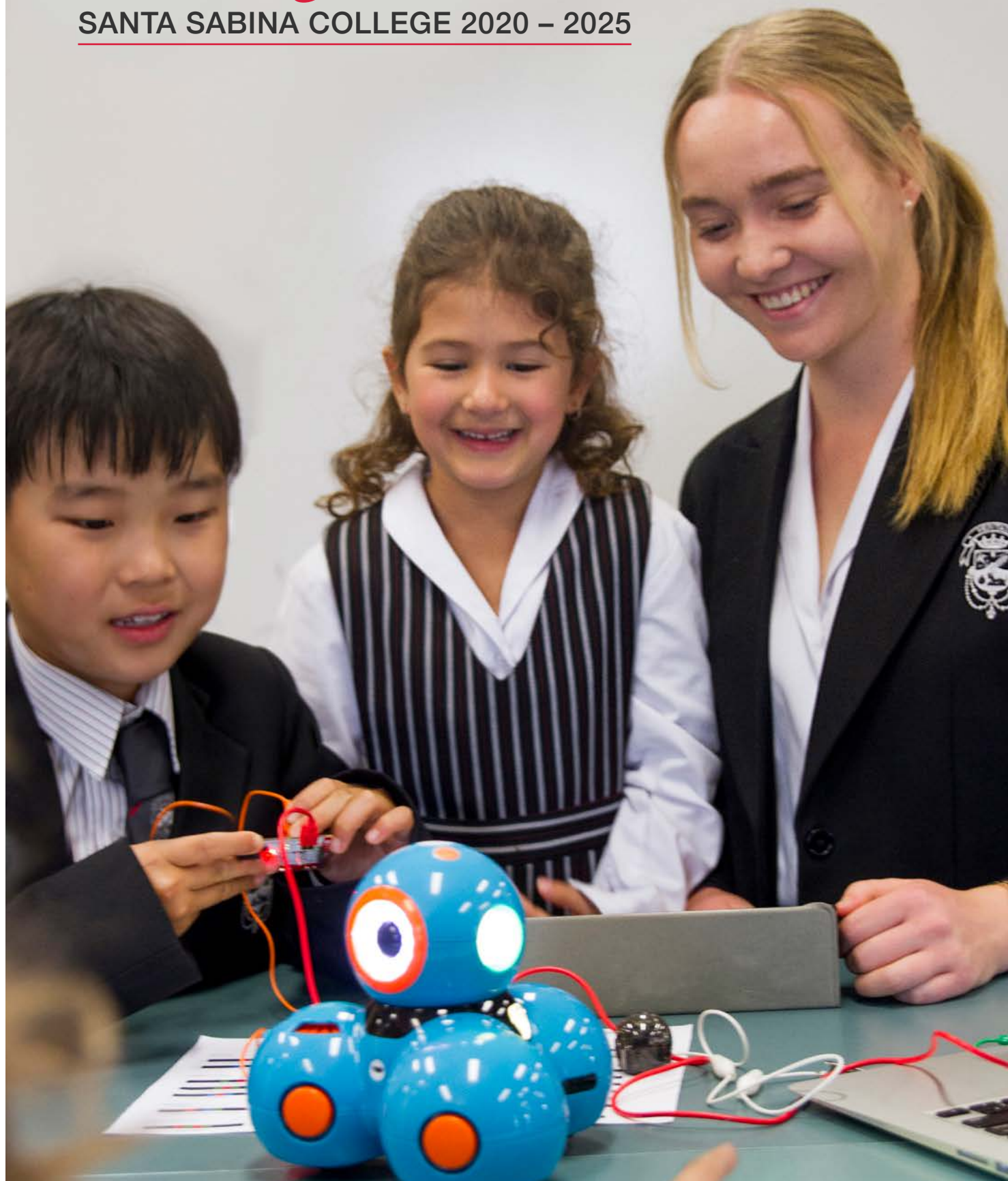


Strategic Plan

SANTA SABINA COLLEGE 2020 – 2025



Santa Sabina College



Santa Sabina College is a Ministry of Dominican Education Australia which provides an inclusive, caring and welcoming Catholic education in the Dominican tradition.







