### Our Mission

To provide a welcoming and inclusive Catholic education and care for all in our community, following Christ as our Light in the spirit of our founders.

### Our Commitments

Tenison Woods College is a vibrant, transformative and pastoral learning community that:

- Values the gifts and talents of each person and facilitates achievement in the spiritual, academic, social, personal and cultural aspects of life.
- Invites and encourages the development of faith, bearing witness to God’s presence in the world through our call to action.
- Inspires positive relationships that are life giving, collaborative and respect the dignity of each person created in the image and likeness of God.
- Nurtures a sense of wonder, hope and peace grounded in the relationships we have with self, others, God and creation.
- Fosters the understanding that we are integral parts of a greater creation called to respond with loving action and relationships.
- Delivers excellence and innovation in teaching practices that inspire a love of lifelong learning.

### Our Vision

Tenison Woods College community lets its light shine for the world through faith and action.

### Focus Areas

1. Catholic Identity and Mission
2. Excellent Learning Experiences
3. Proactive Wellbeing Initiatives
4. Communication and Collaboration
5. Community Building
6. Ecological Stewardship
7. School Renewal and Staff Development
8. Student Voice and Leadership

### Our Motto

Let your light shine (Matthew 5:16)

### Our Unique Organisational Goal

To be recognised as the best Australian School because of our religious education, faith formation, learning and wellbeing programs for students, as well as our efficient and effective operations. The way our students engage with and contribute to our global community will testify to the calibre of our education offering and partnership with families.
**Catholic Identity and Mission**

These Domains and Elements refer to the CESA Continuous Improvement Framework for Catholic Schools (CIF), which has drawn inspiration from the AITSL National Professional Standards for Teachers.

<table>
<thead>
<tr>
<th>Target</th>
<th>Measurement method</th>
<th>2016</th>
<th>2017</th>
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</thead>
<tbody>
<tr>
<td>Faith Formation</td>
<td>Regular parish-school planning meetings</td>
<td>Collaborative work – school and parish celebrations.</td>
<td>Continue</td>
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<td></td>
<td>Student engagement</td>
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<td>Parent sessions</td>
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<tr>
<td>Jubilee Year of Mercy</td>
<td>Students and staff engage with the themes of the Jubilee year</td>
<td>Michael connected to classes to discuss our response to this</td>
<td>Staff Reflection Day on Julian TW</td>
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<td></td>
<td>Student, parent and staff knowledge of our school and Catholic story.</td>
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<td>Founders sculptures. Founders Awards.</td>
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<tr>
<td>Visibly Catholic Identity &amp; Tradition</td>
<td>A site and resource which convey our Catholic story and tradition.</td>
<td>Consider the visual impression of the College site, including: sculptures; libraries; murals; Founders sculptures.</td>
<td>Explode acknowledgement of our Indigenous spirituality.</td>
</tr>
<tr>
<td>Charity &amp; Justice</td>
<td>All community members clear about the focus, reason and articulation of our Social Justice and Faith In Action programs.</td>
<td>Documented and articulated program</td>
<td>EY staff for our College community. Provide opportunities for families</td>
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<tr>
<td>RE Curriculum</td>
<td>Contemporary Catholic learning experiences.</td>
<td>Student Engagement and Entry Points including EAL, Curriculum Poplars and Year 12</td>
<td>Documented and articulated program</td>
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<tr>
<td>Timor Leste Links</td>
<td>Timor Leste program informs the learning of all students in the College community.</td>
<td>Website for classes to explore what is happening in those communities – photos, stories, videos.</td>
<td>Test for Timor</td>
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<tr>
<td>Youth and Faith</td>
<td>Youth mass numbers Youth group activities</td>
<td>Deliberate targeting of Youth for masses and gatherings. Involvement of young staff</td>
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**Excellent Learning Experiences**

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<tbody>
<tr>
<td>Literacy and Numeracy Initiatives which Re-imagine Child and Adolescent Competence.</td>
<td>Longitudinal data of student literacy and numeracy development. Staff involvement in classroom research.</td>
<td>Discern the specific data gathering tools, approach and frequency that will offer the best support, analysis and celebration of student learning progression and transition.</td>
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<tr>
<td>Supporting the Competent Learner Using an Instructional Rounds Approach</td>
<td>Students being accountable for learning. Students self-assess. Faculty reviews informed by classroom observation data and action research.</td>
<td>Whole school approach to critiquing classroom practice and accentuating the student voice.</td>
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<tr>
<td>Behaviours We Expect – Community Consistency</td>
<td>Consistent approaches to the craft of teaching and collegial support in the accentuating the competence and responsibility of the child.</td>
<td>Attention to induction of staff. Discussions with staff in relation to our team approach.</td>
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<tr>
<td>Learning Transition Strategy in Light of ACARA.</td>
<td>Improved student transitions. Increased collaborative programming.</td>
<td>Programmed learning transition staff meetings to discuss articulation and sequencing issues.</td>
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<tr>
<td>BYOD, Online Learning, Technology Integration in Teaching and Learning</td>
<td>Self-directed learning. Exploration of the use of technology in a variety of contexts.</td>
<td>Fostering an action learning environment with BYOD.</td>
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<tr>
<td>Review Approach to Sport Development and High Performance</td>
<td>Success of students in a range of sport pursuits. Being recognised as a school which invites students to a broad range of experiences but which also produces high performing student athletes.</td>
<td>Develop a policy and approach document. Gain community support. Build high level partnerships to inform the revised approach.</td>
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**Proactive Wellbeing Initiatives**

