

MARONITE COLLEGE OF THE HOLY FAMILY



Strategic plan 2014+ DEVELOPMENT OF A STRATEGIC PLAN 2014+



Maronite Sisters of the Holy Family

To know, love and serve

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INTRODUCTION

The College Strategic Plan for 2014+ has been developed in consultation with a range of stakeholders and emerges from the College Mission Statement.

The Maronite College of the Holy Family is a Maronite Catholic Australian Independent School with a tradition of excellence in the education of young men and women of Eastern Catholic Rite, in the West and North West of Sydney. Our students are afforded every opportunity to develop their faith, spirituality, academic and creative abilities. We emphasise pastoral care, which nurtures students into faith filled adults who strive for justice and service of others.

In order to continue to achieve excellence in all facets of College life, we need to adapt to the ever changing educational context. The rapid changes in the 21st century in areas of technology, curriculum, accountability and community expectations demand we as a College continue to strive for improvement.

This document is a summary of the College's Strategic Plan. It includes:

1. Maronite Catholic identity and mission
2. Student learning and academic achievement
3. Student life and extra curricula engagement
4. Effective teachers and professional development
5. Parent Association, Volunteers and the Wider Community
6. Innovation and Technology
7. Finances, Facilities, Infrastructure and Human Resources
8. Future Needs of the College

Our actions over the next years will be driven by these plans and our progress towards achieving these goals. We are also conscious of the need to be aware of our longer term future.

We look forward to working with the College community to implement our Strategic Plan and to continue to inspire our young women and men to be leaders beyond today.

Sr Margaret Ghosn
Principal

PRAYER OF THE MCHF

With hearts and minds we pray as the Maronite College of the Holy Family,

to the God who has loved us into being,

to be our constant guide in our educational journey.

To Jesus Christ, our Teacher, to always be our role model.

To the Holy Spirit, to bless us with wisdom, knowledge and understanding.

With Mary, the Mother of God, and Saint Joseph,

who both led by example,

may our community reflect the unity and love of the Holy Family.

May we build up one another through the gifts we each bring to this College.

In our efforts to grow in body, mind and spirit,

may we nurture our Maronite faith, Lebanese culture and Australian identity.

May all at our Maronite College embrace the call to deeply know, love and serve,

both God and neighbour.

We ask this through God our Creator, Jesus our Teacher

and through the grace of the Holy Spirit. Amen

MARONITE SISTERS OF THE HOLY FAMILY (MSHF)

The first female Maronite Congregation, The Maronite Sisters of the Holy Family, was founded by Patriarch Elias Hwayek, Rosalie Nasr and Stéphanie Kardouche, on the 15th of August 1895. Historically the Maronite Sisters of the Holy Family was ‘founded for’ the ministry of educating village girls. The Congregation from the very beginning was focused on the needs of the times, committed to educational, humanitarian and spiritual service.

COLLEGE ETHOS

Maronite College of the Holy Family - Parramatta is unique in that it was established in 1972 for students of Australian-Lebanese background and Maronite Catholic faith. The College, through the ministry of the Maronite Sisters of the Holy Family (MSHF) and its staff, strive to instil in the students the teachings of Jesus.

Emphasis is firstly given to providing a strong Maronite Catholic Foundation, expressed through regular worship and prayer, celebrating liturgy and Sacraments, commitment to the Scriptural Word and emphasis on the working of the Holy Spirit.

Secondly emphasis is given to love and service. All students are encouraged to see the best in themselves and in one another and to achieve their full potential. The College Ethos can best be achieved in the words of Saint Paul, ‘Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things’ (Phil 4:8).

The College is a community which promotes a sense of family. It emphasises values of treating all with dignity, service, forgiveness and justice.

MISSION STATEMENT

Maronite College of the Holy Family, in serving the educational needs of the Australian-Lebanese Maronites and the broader community of Western Sydney, seeks:

- To build a College community in which the Gospel values of faith, justice and love are reflected in all aspects of daily life.
- To identify the unique needs of each student, so as to allow each child to develop to their fullest potential – spiritually, academically, physically and socially.
 - To encourage each student to take pride in their identity as Australians of Lebanese background, living in a multicultural society.
- To recognise and affirm the pre-eminent role of parents in the education of their children and encourage their active involvement in the College community.
 - To live out the College motto of ‘To know, love and serve.’

