilience and high expectations whilst empowering learners and promoting transferable skills for a hope filled future.

We commit to:

- Providing flexible learning environments, curriculum design and pathways that intentionally deliver stimulating and purposeful opportunities for a diverse range of learners to experience success.
- Taking inspiration from evidence based best practice with an optimistic view to creating innovative learning and teaching experiences for all.
- Providing feedback for learning and growth that promotes safe risk taking and trust between both teacher and learner.

Stewardship of Resources

Our 2020 aspiration is to ensure the successful implementation of our strategic commitments through exercising stewardship of our resources that reflects our vision and values whilst being respectful of the past, responsive to the present and preparing for the future.

We commit to:

- Implementing our master plan to provide purposeful, inspiring and engaging spaces that support learning, play and relationship building whilst being attentive to our story and charisms.
- Developing systematic strategies for identifying the resourcing priorities to optimise learning and wellbeing outcomes for students and staff.
- Refining school wide communication and administration systems and processes, including digital solutions, to enhance partnerships, efficiency and co responsibility.