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<th>Target</th>
<th>Measurement method</th>
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<tr>
<td>Positive Relationships, Positive Behaviours and Restorative Practices (p.20, 7.1)</td>
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<td>Kids Matter and Mind Matters</td>
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<td>Social and Emotional Learning Programs (Brain Elasticity Programs)</td>
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<tr>
<td>&quot;Behaviours We Expect&quot; – to Allow Proactive Initiatives to Flourish</td>
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<tr>
<td>Review of Pastoral Care Programs</td>
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<tr>
<td>Proactive Student Mental Health and Positive Wellbeing Strategies</td>
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<tr>
<td>Social Media and Technology Education for Parents and Students</td>
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<tr>
<td>Proactive Staff Wellbeing Initiatives</td>
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**Key Initiatives (2016)**

- Christian Meditation to enhance our wellbeing, as well as our expression of our inclusive Catholic faith community.

**Key Initiatives (2016)**

- Successful SIMON and PAM Implementation.
- Supporting the Competent Learner using Instructional Rounds as a vehicle to reflect on classroom practice.
- Task design, assessment, moderation and learning transition.

**Key Initiatives (2016)**

- Positive behaviours, wellbeing, and resilience (p.20, 7.2)
- Refining the documentation and accessibility of school policies and practices (p.20, 7.3)
## Communication and Collaboration

These Domains and Elements refer to the CESA Continuous Improvement Framework for Catholic Schools (CF), which has drawn inspiration from the AITSL National Professional Standards for Teachers.

### Key Initiatives (2016)
- Clarity and simplicity of our message and feedback systems.

### Refined Use of SIMON LMS and the PAM
- Reduced use of emails as a means of communication. Staff, student and parent satisfaction in relation to the collaboration and partnership involved in the learning endeavour.
- Accurate deliberately SIMON capabilities to create communication efficiencies.

### Effective Use of Student Information and Data
- Ease of recalling and using student data to plan learning pathways and validating student progress and achievement.
- Refinement of ILP process incorporating SIMON tool. EY-12 Awards and Recognition Policy used and validated through the SIMON LMS Strategy.

### Enhance Parent Connection to Student Learning
- Parent use of PAM in SIMON.
- Successful engagement of our indigenous and recent arrival parents.
- A program of parent PAM training sessions. Targeted and even personalised engagement strategies or plan.

### Review, Further Development and Clarity in the Use of our Website, Office 365, SIMON and Skoolbag Strategy
- Ease of use.
- Client feedback.
- Review website strategy. Support staff, students and parents to become proficient in SIMON use. Staff development in Office 365.

### Refined Parent Data Collection and Use
- Knowing and utilising the skills and discretionary effort of our parent and carer community.
- Review of our parent data collection processes and use of the data.

### Parent Education and Support
- Parents accessing PAM, newsletter. Annual survey responses.

### Parents as partners with teachers
- Effectiveness of the Parent Representative Program. EY - 9.
- Strategic use and networking of the Parent Representatives.

### Refined Use of SIMON LMS and the PAM
- Reduced use of emails as a means of communication. Staff, student and parent satisfaction in relation to the collaboration and partnership involved in the learning endeavour.
- Accurate deliberately SIMON capabilities to create communication efficiencies.

## Community Building

### Target | Measurement method | 2016 | 2017
--- | --- | --- | ---
Support OSHC Program | Number and diversity of families using the OSHC service. | | |
Expand ELCC Parent Support and Development Programs | Range of support offered to families | | |
Development of the Friends of Tension (Old Scholars) Association | Number of old scholars re-connected to our community. Number of old scholars attending events. | | |
Evolve the Tension Woods College Foundation | Established processes and documentation finalised. | | |
Support New Arrival Communities to Build a Life in Australia | Number of students involved. Number of community partnership initiatives which result in programs for the students. | | |
Collaboration with Our Local Parishes and other Catholic Schools | Range of initiatives that accentuate our regional Catholic story, identity and solidarity. | | |
Fossil Parent Involvement in a Range of Ways and R frontline Models of Engagement | Parent activities attendance. | | Two working bees planned each year.
Invitation of Staff, Students and Parents to a Deeper Faith Journey and Relationship with God | Youth involvement in Youth Masses. Student leadership opportunities. Fortnightly youth masses. Opportunities to discuss and celebrate our faith. | |

