

**Guilford Young College**



**Strategic Plan**

**2015-2018**

## **Contents**

Foreword.....	3
Preamble .....	4
Our History and Our Place in the Story.....	4
Our Future .....	4
Our Strategic Plan.....	5
Vision, Mission and Aspiration.....	5
Our Vision.....	5
Our Mission .....	5
Our Aspiration.....	5
Principles .....	6
Strategic Pillars and Goals.....	7
PILLAR 1: OUR IDENTITY AND MISSION .....	9
Goal 1: To build a sustainable future.....	9
PILLAR 2: OUR STUDENTS .....	10
Goal 2: To enhance quality teaching and learning.....	10
PILLAR 3: OUR COMMUNITY .....	11
Goal 3: To grow the cultural life of our community.....	11
Pillar 4: OUR LEADERSHIP .....	12
Goal 4: To grow the reputation and public profile of GYC.....	12

## Foreword

This strategic plan outlines a vision and a framework for action for Guilford Young College over the next four years. Developed through a consultative and reflective process, the plan articulates our key pillars, strategic goals and actions that will provide the basis for the continuing delivery of outstanding senior secondary education into our next 20 years. The GYC strategic plan is a living document and will be subject to review and renewal to ensure it remains relevant and serves us well in continually changing times. I extend my gratitude to the many people, including Board members, staff and students who have given their time and insights in the development of this plan.

Associate Professor Natalie Brown, Chair Board Guilford Young College

February, 2015.

As we recognize our twentieth year the writing of our Strategic Plan celebrates the richness of our tradition and story as a Catholic college and our sense of hope in the future as a significant leader in the educational landscape. Our students continue to be at the centre of every activity. We understand and accept our responsibility to provide each individual with pathway opportunities for them to be formed as responsible young adults, faith-filled, compassionate and just; life-long learners, equipped and energized to make a difference in the world they will share in creating. Ours is a place of welcome for young adults who wish to belong to a community of learning where the Gospel values are proclaimed and demonstrated; where equity and encouragement enable each student to achieve and contribute beyond the ordinary. This plan describes the future opportunities and improvements the College will provide for thousands of students, all of whom are deserving of the finest education in the Catholic tradition and the freedom it will provide for them to be creative, innovative and ethical global citizens.

Mrs Bobby Court, Principal, Guilford Young College

February, 2015.

## Preamble

### Our History and Our Place in the Story

**Guilford Young College opened its doors in February 1995, having been established by the Archdiocese of Hobart, the Christian Brothers, the Dominican Sisters, the Salesians of Don Bosco, the Sisters of Charity and the Sisters of St Joseph.** Its creation fulfilled the vision, originally articulated by Archbishop Sir Guilford Young, to build a Catholic senior secondary college in southern Tasmania; a community of faith and a place of learning excellence.

The strength of the Guilford Young College story is one of continuing the rich tradition of Catholic education established by the Catholic colleges of southern Tasmania. Our College communities share a common vision for the future of our young people and a deep understanding of our responsibility to help shape their lives.

Students choose to belong to a Catholic education community to the completion of Year 12. Our particular focus is to encourage our students to be strengthened by the values of the Gospel; to take responsibility for directing their learning pathway and creating their future, well prepared to make a positive contribution to a changing and challenging world.

We are indeed proud of the endeavours of our students who have established themselves as young men and women of integrity and generous commitment. They are people of faith, hope and boundless capacity who confidently and responsibly hold our future in their hands.

### Our Future

The *Charter for Catholic Schools* provides the basis for the Archbishop to mandate Catholic schools within the Archdiocese of Hobart. The mandate of the Archbishop represents his formal commissioning - his 'sending forth' of a Catholic school community to act as an evangelising agent of the Archdiocese. It is with this same sense of 'being sent' that the Archbishop gives his delegated authority or mandate to those who teach and lead in Catholic schools.

As the Catholic organisation responsible for education within Catholic schools the *Tasmanian Catholic Education Commission* acknowledges Catholic schools as 'Communities of Faith: Learning for Life'. The Commission also states, "as a community of Catholic Schools we will strive to provide a quality education for our students so each will be:

- a person of faith in relationship with God through Christ and His Church;
- a fully integrated human being, able and willing to give witness to Christ by living according to Gospel values;
- a person who is inspired by a deep passion for life-long learning and the promotion of peace and justice; and
- a person who embraces the future with faith in Christ, hope, confidence and the ability to take his/ her place in society.

TCEC Vision and Mission Statement, 2006.

To support this mandate the *TCEO's Strategic Directions Towards 2016, 'One in Heart and Mind'*, outlines five strategic goals for Catholic schools. These pertain to Catholic Culture and Ethos, Learning, Human Wellbeing, Leadership and Stewardship.

