

*Educating in a spirit
of audacity and hope*

STRATEGIC PLAN 2009 – 2015



SACRED
HEART
COLLEGE

Sacred Heart College Senior



THE SACRED HEART COLLEGE SENIOR STRATEGIC PLAN 2009 – 2015 builds on the Strategic Plan of 2006 – 2008 and aims to take the learning program and school facilities into the next phase of renewal and development.

The School Council has endorsed a Plan that will continue to refine and improve the educational and pastoral program in context of the Marist vision, to ensure the best provision of Catholic Education at Sacred Heart College Senior into the 21st century.

The Strategic Plan is designed to equip the students of Sacred Heart College Senior with the skills and values to become life-long learners who will take their place in, and contribute meaningfully to, their local and global community.

Our Vision seeks to:

- Build on the strengths of the past to inform the present and create new futures that will enable students to experience success and growth;
- Promote excellence in Catholic and Marist education;
- Achieve quality teaching and learning in all aspects of school life;
- Actively seek the support and contributions of students, parents and staff in the life of the school;
- Develop and continuously review systems and processes to encourage accountability for all members of the school community.

The Strategic Plan (2009 – 2015) will be implemented by action plans developed by the School Executive, with annual reporting to the School Council.

The Strategic Plan (2009 – 2015) supports the development of Sacred Heart College Senior, in alignment with contemporary educational practice and priorities within the Marist Order.

Mr Paul Teisseire
Chair of Sacred Heart College Senior
School Council

Dr Paul Hine
Principal at Sacred Heart College Senior





Context

Sacred Heart College Senior has established a tradition of excellence in education since its foundation in 1897.

This has been achieved through:

- The rich heritage of the Marist Brothers, whose commitment to education and the welfare of young people spans all states in Australia and 78 countries throughout the world;
- High standards in student-centred education, which focuses on the development of the whole person and draws together the formative role played by teachers and parents in the education process;
- A commitment to values and faith education;
- A balanced educational program that cultivates the academic, spiritual, physical, cultural and social development of each student;
- Quality facilities and resources that maintain, develop and evaluate the educational program.

The 21st Century

The context of the 21st century ensures that excellence will be achieved not by traditional existing models of schooling, but by an acute understanding of the social, educational, economic and cultural climate in which our Plan is developed. Accordingly, the 2009 – 2015 Strategic Plan acknowledges:

- The changing nature of Church and its role and relationship to schools;
- The impact of information and communication technologies which have revolutionised the modern world and learning;
- The impact of globalisation and internationalism;
- The influence of climate change and the importance of environmental stewardship;
- The social context of continuous change;
- The importance of life-long learning for career paths that are in a state of rapid change and obsolescence.

Sacred Heart College Senior strives to be an innovative community that is committed to the academic and personal growth of each student. Students will be exposed to a strong and vibrant Catholic faith, based upon the teaching of the Gospel, the person of Jesus Christ and a distinctive Marist spirituality.

This vision will only be achieved through a collaborative partnership involving staff, students, parents and old scholars, and all who contribute to the positive formation of young people for the future.