STRATEGIC PRIORITY 1

Maronite Catholic Identity and Mission

Maronite College of the Holy Family endeavours to deepen the faith of its students, to strengthen their hope, to extend their love and friendship, and to develop in them a respect for all people.

We intend to be a community which deepens its Maronite Catholic Identity and Mission. We aim to achieve this through:

- 1.1 Providing a deeper understanding of the Maronite Catholic tradition and its expression across all facets of College life
- 1.2 Integrating Maronite Catholic values into all areas of College life
- 1.3 Commitment by staff to the shared mission of being role models to students
- 1.4 Staff engagement in opportunities for theological and academic formation delivering excellence in teaching of Religious Education
- 1.5 Developing students as disciples of Christ in faith, justice and love
- 1.6 Ensuring each student is prepared for and receives their Sacraments in collaboration with their parents
- 1.7 Focusing on student growth through good manners, respect for authority, and dedication to work
- 1.8 Academic and co-curricular programs and pastoral care structures that are infused with the values of justice, compassion and respect
- 1.9 Students and staff actively engaged in social outreach and justice initiatives
- 1.10 Development of an appreciation for the value and wonder of God's creation and a sense of caretaker of creation
- 1.11 Daily prayer and meditation
- 1.12 Regular Liturgy celebrations by the College community
- 1.13 Faith formation and evangelisation that invite staff and students to grow in their faith and spirituality
- 1.14 Collaboration with the parish that contributes to the life of the students within the setting of the local church



STRATEGIC PRIORITY 2

Student Learning and Academic Achievement

Identifies College priorities for improving student learning through student-centred pedagogical practices that engage and empower learners and enhance student achievement. Focus is on improving student learning outcomes and delivering pedagogical innovation and curriculum change. Involves a continued focus on education and implementation of the Australian curriculum integrating literacy, numeracy and contemporary digital learning.

We intend to be a community which is responsive to student learning and academic achievement. We aim to achieve this through:

- 2.1 Adopting a common learning framework and an integrated curriculum which enhances student learning
- 2.2 Leading students to understand themselves as learners and take responsibility for aspects of their learning
- 2.3 K-12 approach to the integration of literacy and numeracy across all curriculum areas
- 2.4 Strategies where students, in collaboration with their teachers, set high standards and expectations and aims for sustained improvement
- 2.5 Provision of study skill programs, independent learning, supported by afternoon homework club
- 2.6 Strengthened educational provisions for students with specific learning needs, including gifted and talented students
- 2.7 A K-12 practice of setting indicative targets to achieve an increase in the proportion of students in higher performance bands in NAPLAN, RoSA and HSC
- 2.8 Provision of range of pathways for students to complete Higher School Certificate (HSC)
- 2.9 Providing more learning spaces which encourage and promote engaged learning
- 2.10 Provision of curriculum offerings that cater for a broad range of student abilities and interests
- 2.11 Embracing a differentiated curriculum that allows for student-centred learning
- 2.12 Integrating technology into all aspects of the curriculum to differentiate and reach students with different learning preferences
- 2.13 Scholarships that cover tuition fees for high achieving students in Year 6 and Dux in Secondary
- 2.14 Develop a clear and beneficial transition programme for students in Years 5-6 into the Secondary and for Yr 7 students and for Yr 12 students into further education
- 2.15 Promote buddy system to assist Kinder students
- 2.16 Reviewing the student leadership model to enhance leadership skills and give a greater voice to students in the College

STRATEGIC PRIORITY 3

Student Life and Extra-Curricular Engagement

Identifies College priorities for the growth and development of student wellbeing, pastoral care and development of the student holistically. It involves integrating a quality program of sport and extra-curricular into the life and culture of the College. Participation and achievement in sport and extra-curricular are understood as central to providing a healthy, well-rounded, balanced educational experience for students and contribute to the development of moral character and the whole person – mind, body and soul.