The vision and purpose outlined in these four documents, namely; the Vision for the Catholic Church in Tasmania, the Archbishop's Charter for Catholic Schools, the Catholic Education Commission Tasmania Vision and Mission, and One in Heart and Mind – Strategic Directions 2016, centralise and prioritise our professional responsibilities and strategic direction.

## **Our Strategic Plan**

The Guilford Young College Strategic Plan is the outcome of a rigorous collaborative process involving staff, students, parents, board members and outside facilitators. The process involved an analysis of current strengths and challenges of the College as well as the identification of potential risks and opportunities. This has resulted in a document that “rings true” to the College community and is a workable, practical guide for the way forward.

As a senior secondary college, the Strategic Plan needs to have a firm basis in the likely future job market into which GYC students will be moving. It is also significant that the College constantly raises the aspirations of its students, ensuring their horizons are far-reaching and broad. The Strategic Plan has been developed to address the anticipated challenges influencing education into the future.

The Strategic Plan 2015-2018 incorporates two elements of direction, namely, the strategic plan and design, along with associated marketing, implementation and school improvement plans. These elements elicit a clear framework and reference point for all members of our College community.

As a living document, our Strategic Plan will be regularly reviewed to assess our context, progress and status. It is also evaluated to inform further planning and develop appropriate actions to ensure the vision and aspiration of the College is fulfilled.

## **Vision, Mission and Aspiration**

### **Our Vision**

With Christ as our Light, we seek truth. In our learning we respect all creation and each person and we celebrate the gifts and achievements of our community.

### **Our Mission**

Guilford Young College is a Catholic co-educational senior secondary college. In this place of learning all are invited into relationship with God and each other. Central to our learning is a focus on the individual, excellence in teaching practice, equality and diversity of opportunity and personal challenge. We are a welcoming, compassionate community that provides a safe and inclusive learning environment. The College values critical thinking, the pursuit of knowledge and life-long learning. We promote positive futures and encourage members of our community to take responsibility for shaping their own lives and assist in shaping a better future for all.

### **Our Aspiration**

Guilford Young College is the only Catholic co-educational senior secondary college in Tasmania. It is a leader in both academic and vocational education providing pathways and global opportunities for young adults. Within a diverse and inclusive faith community it is an exponent of generous citizenship and learning for life.

## Principles

This strategy is underpinned by the following principles:

- Student learning within a Catholic faith based context is central to all aspects of the education portfolio at GYC;
- All learning at GYC will support faith formation in the tradition of the Catholic Church. Teachers within GYC share in the educational ministry of the Church and undertake the important role of developing in our young people an awareness of, and a relationship with, God as part of their everyday lives;
- Contemporary research, strategic positioning and innovation, along with high quality educational outcomes will maintain and promote GYC's leading position within the community;
- GYC believes that all students, regardless of background, must be given the opportunity to achieve high quality and equitable learning that prepares them for participation and service in today's globalised knowledge and information society;
- Global, national and local partnerships, built on strong foundations, bring mutual benefits to the GYC community and have the potential to maximise student engagement and achievement;
- High quality and equitable learning is student centred, differentiated according to student need, connected and collaborative, life-long and inquiry based. It supports the development of critical thinking, problem solving, creativity, faith, generous citizenship and wisdom;
- High quality and equitable learning requires constant educational improvement alongside innovation; and,
- The quality of teachers (classroom and teacher effects) has a significant impact on the equity and quality of student learning and is the major in-school influence on student achievement. Accordingly, improving the quality of teaching and learning within learning spaces contributes to improved student learning and is likely to yield substantial dividends for students into the future.

## **Strategic Pillars and Goals**

These principles are developed through the following four pillars and associated goals:

- 1. Our Identity and Mission, to build a sustainable future**
- 2. Our Students, to enhance quality teaching and learning**
- 3. Our Community, to enliven the cultural life of our College**
- 4. Our Leadership, to champion the leadership reputation and public profile of GYC**

The image on page 8 depicts the four pillars, associated goals and strategic objectives.

## OUR STRATEGIC FOCUS

### IDENTITY AND MISSION

To build a sustainable future

By:

1. Proclaiming our identity as a Catholic school through living the Gospel values
2. Leading the evangelisation of senior secondary students in Tasmania
3. Empowering each young person to be stewards for and of their earth

### STUDENTS

To enhance quality teaching and learning

By:

1. Strengthening our professional learning community
2. Extending the provision of creative arts
3. Promoting and enabling 'Learning for Life'
4. Supporting transitions for students

### COMMUNITY

To enliven the cultural life of our College

By:

1. Expanding genuine partnerships within the Catholic community
2. Broadening our engagement with external organisations
3. Developing a response to the socio-economic environment of Tasmania

### LEADERSHIP

To champion the leadership reputation and public profile of GYC

By:

1. Promoting the purpose and values of GYC
2. Reinforcing the identity of our College
3. Forming sustainable leadership

## **PILLAR: OUR IDENTITY AND MISSION**

### **Goal: To build a sustainable future**

There are many parts to this goal within the context of our Catholic Identity and Mission. The overall goal of the **UN Decade of Education for Sustainable Development 2005–2015** is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability and a just society for present and future generations. We are committed to this goal and see it as part of our global responsibility as a Catholic school community and as members of the Universal Church.

