



Taking it to the next level

**A Strategic Plan for Marist College Canberra,
2007–2011**

Today,

new concepts of education and of interpersonal relations require of educators a special talent for entering the world of young people, of walking beside them as their friend, of motivating and accompanying them as they search for what they are personally called to do in life.

IN THE FOOTSTEPS OF MARCELLIN CHAMPAGNAT



From the Chairman

It is with pleasure that I enclose your copy of the Marist College Canberra Strategic Plan 2007.

The Strategic Plan is designed to give the College specific goals and direction for the oncoming five years.

The Strategic Plan is the fruit of one year's work by our facilitator, Martin Stewart-Weekes in coordination with the Strategic Plan Focus Group. All members of the College community, Brothers, staff, parents and students, were included in the deliberations that took place which shaped the final form of the Plan.

On behalf of the Marist College Canberra Advisory Board, I commend the Strategic Plan to you and invite you to contact the College at any time for further information.

Sincerely

A handwritten signature in black ink that reads "G Santucci". The signature is written in a cursive style with a large, looping initial "G".

Mr Gerald Santucci

Chairman

Marist College Canberra Advisory Board

Collabora





From the Headmaster

It is my pleasure to write a foreword to “Taking it to the next level”, a Strategic Plan for Marist College Canberra, 2007–2011. This Strategic Plan sets the priorities that will guide the development of the College for the next five years.

During 2006 the College community participated in an extensive process of consultation. Led by the facilitator and the College Working Party we developed a plan which focuses on our vision, our mission, our values and our priorities.

The implementation of the Plan will be a crucial process in ensuring that we do take the College to the next level. Over the next five years we will have to put detail to the general structure of the Plan. In doing so it is important that we remain adaptable, flexible, decisive and always focused on fulfilling its objectives.

It has been a wonderful process that has brought us to this point. The real challenge however, is in making the Plan a reality.

Every family in the College will receive a brief version of *Taking it to the next level* as will each new family when a new boy enrolls at the College. I am confident that the spirit and goodwill which helped us formulate the Plan will continue to be the hallmarks of our efforts to realise it as together we strive to take Marist to the next level.

A handwritten signature in black ink, reading "R. Sidorko". The signature is fluid and cursive.

Mr Richard Sidorko
Headmaster

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A spirit of

Introduction

This Strategic Plan sets the priorities that will guide the development of Marist College Canberra (MCC) over the next five years.

The Plan reflects a process of review and reflection which involved wide consultation across the school community. It draws on analysis and debate about the school's current and past performance and about the risks and opportunities it faces into the future.

Vision

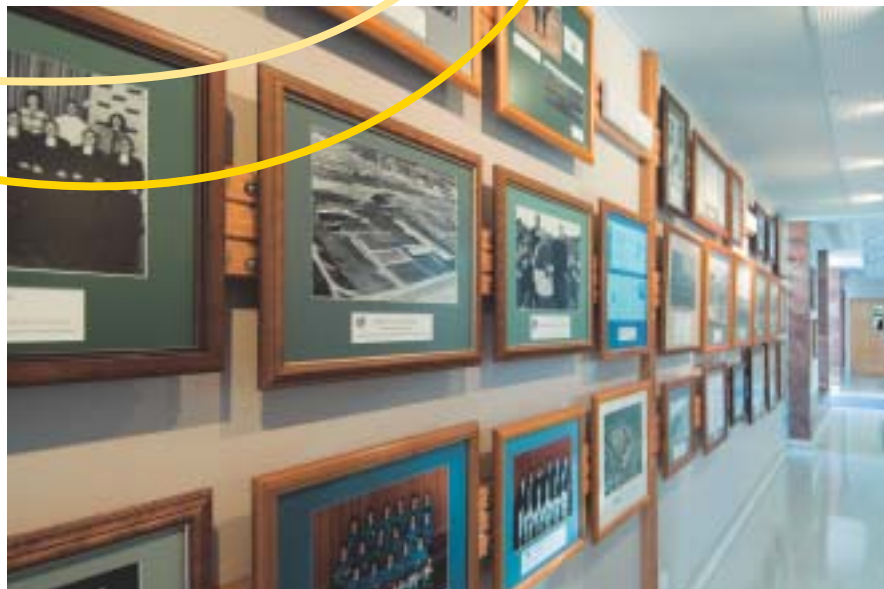
We want to create a school that nurtures and strengthens our students as they are transformed into better and more compassionate people. We invite young people to engage in an education that sets high expectations and uncompromising standards. In the process, we give them a chance to test themselves against the best they think they can be, to grow in the knowledge of the Catholic faith, to develop a loving relationship with Jesus Christ and to build a Christian community.