We intend to be a community which is responsive to student life and extra curricula engagement. We aim to achieve this through:

- 3.1 Promotion of the Arabic language, Lebanese culture and values, and Maronite faith.
- 3.2 A positive learning environment encouraging all students to be creative, confident, aspirational and adventurous in their learning
- 3.3 Positive classroom behaviours respectful of the right of all students to learn
- 3.4 Staff and students working together in a climate of respect and support
- 3.5 A safe, secure environment within which every student develops their sense of self-worth, awareness and personal identity
- 3.6 Programs and opportunities to develop the leadership qualities of students
- 3.7 Pastoral care sessions that address the needs of students
- 3.8 Confidential counselling services provided and accessible to students
- 3.9 SRC to be the elected official voice of students, engendered with skills in leadership, advocacy and negotiation
- 3.10 Opportunities for students to visit and engage with other schools to balance the mono-cultural demography of the College
- 3.11 Representative sport participation and participation in the PDSSSC competitions
- 3.12 Weekly sport that offers a variety of physical activity
- 3.13 Annual attendance and participation at swimming and athletics carnivals
- 3.14 Improvement and availability of facilities for student engagement in sporting and recreational activities
- 3.15 Development of the extra-curricular program in the areas of music, public speaking, debating, fundraising and performing arts
- 3.16 Encouragement of participation in extra-curricular activities



STRATEGIC PRIORITY 4

Effective Teachers and Professional Development

Identifies College priorities for maintaining a strong focus on teachers' effectiveness, continued improvement and commitment to professional learning. Each teacher brings to this task their own unique talents and background - educational, social and religious. The focus is on effective teaching that meets student learning and development needs in the context of a Maronite Catholic school in Western Sydney.

We intend to be a community which insists on effective teachers and their professional development. We aim to achieve this through:

- 4.1 Ensuring staff work with a K-12 perspective with optimal collaboration
- 4.2 Resourcing teachers to engage with and creatively deliver the latest Australian curriculum
- 4.3 Common approaches to teaching and learning, with quality delivery of courses
- 4.4 Providing opportunities for in-servicing of staff and staff development days
- 4.5 Regular Staff, Studies Coordinators and Year Coordinators Meetings
- 4.6 Liaising with NSW Institute of Teachers
- 4.7 BOSTES compliance
- 4.8 Tracking and analysis of student assessment data
- 4.9 Models of learning that engage students as independent and interdependent learners
- 4.10 Implementation of student centred learning processes across all areas of curriculum
- 4.11 Staffing that includes classroom, integration, ESL and Special Ed teachers
- 4.12 Teachers actively contributing to a professional learning community through networking, evidence-based reflection and challenges to practice
- 4.13 Teachers encouraged to promote a love of learning, efficient communication, visits to other schools, and to maintain student confidentiality
- 4.14 Structures which require staff to commit to professional growth and renewal by identifying priorities for their own professional learning
- 4.15 Developing thinking and learning skills, literacy, numeracy and technology-enabled classroom environments
- 4.16 Establishing best practice in all College programs, policies and procedures
- 4.17 Processes in place for annual staff performance review and development
- 4.18 Professional learning opportunities, development processes and career advancement
- 4.19 Recruitment processes attracting and employing the best possible candidates
- 4.20 Retention of dynamic teaching staff
- 4.21 Qualified and experienced educational leaders meeting College leadership needs
- 4.22 Assisting staff to manage work/life balance and adopting employment relations practices which enhance staff wellbeing and engagement

STRATEGIC PRIORITY 5

Parent Association, Volunteers and the Wider Community

Identifies College priorities for establishing and sustaining effective partnership with families, the Parent Association, parent volunteers, the Catholic education sector, Church agencies, the wider community, business and other major stakeholders.