Principal's Message

Inspired by Catherine of Siena who perceived the way of life and spirituality shaped by Dominic to be 'very spacious, gladsome and fragrant, a most delightful garden' – the early Sisters developed educational programs, broad in content, rich in human spiritual values and aspirational in reach. This strategic plan holds firm to this commitment to deliver a broad education, one that values discerning scholarship and the pursuit of excellence and one that educates the heart so that our students have a strong moral compass that guides them to respect themselves and others so that they come to see the face of God in all whom they meet.

2020 has been the year of 'unprecedented' events. Following on from the bushfire disasters over summer, the community has been in a heightened state of anxiety and struggling to manage the uncertainty surrounding the possible spread and impact of a global

pandemic, COVID-19. Set against this backdrop, Santa Sabina College families have faced economic hardships brought about by having to 'lockdown' the nation to halt the spread of the deadly virus; young people and their teachers subsequently pivoted to remote online learning to ensure the continuity of education and we relied on technology in a myriad ways to survive. The tragedy of the COVID-19 pandemic is having a profound effect on the lives of millions of people around the world, destabilising communities while at the same time forcing us to quickly adapt to different ways of working, learning and connecting.

As an educational community, these events have heightened the need to create and prioritise programs at Santa to futureproof our young people to enable them to thrive in an uncertain tomorrow. Along with a strong academic foundation that leads to a broad



range of post school career opportunities and personal fulfilment, there must be a pastoral wellbeing program that teaches our students to find joy, hope, beauty and truth to sustain their spirit during difficult times. The ramifications of the pandemic will be felt for years to come and therefore must be acknowledged as we set the vision that takes the College to 2025. This generation will be the first generation to go through a crisis of this magnitude since World War II.

2020 has also been the year of the protest with young people participating in and speaking out at Climate Change and Black Lives Matter rallies. While signalling a possible lack of trust in government institutions, protests also reveal a sense of agency and altruism in young people that sees them empowered to use their voices to make a difference for people and the planet.

In closing, we are living in a complex, ever changing, and technologically connected world. Young people are constantly switched on to a range of people and ideas through addictive social media platforms. Our girls are highly influenced by a range of unhealthy representations of body image and airbrushed perfectionism which can have a dangerous impact on self esteem leading to anxiety and depression. We must continue to work with parents to develop in them a strong sense of self.

Paulina Skerman

We will **SHAKE
THE WORLD**

Mission

Santa Sabina College, a Catholic school in the Dominican tradition, educates students to achieve personal excellence, to act with justice and compassion, and to embrace the future with an optimistic global vision.

Vision

To Gently, Boldly, Fearlessly, Confidently,
Justly, Courageously Shake The World

Motto

VERITAS

Our values

As a Dominican community, we live in accordance with the core Dominican pillars of community, service, prayer and study.

Our Aspirations

- ▶ Believing
- ▶ Advocating
- ▶ Learning
- ▶ Enterprising
- ▶ Flourishing
- ▶ Teaching
- ▶ Connecting
- ▶ Sustaining





Believing



Believing

Deepen our Dominican Identity and nurture spirituality

A commitment to ensure the school's Catholic Dominican charism, history, traditions and values are at the heart of our community and our interactions.

A commitment to celebrate the legacy of the Dominican Sisters with opportunities to hear their stories.

A commitment to promote a love of the beautiful that characterises the Dominican ideal.