Mission

Our mission is simple — to run an exceptional Catholic school for boys, in the Marist tradition, where the Good News of Jesus Christ is proclaimed and where faith, educational excellence and the call to justice are reconciled and lived.

Living faith

learning



Excellence

Service

ROLL OF HONOUR
TO THE OLD BOYS OF THE
WHO ENLISTED FOR SERVICE

J. P. BAGCOTT	M. DUFFY M.M.
J. BAGCOTT	V. DUCAN
T. BALFE	REV. F. DWYER
A. BARBER	G. DWYER
W. BARRY	A. DYER
R. BARTON	M. ENRIGHT
C. BASCLAIN	S. EVERS
D. BAXTER	J. FAHEY
J. BENECKE	D. FEHON
B. BILSBORROW	W. FERGUSON
C. BOONE	J. FITZGERALD
S. BRADY	J. FITZSIMMONS
F. BROWN	E. FLYNN
W. BROWN	J. J. W. FLYNN M.C.
J. BUCHLEY	J. J. FLYNN
A. BURNS	J. FLYNN
W. BURNS	L. FOLEY
J. BUTLER	M. FOLEY
R. BUTLER	V. FOLEY
J. CAHALAN	N. FOX
J. CLANCY	L. FRAWLEY
O. CLARKE	M. FRAWLEY
V. CLARKE	E. GRANT
T. COCHLAN	C. GEDDES
A. COLE	A. GENCE
M. COLEMAN	A. GILCHRIST
B. COLLETT	W. GILCHRIST M.C.
H. CONLON	C. GILLIES
J. CONNELLAN	J. GRANT
L. CONNELLAN	R. GRIERSON
E. CONNOLLY	A. HAHN
S. CONROY	L. HALL
F. CONRY	B. HALLAM
N. CZARRA	C. J. HANCOCK
J. D'ALPUCET	C. HANCOCK
P. DALTON	F. HANLY
A. DARCY	J. HAYES
V. DAVIS	T. HAYES
R. DIMOND M.C.	J. HEALY
G. DOHERTY	S. HEALY
R. DOWNING M.C.	C. HESSON
J. DUDGEON	B. HILL
F. DUFF	C. HILL
F. G. DUFF	E. HILL
W. GULL	L. HILL
	F. HINTON M.C.
	V. HOLLAND
	E. HOLLINGDALE
	J. PICCLES

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AND BY THE

Values

Marist College is first and foremost a Catholic school in the Marist tradition where education in the faith is given a privileged place. We live by a set of values that we think should influence every aspect of the life and work of the school.

- Every boy at the College is treated as an individual and given the opportunity to excel.
- We support and complement parents in their responsibilities as the principal and first educators of their children.
- We want the boys to be engaged with, and by, a spirit of learning that will last well beyond their time at the school.
- The school ought to be always open to change and open to the future. It is a place where people take risks and try new ideas and test their limits.
- We believe that teenagers have an enormous capacity to absorb new experiences and that as a staff we have a duty to harness this facility so that they can grow spiritually, intellectually, morally and socially.
- We treat the school as a community that allows a happy relationship between boys, teachers and staff and parents and a sense of real 'presence' to develop.
- We hold that certain standards of behaviour, attitude and presentation are essential if the College is to work and flourish. These gospel values are the foundation for respect, fairness and a sense of care and safety across the school community.
- We strive always to provide a caring presence for each other and for the students.
- We are committed to being open and transparent in all dimensions of the school's life.

Together with the staff, the students build up an ethos and a way of acting that is characterised by the family spirit given to us by our Founder, St Marcellin Champagnat.

Compassion



Priorities

From our research, review and reflection, we have determined a need to focus on four priorities:

- The first is to reinforce the values and culture that nourish our sense of **identity and purpose** as a Marist school.
- The second is to be a **leader in learning and teaching**, to reinforce and extend our reputation as a school always at the forefront of good practice in curriculum and learning and teaching.
- The third is to be a **leader in caring**, setting even higher standards in the design and delivery of pastoral care integrated with a discipline model that is fair, consistent and just.
- The fourth is to secure the **organisational capability**, especially school leadership and resources that sustains our ability to achieve the ambitions we have identified.