OUR STRATEGIC PLAN 2009 – 2015: FIVE DIMENSIONS

	RELIGIOUS Goal 1: To develop a relevant and living Catholic ethos in the Marist tradition	TEACHING & LEARNING Goal 2: To promote excellence in teaching and learning through a challenging and inclusive curriculum	PASTORAL CARE Goal 3: To provide a quality program of pastoral care and well-being that promotes a sense of self and community	COMMUNITY PARTICIPATION Goal 4: To develop and promote strong sense of community to enhance the educational program	RESOURCE & ENVIRONMENT Goal 5: To provide quality facilities and respond strategically to future resources provision and environmental management
SCHOOL	1.1 Promote an inclusive understanding of Catholic theology and social justice. 1.2 Ensure that the Marist traditions are known and celebrated in the day-to-day life of the school. 1.3 Provide a range of opportunities including liturgy, prayer and retreats, in which an awareness of God and personal faith will be nurtured. 1.4 Refine and contextualize the Religious Education program as it relates to contemporary Church and theology.	2.1 Promote a positive culture of achievement that places teaching and learning at the forefront of all activities. 2.2 Modify and improve curriculum options that respond to changing requirements in senior secondary education. 2.3 Develop teaching methodologies that promote student centred learning, in context of creative use of information technology. 2.4 Expand the role of the Enrichment Centre to ensure students with special needs are accommodated.	3.1 Provide a holistic program of student development and well-being. 3.2 Continuously improve orientation and induction programs to provide an engaging introduction to the school community. 3.3 Affirm and support staff and students, where opportunities exist. 3.4 Align pastoral care initiatives as outlined under 3.5 with the Safe Schools requirements.	4.1 Ensure collaboration and consultation to build a mutually supportive and learning-centred community. 4.2 Promote a culture of learning to benefit staff, students and the wider community. 4.3 Embrace inclusive and transparent practices. 4.4 Embrace continuous improvement in all areas of school life.	5.1 Update and review the College Master Plan. This includes landscape architecture to integrate and optimize use of all facilities and infrastructure. 5.2 Review financial planning (2009 – 2015) for the way that building needs and facility use can be accommodated. 5.3 Ensure sufficient resources are provided for the needs of grounds facilities between 2009 – 2015. 5.4 Review enrolment projection and demographic data to ensure that projections are congruent with key indices.
STUDENTS	1.5 Provide opportunities for personal and spiritual growth. 1.6 Present faith formation experiences that engender respect for Church traditions. 1.7 Facilitate social justice activities as they relate to the marginalized. 1.8 Provide a collaborative culture of support with the school and wider community.	2.5 Provide a diverse and challenging curriculum that is inclusive of students learning styles. 2.6 Support students to develop the capacity of critical thought and independent work. 2.7 Embrace information and communication technologies that complement learning.	3.5 Develop a formal pastoral care program. 3.6 Provide a strong and articulated student leadership program that is inclusive and robust. 3.7 Review 'at risk' procedures and implement appropriate intervention strategies. 3.8 Review policies and procedures that ensure the safety and welfare of students.	4.5 Provide a broad and inclusive curriculum which: 4.5.1 Provides flexibility and diverse student pathways; 4.5.2 Accommodates work and tertiary study options; 4.5.3 Facilitates the delivery of the new SACE; 4.5.4 Incorporates a coherent pastoral care program.	5.5 Convene student forums to assess facilities provision and long term needs that relate to grounds and environment. 5.6 Promote environmental education through conservation strategies employed by the building program.
STAFF	1.9 Lead by example the key principles of Marist spirituality. 1.10 Embrace formation experiences that enable personal and spiritual growth. 1.11 Actively support the teaching of religious education and participate in retreat programs.	2.8 Provide a professional development program which is relevant, flexible and dynamic. 2.9 Encourage and support post graduate study options that increase professional knowledge and capacity. 2.10 Review learning area alignments in context of the new SACE. 2.11 Provide a range of opportunities for students to demonstrate success, across and within the curriculum.	3.9 Review OHS&W requirements as they relate to workplace safety and well-being. 3.10 Provide opportunities for personal development and formation that are relevant and engaging. 3.11 Enlist the support of specialist agencies to augment staff well-being. 3.12 Review Staff Handbook with a view to incorporating contemporary well-being activities.	4.6 Support staff to gain a sense of personal and professional satisfaction in their work. 4.7 Codify professional review and appraisal processes. 4.8 Promote a whole of school approach to staff integration. 4.9 Provide staff forums to develop professional awareness of and response to, contemporary educational trends. 4.10 Specifically review ICT provision with a view to further expansion that will embrace teaching and learning priorities.	5.7 Review existing education initiatives designed to heighten awareness of, and response to, environmentalism both local and beyond. 5.8 Provide forums for staff to consider the adequacy of current and projected facilities needs.
COMMUNITY	1.12 Actively contribute to the affairs of the Marist Province in Australia to ensure the authenticity of school's mission. 1.13 Work in solidarity with the local Parish and the Diocese to promote Catholic education. 1.14 Promote the religious and spiritual dimension of school life in the wider school community. 1.15 Embrace the opportunities for students to participate in local Church and/or social justice activities.	2.12 Promote Sacred Heart College Senior as a school committed to learning. 2.13 Encourage collaboration between teachers, parents and students to maximize learning outcomes. 2.14 Build curriculum links between the Tri-Schools to ensure coherence and articulation of the educational program. 2.15 Embrace the teaching and learning principles of international education.	3.13 Ensure communication processes are clear and accessible to all. 3.14 Review well-being arrangements as they relate to the Tri-Schools. 3.15 Enlist the specialist support of agencies to complement counselling and student services.	4.11 Develop a collaborative sense of the educational process across the Tri-Schools. 4.12 Develop a strategic approach to governance through the operation of the School Council. 4.13 Undertake, where appropriate, forums and consultations that embrace the wider community in matters of mutual interest and benefit. 4.14 Promote the cause of Marist education in the broader educational community in South Australia.	5.9 Strengthen strategic alliances with Catholic education and other providers for the mutual benefit of the school and the wider community. 5.10 Actively seek advice from community groups to capitalize on current environmental programs in the school. 5.11 Promote collaboration with the old scholars' community for facilities provision that is of mutual benefit. 5.12 Undertake environmental assessment of grounds to ensure long term preservation of the grounds and heritage.



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