Strategies:

- ▶ Explore introducing whole school Christian Meditation
- ▶ Prayer and reflection to be opening of every Assembly
- ▶ Dominican formation activities and events available for students, staff and community
- ▶ Work with Dominican Education Australia (DEA) to explore Dominican Pilgrimage options
- ▶ Spiritual Retreats for all year levels
- ▶ Parent Education initiatives – what it means to be a Dominican
- ▶ Work with DEA to find opportunities for Dominican school student leaders to come together
- ▶ Displays of artwork and the promotion of Veritas and the four pillars in the Arts
- ▶ Protecting and nourishing our beautiful physical environment at Santa Sabina, and globally for the earth
- ▶ Consolidate a liturgical ministry program that sees students trained as liturgical ministers of reader, server, special ministers of communion and cantor

Key performance measures:

- ▶ Meditation Program
- ▶ A more cost and time effective Dominican Pilgrimage experience introduced for staff, Board members and senior students
- ▶ Networked gatherings across DEA organisations to bring senior student leaders, staff and school leaders together – remote E-Conferences.
- ▶ Parents understand Dominican charism
- ▶ Masses and Services of the Word held throughout the year
- ▶ Student Ministry Program – Live your Faith (LYF at Santa Sabina)



Advocating

Advocating

Empower agency and altruism

A commitment to encourage the heart so that our students have a strong moral compass that guides them to respect the dignity and uniqueness of each individual and to understand that they have a responsibility to use the privilege of their education to serve their community and to care for the most vulnerable

A commitment to provide explicit leadership opportunities and programs

A commitment to encourage advocacy and action to build agency and altruism, independence and responsibility

A commitment to strengthen our environmental focus through promoting awareness of environmental issues within and beyond the Santa community, as proclaimed by Pope Francis in the encyclical *Laudato Si* 'to be protectors of creation, protectors of God's plan inscribed in nature, protectors of one another and the environment'.

Strategies:

- ▶ Create and Implement a whole school, compulsory service and social justice program, some of which is incorporated in the Santa Strong student wellbeing program
- ▶ Implement Year 10 Leadership Program including the new Enlighten Education Walk the Talk, Ambassadors Program (to build awareness of domestic violence and women's homelessness), Year 10 Leadership Camp at Tallong
- ▶ Ensure students' responsibilities in their Year 12 Leadership portfolios are clear and that they have set goals to achieve in their roles
- ▶ Ensure Student Representative Council is well run and that students have access to representatives who will represent their views and opinions
- ▶ Ensure school leaders are assigned teacher mentors from College Leadership and Pastoral/Curriculum Leadership teams to support their growth
- ▶ Work in partnership with Catholic EarthCare and Caritas to educate the community and take action regarding environmental concerns
- ▶ Partner with Sustainable Schools NSW to realise our positive environmental vision
- ▶ Investigate Schools Funding Programs that include the following grants: the National Solar Schools Program, Eco Schools Grant Program and the Stephanie Alexander Kitchen Garden Foundation
- ▶ Student Leadership Team will be led by Year 12 prefects and House captains from 2021 who will all be responsible for a portfolio of works that reflects their role
- ▶ Student Leadership structure will be streamlined to address particular areas of focus led by a Year 12 prefect
- ▶ Primary Years Student Leadership Program
- ▶ Gioia House Leadership Program
- ▶ Strengthen the Primary Years Buddy Program
- ▶ Review Immersion Program particularly to Solomon Islands and South Africa. Consider local immersions such as Arnhem Land

Key performance measures:

- ▶ Established Santa Service and Social Justice Program
- ▶ 100% participation in Service and Social Justice Program
- ▶ Dynamic and committed school leaders who take action to make things happen in their roles and who unite the school community
- ▶ Year 10 Leadership Program established
- ▶ A Thriving Student Leadership Council identified by regular meetings, student input and student led initiatives delivered
- ▶ Primary Years Student Leadership Program engaging all Year 4 students
- ▶ Gioia House Leadership Program established



Learning

Learning

Pursue discerning scholarship and academic excellence

A commitment to continue to deliver a broad education as conceived by the early Sisters – one that values discerning scholarship and the pursuit of excellence