Priority 1: Our identity and values

A confident and purposeful Marist education community

We are a Catholic education community living the Marist tradition. We will give effect to those beliefs and values in the provision of religious education, faith development and a range of ministry opportunities, working closely with families and the pastoral mission of the local church.

We will strive to honour them in everything we do so that they influence every aspect of the way we live and work together as a strong, confident, faith-filled College community.

Objectives — what we are trying to achieve

- To strengthen the impact of the Marist charism in every aspect of the College.
- To help staff, students and families understand and live the practical implications of the Marist approach to educating boys.
- To make our distinctive contribution to the continuing development of the Marist tradition in the contemporary world.

Discovery



Love of work



Standards

Priority 2: A leader in learning

Engaging students for learning — innovation and excellence

We will extend our reputation for excellence in well-rounded boys' education in a bold and disruptive program of curriculum innovation and learning and teaching reform that meets and exceeds best practice. This is not about 'business as usual'. It represents a major investment in change, anchored in the fundamental commitment to a culture of learning and engagement for all MCC students whatever their academic or vocational ambitions so that Marist Canberra is a "school of possibilities".

Our classes, curriculum and pedagogy should be characterised by the following:

- Transformative learning
- Learner driven learning
- Customised learning that offers differentiated curriculum and the recognition of individual differences, learning styles and abilities
- Collaborative learning
- Contextual learning
- "Just in time" learning that makes it easier to access resources and materials to respond quickly to learning opportunities.

This should be an educational community characterised by a genuine engagement and desire by all to learn. This includes all sections of the College community.

Wisdom



Objectives — what we are trying to achieve

- Maintain and extend our reputation as a leader in boys' education.
- Achieve continued and ongoing improvement in all students' learning outcomes.
- Ensure that everything we do across the school is driven by the need to engage students in effective learning.
- Be a school recognised as a leader in curriculum and learning innovation.
- Support and encourage an enthusiasm for discovery, risk-taking and enterprise in the development of new approaches to learning and teaching.



Priority 3: A leader in caring

Resilience, responsibility and respect — our pastoral program

We will set new standards for an outstanding pastoral care program that is centred on the quality of the relationships between, and the support and care for, staff and students. It will take a holistic approach to building capability, providing care and support and ensuring a consistent, contemporary discipline model that encourages resilience, responsibility and respect.

We will also improve the way we link our outstanding pastoral care programs to our core learning and teaching mission, recognising that achieving the ambitions we have set will depend on creating an atmosphere of “academic care”. Learning outcomes and providing a safe and supportive physical and educational environment outcomes are inextricably linked.

Objectives — what we are trying to achieve

- To provide an environment, in collaboration with families, where each young man can develop spiritually, morally, intellectually, physically, socially and emotionally.
- To cultivate a sense of mutual trust and the responsible use of freedom.
- To nurture self-discipline through expectations that enforce clear and fair standards of behaviour.

Justice



Priority 4: Leadership and resources

Organisational capacity

We will maintain and develop the professionalism and effectiveness of the school's governance, leadership and management, ensuring that we have the skills, practices and systems in place to maintain and improve the leadership and management capacity on which the good conduct and administration of the school depends. In particular, at a time when we face considerable financial pressures, we will have to focus on significant challenges of funding and resources to ensure we can provide the physical environment and facilities on which our educational ambitions rely.



Contemporary

Objectives — what we are trying to achieve

- To sustain and extend the school's capacity for effective leadership and governance.
- To ensure a sound and stable financial base for the school's development.
- To keep lifting the quality and impact of the policies and practices we put in place to create an exciting and supportive working environment for our staff.

Resources and facilities for a contemporary learning environment

We will maintain and develop the fabric of physical assets and infrastructure, including ICT, which provides the facilities that sustain a learning and teaching environment which enables contemporary standards and expectations to be delivered.

Objectives — what we are trying to achieve

- To ensure the provision of adequate physical amenities and facilities that support our education and faith mission and purpose.
- To improve the way we plan and prioritise investments in new facilities and the refurbishment of existing facilities.
- To give particular attention to the provision of adequate information and communication technology facilities as an increasingly important component of the school's capacity to achieve its education mission and purpose.

Resilience



