



# Horizon 2024

Future Directions



Our **Horizon 2024 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.



## Catholic Identity

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### **Aspiration Statement:**

To inspire our community to move forward on their faith journey by experiencing the joy of the Gospel, embracing the sacred and bearing witness in the service of others.

### **Commitment Statement:**

- Explore and teach the scriptural foundations of Catholic Social Teaching to inform our personal and communal social justice response as followers of Jesus.
- Explore and relate the Brigidine and Augustinian spiritualities through a range of faith formation experiences that enhance participation in the sacramental and liturgical life of the Church.
- Develop confidence and competence in teaching Religious Education through the use of contemporary methodologies and teaching strategies.

## Pastoral Wellbeing

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### **Aspiration Statement:**

To develop strong connections between all stakeholders of the College community, enhancing the understanding of wellbeing and its centrality to knowing and understanding the learner.

### **Commitment Statement:**

- Provide a range of opportunities to strengthen resilience and student flourishing by enhancing positive relationships and connections between all members of the College community.
- Further develop the capacity of staff to embed Positive Behaviour Support Interventions to meet the needs of all learners at the College.
- To foster a holistic approach to education which promotes positive connections between wellbeing and the learner, with knowledge of the individual and how they learn best.

# Leadership

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## **Aspiration Statement:**

To create a Catholic culture that promotes and nurtures staff and students to learn and lead in the footsteps of Jesus.

## **Commitment Statement:**

- Ensure effective staff recruitment, induction and organisational processes which convey a shared understanding of being a member of the College community.
- Communicate a clear school-wide improvement agenda for student success in learning, wellbeing and engagement whilst harnessing mutual responsibility and shared accountability for this success.
- Provide leadership formation experiences for staff and students that enable them to serve the College and the broader community.

# Learning and Teaching

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## **Aspiration Statement:**

To ignite a passion and thirst for learning that values independence, resilience and high expectations whilst empowering lifelong learners for a hope filled future.

## **Commitment Statement:**

- Provide flexible learning environments and innovative learning pathways to promote positive social and emotional growth that intentionally delivers stimulating and purposeful learning and teaching experiences for all.
- Create a culture of consistency that strives for optimal growth through the application of evidence based best practice.
- Provide high quality feedback between the teacher, learner and family to enhance student learning and growth.

# Stewardship of Resources

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## **Aspiration Statement:**

To steward our resources in support of learning and teaching and improving the educational outcomes of all students, while holding a holistic and considered approach to the development of initiative and whole school strategies.

## **Commitment Statement:**

- Implement the building and landscaping master plan to provide purposeful, inspiring and engaging spaces, new and existing, supporting learning, play and relationship building whilst being attentive to the College story and spirituality.
- Maintain good governance, aligning school-based policy and practice with the requirements of systemic and government compliance.
- Refine a school-wide communication, administration systems and processes, to include digital solutions, enhance partnerships, efficiency and co-responsibility.

# Glossary

## Positive Behaviour Support Interventions

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 organisation. Summarised in six 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.

## Governance

Governance Is the framework of structures, systems and processes through which our organisation is controlled and managed and through which key stakeholders such as parents, students and staff are able to obtain assurance that our strategic goals and objectives are being met.

## Holistic

Seeks to know and understand the learner, including mind, body, and spirit. It takes account of the connection between wellbeing and learning and teaching.

## 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.

## 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.

## Optimal Growth

Optimal Growth is acknowledging that in an optimal learning environment, instruction addresses the need of every learner with ever-present attention to equity and continuous academic, social and emotional growth.

## Resilience

Resilience is the ability to 'bounce back' after encountering negative events, difficult situations, challenges or adversity and return to almost the same level of emotional wellbeing. It is also the ability to respond adaptively to difficult circumstances and still thrive. (Bernard 1996, Burns 1996, Fuller 1998, Luther 2000, Johnson 2008)