A commitment to deliver a broad and rigorous curriculum to maximise student academic growth and achievement, one that fosters curiosity, creativity and deep thinking

A commitment to ensure our programs are administered through systems and structures that optimise the flexible and responsible delivery of learning programs

Strategies:

- ▶ Develop a Learning and Teaching Framework from 5-12 based on current educational research papers such as the 2019 Alice Springs Declaration, OECD Towards 2030 Report; National STEM School Education Strategy, NSW Curriculum Review 2019
- ▶ Constant review of academic programs
- ▶ Use data i.e. Prowse, to allow teachers to target specific areas for improvement
- ▶ Develop primary and secondary years hybrid curriculum to deliver to Gioia House students using elements of NESA syllabus and PYP Inquiry elements to develop a unique to Santa transition curriculum that links primary to secondary
- ▶ Document, publish, promote and rename the gifted and talented program
- ▶ Gather and use data driven analysis to track student progress with appropriate intervention strategies where necessary
- ▶ Introduce Academic Diligence Assemblies
- ▶ Introduce Continuous Online Reporting through Veritas Online for immediate and targeted feedback after assessments to students and parents to replace outdated reporting modes
- ▶ Explore introduction of a Reading Program from Years 5-8
- ▶ Differentiate subject offerings to distinguish IBDP from the HSC. Develop strengths unique to each pathway without compromising those subjects clearly performing above and beyond
- ▶ Ensure there is a Vocational Pathway available to girls who wish to pursue this line of study
- ▶ Strengthen and broaden Academic Adviser Program
- ▶ Review and renew Learning Fitness Program and structure
- ▶ Strengthen MY8 and ensure Deeper Learning Days are well utilised to enrich the learning experience

Key performance measures:

- ▶ Santa Sabina College Learning and Teaching Framework published and used as a foundation for developing learning activities
- ▶ Achieve strong academic outcomes across P-12 measured by longitudinal data demonstrating individual improvement for students
- ▶ All academic reporting will be delivered through an online continuous reporting mode
- ▶ Remain in the top 50 HSC SMH list
- ▶ 100% students at or exceeding National Minimum Standards – NAPLAN
- ▶ Maintain high academic standing at exit measured by grand school average data
- ▶ Academic Diligence Assemblies introduced throughout the year
- ▶ Reading Program established



Enterprising

Deliver an holistic, futures focused and global education

A commitment to continue to deliver an holistic education with signature programs, global exchanges and broad co-curricular offerings

A commitment to design future oriented curriculum and co curricular programs that deepen disciplinary and interdisciplinary learning

A commitment to prepare girls for the future world of work

A commitment to broaden industry and have some focus on entrepreneurship exposing students to innovators and industry leaders and real world industry experiences and networks

A commitment to ecological education and opportunities for young people to implement environmentally sustainable practices across the school and in their communities

Strategies:

- ▶ Strengthen and resource to further develop a reputation for excellence in The Performing Arts building on our Music Program to also include Drama and Dance
- ▶ Strengthen and resource to further develop a reputation for excellence in Design and Innovation
- ▶ Strengthen and resource to further develop a reputation for excellence in STEM
- ▶ Develop new subject offerings in Year 9 and 10 electives to offer a bespoke Philosophy and Ethics course as a taste for what the IBDP offers; and consider the design of a new subject offerings in Design Thinking and Enterprise Education to deliver a an interdisciplinary futures focused subject that promotes independent learning and is developed according to each student's individual project development
- ▶ Provide all primary students with opportunities to be involved in passion projects focusing on innovation and creativity
- ▶ Establish relationships to set up international exchange programs for girls in Years 9 and 10
- ▶ Explore short course international academic exchange opportunities for Years 9 and 10 girls such as the Cambridge Program in the UK
- ▶ Explore the feasibility of establishing a Sports Academy
- ▶ Explore viability of designing a Year 9 program that sees students learning from Tallong for an extended period of between 3-4 weeks.
- ▶ Continue to grow College association with Sydney Youth Orchestras