The second part of this goal relates to the clear intent of Guilford Young College to carefully manage its operations so that it continues to demonstrate its vision and mission as a Catholic Senior Secondary Co-educational College well into the future.

### ***Objective 1.1: Proclaiming our identity as a Catholic school through living the Gospel values***

Our Catholic school identity must be affirmed in order that we are seen by our beliefs and actions to be distinct; never turning away from our path as key to achieving the Church's saving mission. We are seen to be God's people in the way we are and in the way we respond to others and their needs, particularly the poor and marginalized.

Further to this, it is clear that nurture of creation is a key responsibility of Christians. We fulfil this duty not only to benefit the wellbeing of humanity for generations into the future but because our earth, God's work of art, is sacred and our commitment is to be its stewards. The values of the Gospel speak to us of justice, compassion and love. All these must be lived in the way we take up our custodianship of the environment, thus ensuring access to the fundamentals of life for all God's people. Our teaching of Social Justice both inside and outside the classroom should clearly articulate why our careful conservation of the environment is part of our Christian responsibility. Such teaching should be given expression through our words and deeds.

### ***Objective 1.2: Leading the evangelisation of senior secondary students in Tasmania***

'[There] are those who ultimately trust only in their own powers and feel superior to others because they observe certain rules or remain intransigently faithful to a particular Catholic style from the past. A supposed soundness of doctrine or discipline leads to a narcissistic and authoritarian elitism, whereby instead of evangelising, one analyses and classifies others, and instead of opening the door of grace, one exhausts his or her energies in inspecting and verifying.' (Evangelii Gaudium #94)

As we open our doors and our arms to hundreds of students each year, some of whom have never experienced Catholic schooling or even heard the word of God, our role is to be welcoming in the first instance and then without judgement to bathe them in a sea of compassion and loving example as the face of Christ. It will be through our actions and positive regard for them that we will begin the work of evangelization, in an adult, respectful and inclusive manner which meets them where they are and welcomes them into our Catholic story.

### ***Objective 1.3: Empowering each young person to be stewards for and of their earth***

This objective is true to our Vision Statement calling on all members of our community to take up their social responsibility to actively nurture creation. In many parts of our curriculum such learning is embedded and in others it can be more purposeful. Students should learn this responsibility in an academic sense but also be encouraged, through their formation as young Christian adults, to explicitly commit through their voice and actions to be powerful change agents in the pursuit of a sustainable global future.

## **PILLAR: OUR STUDENTS**

### **Goal: To enhance quality teaching and learning**

The quality of teachers (classroom and teacher effects) has a significant impact on the equity and quality of student learning and is the major in-school influence on student achievement. Accordingly, improving the quality of teaching and learning within learning spaces contributes to improved student learning and is likely to yield substantial dividends for students into the future. Guilford Young College aspires to support and develop quality teaching across the whole College to ensure that *all* teachers are providing high quality instruction to students day after day, week after week and year after year.

#### ***Objective 2.1: Strengthening our professional learning community***

The Australian Charter for the Professional Learning of Teachers and School Leaders (2012) states, “Professional learning is the formal or informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice, and a school’s collective effectiveness, as measured by improved student learning, engagement with learning and wellbeing. At its most effective, professional learning develops individual and collective capacity across the teaching profession to address current and future challenges”, p. 2.

Guilford Young College recognises the importance of relevant, collaborative and futures focused professional learning in influencing the quality of teaching and learning for improved student learning outcomes. A supportive and vibrant learning culture and community, typified by trust and engagement, exists within the College. All teaching and support staff understand and support the explicit expectation to continually engage in professional learning (both individual and collective).

#### ***Objective 2.2: Extending the provision of creative arts***

GYC recognises that student engagement in the visual and performing arts deepens students’ success in learning and participation within the community. The College will extend the breadth of programming and learning opportunities available in dance, music, theatre and the visual arts through its new Creative Arts Link, curricular and co-curricular offerings and partnerships with the wider community.

#### ***Objective 2.3: Promoting and enabling ‘Learning for Life’***

The College is committed to high quality and equitable learning outcomes for all students. GYC actively champions, supports and celebrates a culture of aspiration where all educational experiences offered promote and enable key opportunities which will equip students’ learning for life.