### Key Initiatives (2016)
- Fostering parent and community discretionary effort and support.

## Ecological Stewardship

### Target | Measurement method | 2016 | 2017
--- | --- | --- | ---
Embed Contemporary Waste Management and Recycling Programs | Reduced waste sent off-site. | | |
Commence a Sustainable Whole School Green Waste Management Program | Volume of compost production. Reduced general waste. Student awareness and behaviours. | | |
Expand Nutrition Knowledge and Healthy Eating Policies | Student nutrition choices. | | |
Re-imagine Outdoor Play and Recreation Spaces | Number of nature play and outdoor garden spaces on the school site. | | Consolidate yr. 4/5 garden spaces. |
Consult the Stephanie Alexander, Jamie Oliver and Hospitality Programs | Refined programming that is supported by all staff and synergises with a range of learning areas. | | Review program and resourcing. Planned and programmed staff planning sessions. |
Pursue School and Community Ecological Programs | Increased student participation. | | |
Commence a School Site that Supports Walking and Riding Access | Increased number of students riding and walking to school. | | Review pedestrian and bike access to the College. |
Reduce our Carbon Footprint Throughout the College | Decreased use of paper. Decreased use of electricity. | | Develop data sets to assist the community in measuring improvement. |

### Key Initiatives (2016)
- An integrated and articulated systems approach that gives evidence to our ecological commitment.
### School Renewal and Staff Development

These Domains and Elements refer to the CESR Continuous Improvement Framework for Catholic Schools (CIF), which has drawn inspiration from the AITSL National Professional Standards for Teachers.

**Staff, Staff understanding, Collaboration and Inquiry**
- Staff understanding their skills, stage in career cycle and development plans.
- IR process and the competent learner. Educator Impact process for interested staff. LSI, OCI and OBI completed by Leadership Team.

**Digital Literacy Training and Support for Staff**
- All staff using SIMON LMS.
- ICT Coach strategy.

**Futures Thinking and Master Planning**
- Sound financial planning and resource provision. Number and quality of Leading Edge Programs, Resources and Buildings.
- Revise Master plan to align next building project for the College. Implementation of a revised program.

**Refine Teacher Registration Processes and Practices**
- Staff using TRB online recording process for PD.
- Allocating time and support to assist staff to become familiar with TRB Online.

**Refine our Service Guarantees to our Community**
- Staff clarity in relation to the nature of our service, response time, and non-negotiables.
- Connecting our service guarantee explicitly with our Mission, Vision and Commitment document.

**Refine Annual Staff Reflection Processes**
- Staff feedback in relation to the support offered by the annual staff reflection processes.
- Ensure time allocated to the process by staff.

### Key Initiatives (2016)

- **Staff, student and parent proficiency, comfort and innovation with the SIMON LMS and PAM.**

### Student Voice and Leadership

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<tr>
<td><strong>Review Student Leadership Structures</strong></td>
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<td>Establish a Student Leadership Planning Committee.</td>
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<td></td>
<td>Review, document and implement preferred program.</td>
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<tr>
<td><strong>Explore Student Leadership Development Initiatives</strong></td>
<td>Community perception of student leadership in the College.</td>
<td>Develop a program of induction and strategic planning to be conducted at the commencement of each year.</td>
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<td>Acclimatize our founders and our Catholic tradition in the leadership program and house based activities.</td>
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<tr>
<td><strong>Resource Student Councils and STARS Activities</strong></td>
<td>Increased student leadership initiatives.</td>
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<td>Clarifying budget and governance issues.</td>
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<tr>
<td><strong>Accounting Student Ideas and Actions re Ecological Conversion And Care for Self</strong></td>
<td>Students leading in sustainability initiatives and nutrition initiatives in the school and understanding the nuances of the issues.</td>
<td>Students given increased responsibility in our Ecological Conversion approach.</td>
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<td>Students involved in the process of review of nutrition offerings in the school.</td>
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<tr>
<td><strong>Refine School Classroom Service / Buddy Programs</strong></td>
<td>Increased student wellbeing and connection with the College community.</td>
<td>Refine K-12 Buddy Program. Develop an 8 &amp; 10 Buddy Program.</td>
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<tr>
<td><strong>Foster our Global Citizenship</strong></td>
<td>Students who understand that they are called to be servant leadership and who offer their talents to our world.</td>
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<tr>
<td><strong>Increase Recess and Lunch Initiatives and Programs</strong></td>
<td>Number of behavioural incidents occurring at lunchtime.</td>
<td>Media Studies Lunchtime Program. Sports activities in the gymnasium.</td>
<td></td>
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<tr>
<td><strong>Develop Student Leadership and Voice in the College</strong></td>
<td>Documentation acknowledging the diversity of student leadership in the College community.</td>
<td>Develop a program of meetings.</td>
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</tbody>
</table>

### Key Initiatives (2016)

- **Structures to express significant student competency and to facilitate substantial student voice.**