Key performance measures:

- ▶ Growing reputation for excellence in The Arts, STEM, Design and Innovation measured through community recognition of our programs through awards, increased student engagement and growing enrolments
- ▶ 1927 Main Building becoming Arts Precinct housing Drama, Music and Dance
- ▶ Establishing a STEM Conference for current and new students – aimed at girls from Years 4 to Year 10 for Santa girls and beyond
- ▶ Tech Girls Program established
- ▶ Year 9/10 Philosophy and Ethics Course in place as elective
- ▶ Socratic Questioning and Philosophy and Ethics program introduced in Gioia House
- ▶ BYODD introduced from Year 2 with school owned devices available one between two for primary infant students
- ▶ Become an Apple Distinguished School with Apple teacher certification
- ▶ Increase from 10 to 15 students participating in Sydney Youth Orchestras
- ▶ Established Career Women's Mentoring Network



Flourishing

Develop healthy, vivacious, connected students

A commitment to encourage togetherness and a sense of belonging

A commitment to cultivate a culture where tough conversations, feedback for learning hard work, and experiencing struggle and failure are seen as important experiences in shaping strong women of the future

A commitment to optimise an all girls' education from Years 5-12 by offering programs designed specifically for girls to address those issues that they will more likely face as adults: glass ceiling, balancing competing commitments, domestic violence, safety, body image and respectful relationships

A commitment to develop people skills which will be crucial in future workplaces as the world becomes more technologically advanced particularly through artificial intelligence

A commitment to develop specific, age appropriate programs to strengthen student resilience, executive functioning, positive outlook, respect for self and others and a willingness to embrace challenge and adventure

Strategies:

- ▶ Develop and introduce a whole school Wellbeing Framework – Santa Strong incorporating all aspects of how we build a foundation for strong, resilient, agile, vivacious students
- ▶ Support Pastoral Team with support and resourcing to enable them to offer evidence based care and enable them to identify students and risk and refer appropriately
- ▶ Deliver parent education seminars – available online, using experts' voices such as Danielle Miller from Enlighten Education
- ▶ Prioritise physical and mental wellbeing activities and education
- ▶ Consider using surveys such as Andrew Fuller's Resiliency Survey to measure student capacity for resiliency
- ▶ Educate and create an environment where there is understanding of the place of struggle, burden and perseverance in moving forward and building strength and resiliency
- ▶ Provide avenue for student voice – through Student Representative Council and in Primary Student Leadership Teams; in Principal's lunch gatherings with students and through Pastoral/Homeroom classes
- ▶ Ban mobile phones for girls Years 5-10 in response to parent and teacher requests to limit at school distractions, reduce bullying through social media usage and improve face-to-face conversations during break times; negotiate use with girls in Years 11/12 using IT school expert Professor Joanne Orlando to facilitate these privileges
- ▶ Create safe community environment where risk taking is celebrated, failure is used as a learning experience from which to move ahead
- ▶ Explore viability of designing a Year 9 program that sees students learning from Tallong for an extended period of between 3-4 weeks to immerse and connect with nature, to be active in the wilderness, to meditate, to slow the pace and to practise mindfulness

Key performance measures:

- ▶ Santa Strong Wellbeing Framework
- ▶ P-12 Wellbeing Course – scoped and sequenced and age appropriate
- ▶ Implementation of Action Girl Wellbeing Project for Gioia House based on Rock and Water program to build confidence, support transition to secondary and improve executive functioning
- ▶ One PD Day per year assigned to health and wellbeing education for staff
- ▶ Year 9 Tallong Wilderness School
- ▶ Year 10 Leadership Program
- ▶ P-12 Tallong Camps Program



Teaching

Teaching

Inspire dedicated and dynamic staff

A commitment to provide opportunities for teachers to develop and refine their pedagogical, disciplinary expertise and as well as their child and adolescent psychological knowledge to enhance student learning outcomes