We intend to be a community which works alongside Parents, Volunteers and the wider community. We aim to achieve this through:

- 5.1 Support of the Parents Association initiatives
- 5.2 PA encouraged to play a positive role including capitalising on the expertise of parents
- 5.3 Ensuring effective communication between members of the College community
- 5.4 Incorporating sustainable relationships with other Maronite and Catholic Primary and Secondary schools
- 5.5 A range of initiatives to successfully engage prospective parents and students
- 5.6 Professional engagement with key Church, educational, political and professional bodies
- 5.7 Responsible citizenship through engagement with community, business and service organisations
- 5.8 Continue to strengthen relationship with OLOL Parish and benefit from the Community and Parish Centre
- 5.9 Encouragement of parent volunteers
- 5.10 Maintain a data base of Parents' occupations and skills that can help build and develop the College
- 5.11 Increased awareness of the College and a strong College profile through involvement in community, business and service initiatives
- 5.12 A positive social media presence
- 5.13 Publications and communications in various media
- 5.14 Culture of philanthropy within the broad College community



STRATEGIC PRIORITY 6

Innovation and Technology

Identifies College priorities for the overall sustainable provision of digital learning, ICT infrastructure, hardware and software, ensuring accessibility, reliability, flexibility and security.

We intend to be a community which works towards innovation and technology. We aim to achieve this through:

- 6.1 A K-12 approach to contemporary learning models in technology-enabled classrooms
- 6.2 Provision of digital technologies with focus to support student engagement and learning
- 6.3 Resourcing College technology needs through SMART Boards, ipads, laptops and desktops
- 6.4 Providing Professional Learning Training and Development programs which enhance efficient uses of technology, including Moodle for exchange of information
- 6.5 Establishing filtering policies which protect the community and encourage safe use of technology
- 6.6 A learning environment that facilitates access for staff and students to teaching and learning resources
- 6.7 An ICT environment that best balances effective learning and emerging technologies and affordability for families
- 6.8 A detailed planning model for the upgrading of systems and infrastructure supported by latest technology
- 6.9 A financially-sustainable ICT environment capable of supporting a range of digital devices for students and staff
- 6.10 A Curriculum that engages learning in an appropriate digital environment



STRATEGIC PRIORITY 7

Finances, Facilities, Infrastructure and Human Resources

Identifies College priorities for addressing the human resource needs of the College and identifies College priorities for medium and long term financial viability achieved through responsible strategic plans and practices.

We intend to be a community which is accountable and responsible in areas of finance, facilities, infrastructure and human resources. We aim to achieve this through:

- 7.1 A workplace characterised by shared responsibility for teamwork, capacity building, mutual respect and professional relationships
- 7.2 Programs which encourage the development of leadership skills and ensure smooth succession of leadership
- 7.3 Establishing a strong working relationship with sister school Saint Maroun and with other comparable Colleges, exchanging resources and sharing facilities
- 7.4 Ensuring up-to-date policies and procedures in WHS, Child Protection and Risk Management
- 7.5 Successfully completing Registration and Accreditation
- 7.6 Internal business and financial controls operating at best practice standards
- 7.7 Development of a financial model and detailed planning for a sustainable and continuously improving financial position
- 7.8 Ensuring policy changes in Government funding on College income, are accounted for
- 7.9 Securing the objectives of the annual College budget
- 7.10 Securing access to new sources of income
- 7.11 Implementation of a financially-sustainable and competitive fee structure
- 7.12 Strategies to include more parents paying via direct debit with a view to preventing the accumulation of debts on an annual billing cycle
- 7.13 Developing wet area that is conducive to creative art
- 7.14 Developing science and further computer facilities for Primary
- 7.15 Commencement of planning for purchasing units
- 7.16 Commencement of planning for extending the playground and green running area
- 7.17 Commencement of planning for increasing number of classrooms and learning areas



STRATEGIC PRIORITY 8

Future Needs of the College

We intend to be a community which works towards responding to the future needs of the College. We aim to achieve this through:

- 8.1 The College being the preferred school of choice
- 8.2 Optimising enrolments to meet demographic demands and enhance future financial viability
- 8.3 Ensure future facilities meet College needs, including new playgrounds and classrooms and continual updating of speciality rooms
- 8.4 Addressing and minimising environmental impact through awareness, recycling, reduction of paper and transition towards online resources etc.
- 8.5 Modelling financial scenarios to take account of government funding and alternative funding sources
- 8.6 Fee level increases annually, in line with CPI
- 8.7 Maintaining quality, stable staffing aligned with emerging needs
- 8.9 The College becoming a desirable employer for career teachers
- 8.10 Establishing and administrating a feeder Preschool and establishing connections with Primary feeder schools
- 8.11 Establishing networking with Alumni, Parent's Association and other College organisations