#### ***Objective 2.4: Supporting transitions for students***

GYC will support students through key transition stages of entering and leaving the senior secondary years of school. The College will assist students to understand their options and proactively navigate these and make judicious choices for their future. GYC will provide a broader range of opportunities for students to develop their professional portfolio, equipping them for the market place.

## **PILLAR: OUR COMMUNITY**

### **Goal: To grow the cultural life of our community**

As a Catholic College we recognise the College's mandate to allow all aspects of our young people to flourish. This goal specifically includes the richness of humanity embodied in the arts, history, language, philosophy, intellectualism, literature and food.

#### ***Objective 3.1: Expanding genuine partnerships within the catholic community***

The Catholic community has many aspects in Tasmania and beyond. The College embraces its place within the Church and will endeavour to continue to partner with other areas of the Church and seek opportunities that enable our students to experience the broader Catholic Church.

#### ***Objective 3.2: Broadening our engagement with external organisations***

Tasmania is resplendent with quality institutions and organisations. The College sees value in engaging with others to broaden the practice of our students and enrich their learning with authentic experience. Opportunities to co-brand with excellent, value-aligned organisations will be sought.

#### ***Objective 3.3: Developing a response to the socio- economic environment of Tasmania***

In order to support students in gaining the advantage it is important the College is providing opportunities which are informed by the economic future of the state. Tourism, the arts, sustainability and paddock-to-plate are all growth industries, which align with our Catholic ethos, and offer potential employment for students. The curriculum and direction of the College needs to open up possibilities for students in these areas.

## **Pillar: OUR LEADERSHIP**

### **Goal: To grow the reputation and public profile of GYC**

As the only Senior Secondary Catholic College in Tasmania we are in a unique position to proclaim our identity, responsibility and commitment to being a significant educational leader in our broader community.

#### ***Objective 4.1: Promoting the purpose and values of GYC***

In order to be sustainable it is important for College to capitalise on its quality and ensure that all that can be acclaimed is. The significant work the College does to deliver quality Catholic education is to be promoted in a systematic, timely and considered manner.

#### ***Objective 4.2: Reinforcing the identity of our College***

Our identity is our Catholic tradition and connection to the continuing story of our founders including our namesake, Archbishop Sir Guilford Young. The story is rich and steeped in the Gospel message of reaching out to the poor and marginalized so through education and faith formation a lasting difference can be made to the lives of the most disadvantaged. As a comprehensive school we celebrate every avenue of learning, raising up the achievements of students at every level. Each individual is believed in and encouraged to aspire to 'having life to the full' by recognizing and developing their gifts and generously sharing them with others.

#### ***Objective 4.3: Forming sustainable leadership***

Inspiring and sustainable leadership is crucial to the College maintaining a leading position within the community. Building the capacity and capability of staff through fostering and promoting professional career pathways and transition will strengthen the College and assist in mitigating risks. With an aging demographic, and an increasing part-time staff, it is imperative that GYC invests in educational leadership, management and other associated flexible career pathways.

## **Archdiocese of Hobart**

'A diocese is a portion of the people of God within a geographical area, entrusted to the pastoral care of a Bishop. The Archdiocese of Hobart is the centre of the Catholic Church in Tasmania and is part of the same Church that was prepared for in the Old Testament and founded by the words and actions of Jesus Christ.

The Catholic Church in Tasmania is the Archdiocese of Hobart entrusted to the Archbishop of Hobart, the Most Reverend Julian Porteus DD, and nurtured with the co-operation of his priests. In the geographical sense, the Archdiocese of Hobart is the southern-most diocese for the Catholic Church in Australia, corresponding with the coastal boundaries of Tasmania and includes some small islands, such as King, Flinders and Bruny. Presided over by Archbishop Julian Porteus, the Archdiocese is divided into twenty-five parishes.

The Archdiocese service structure is defined through a number of areas, including the Tasmanian Catholic Education Office'. Excerpt from: (<http://hobart.catholic.org.au/content/archdiocese-hobart>).

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## **Catholic Education Office**

'The Tasmanian Catholic Education Office operates to support thirty-seven schools and colleges across Tasmania, offering students from all backgrounds a quality education enriched by our Catholic faith.

Tasmania is a truly special and unique place, enjoying an abundance of natural beauty and spectacular views. Our community of schools are situated in three regions: the North West, the North and the South. We primarily cater for students aged 4 – 18. From the urban centres to the regional and remote, our dedicated teachers and support staff provide Tasmanian communities with an engaging, supportive and affordable Catholic education.

Catholic education in this state has much to celebrate and we invite you to explore the diverse curriculum and wide range of extra-curricular activities offered by our schools'. Excerpt from: (<http://catholic.tas.edu.au/>)

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