A commitment to attract, develop and retain outstanding staff who are driven by a greater moral purpose, who work collegially with colleagues and who are able to work through conflicts as they arise for a positive outcome for the College and students

A commitment to build the school's academic and pastoral reputation for excellence through enabling teachers to share their expertise on the national stage

A commitment to provide a healthy, collegial workplace environment

Strategies:

- ▶ Elevate HR role to College Leadership Team and employ HR strategist with a teaching background to fulfil the role
- ▶ Review action research practices to ensure effective evidence based learning is occurring which is translating to improved outcomes for students
- ▶ Support and encourage staff to present papers at national and international conferences and workshops
- ▶ Introduce a teacher coaching and peer mentoring program for growth
- ▶ Create opportunities and mentors for leadership through identifying staff who would like to initiate new projects
- ▶ Encourage a collegial environment characterised by open communication and ensure staff professional learning encompasses teamwork, collaboration, leadership development, conflict resolution as well as pedagogical and behavioural learning
- ▶ Provide specific training to target areas of need for professional and support staff
- ▶ Provide opportunities for all staff to have input into decision making where appropriate
- ▶ Set high standards of professionalism
- ▶ Explore use of range of peer feedback surveys for Middle and Senior Leaders as a framework for formal feedback and review
- ▶ Review all contracts to ensure all are up to date and in order
- ▶ Ensure staff wellbeing strategies are part of professional development programs
- ▶ Celebrate staff success
- ▶ Encourage and resource staff to trial new programs and ideas where there is a direct benefit for students
- ▶ Establish teacher lunches with groups of staff and Principal to occur every two to three weeks
- ▶ Ensure two staff meetings per term are scheduled to provide a staff forum for discussion with opportunities for whole staff decision making
- ▶ Regular weekly staff Briefings

Key performance measures

- ▶ 100% staff engaged in Professional Growth Program
 - ▶ 100% staff engaged in action research activities with opportunities to share their new knowledge with whole staff
 - ▶ Evidence of new staff initiatives being trialled
 - ▶ Staff presentations at conferences and workshops – locally, nationally and internationally
 - ▶ Resources allocated to ensure staff wellbeing initiatives are delivered throughout the year
 - ▶ Engaged and professional staff who are supported by opportunities for growth and low absenteeism.
- These measures will be set over the next five years.



Connecting

Foster community connections and philanthropic responsibility

A commitment to create opportunities that keep all stakeholders connected and proud to be a part of the Santa Sabina community

A commitment to strengthen our brand on the national and international stage to build Santa's reputation more broadly than the Inner West

A commitment to cultivate a culture of philanthropy to grow our endowment to ensure financial stability, opportunity and intergenerational equity.

A commitment to cultivate a culture where all members of the community, past and present, are respectful in their communications and dealings with one another and that there is some understanding that there are always multiple views in such a broad community. A concerted effort will be made to build trust so that when decisions are made there is an appreciation that they are made in the best interest of all students and will not necessarily suit everyone's personal agenda

A commitment to invite our past pupils to connect with senior students as mentors, networkers and coaches to support them in their careers beyond school

Strategies:

- ▶ Continue to develop the Santa Sabina Foundation to attract community support both through expertise and financial assistance to support the renewal of school facilities, to fund scholarships and bursaries and to provide long-term financial security.
- ▶ Further engage with Ask Right to implement best practice fundraising strategies
- ▶ Promote and grow the Building Fund to gain support from current families to finance renewal of school facilities and resources
- ▶ Ensure value for money, broad holistic educational offering with high academic outcomes, high status, vast grounds, IB, tradition and future focus are highlighted to attract new families.
- ▶ Consistent and open communication so that there is a clear rationale for how and why decisions are made
- ▶ Consultation where appropriate to gain stakeholder views and input into decision making
- ▶ Enrolment processes to attract students to the College from birth to Year 12 with Mary Bailey House as the first step on the learning journey: prioritise Santa families' enrolments at MBH
- ▶ Extend Mary Bailey House offering to double current capacity
- ▶ Continue to engage alumni through strategic and targeted events and publications in order to enhance the opportunities inherent in this relationship
- ▶ Promote the Principal and other key staff as thought leaders in the education sector via national media and social media channels
- ▶ Actively pursue avenues to promote the College, students, alumni and programs beyond our Facebook community to impact a more national audience
- ▶ Work on a campaign to nominate a range of staff for national and state awards to build school profile and reputation as education leader

Key Performance Measures:

- ▶ Increased donations to the Building Fund
- ▶ Increased donor base
- ▶ Create a bequest program
- ▶ Increase enrolments for children of alumni
- ▶ External recognition via publications, conference speaking engagements and education award nominations
- ▶ Congregation transfer of buildings to the College completed



Sustaining

Develop sustainable stewardship

A commitment to manage the school's resources prudently to enable the College to remain a financially viable and competitive education provider

A commitment to develop and manage high quality, flexible facilities and infrastructure to achieve our strategic priorities

A commitment to ensure digital technology infrastructure is robust, streamlined and cutting edge

A commitment to grow enrolments by leveraging the knowledge of our demographic realities and current market place

A commitment to deepen community perception that Santa is one school and that the school journey commences at Mary Bailey House and leverage MBH Exceeding rating and large waitlist to build enrolment opportunities in our primary years.

A commitment to create a safe environment

A commitment to protect the environment and gain leverage to achieve economic savings

Strategies:

- ▶ Refine and maintain a budgetary system that forms the basis for fiscal control and operating management (annual) and long-range planning (five years)
- ▶ Maintain fees at levels which are competitive and sensitive to our community
- ▶ Submit school data to Federal Government for an SES reassessment following the impact of COVID-19 on Direct Measure of Income
- ▶ Continue to ensure all Commonwealth and State government accountability requirements are met
- ▶ Monitor Federal and State government funding policy
- ▶ Maintain a high standard of facilities across all sectors of the College as well as campus master planning
- ▶ Employ the Somerset Survey and Somerset Modelling tool to monitor budget expenses, enrolment data, staffing costs and financial narrative against other 'like' schools
- ▶ Develop a robust and supportable digital infrastructure
- ▶ Simplify our campus structures to achieve better student pastoral and academic outcomes – Primary campus – Co-ed P-4 and Secondary Campus 5-12
- ▶ Increase bursaries and scholarships from 10% to 15% of budgeted private fees with a focus on high academic achievement, Music and Arts capacity and students for whom a Santa education would be financially impossible
- ▶ Develop a business strategy to reinvigorate Tallong, including further use for our own students as well as an active campaign to attract schools and other commercial industries to use the property
- ▶ Review staffing structures at Tallong and across the College in general
- ▶ Review Master Plan development yearly against financial capacity to continue to prioritise strategic projects – review Siena Hall Stage 4 to focus on an aesthetic makeover to facade rather than current Master Plan suggestion
- ▶ Explore staff discount models to encourage enrolment of staff children
- ▶ Identify ways to reduce our carbon footprint through reducing energy consumption

Key Performance Measures:

- ▶ Increased enrolments across the College
- ▶ MBH families continuing educational journey at the College
- ▶ Gioia House established (2021) and at capacity (75 per year) by 2025
- ▶ Tallong Outdoor Education Centre new business model in place and financially sustainable
- ▶ Tallong Outdoor Education Centre booked to capacity
- ▶ Decreased paper usage by using our Paper Cut system to monitor reduction
- ▶ 1927 Main Building repurposed to become Arts Precinct
- ▶ Siena Hall makeover completed
- ▶ Planning underway for construction of Gymnasium and Pool
- ▶ Allocation of students enrolled on bursaries or scholarship program

