

Our Mission	<p>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.</p>
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Our Commitments	<p>Tenison Woods College is a vibrant, transformative and pastoral learning community that:</p> <ul style="list-style-type: none"> • 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.
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Our Vision	<p>Tenison Woods College community lets its light shine for the world through faith and action.</p>
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Focus Areas	<ol style="list-style-type: none"> 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
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Our Motto	<p>Let your light shine (Matthew 5:16)</p>
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Our Unique Organisational Goal	<p>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.</p> <p>Every learner has a place, every learner has a pathway, every learner will shine. That is our challenge and our celebration.</p>
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Catholic Identity and Mission

Horizon 3: Learners who express their faith confidently and contribute to a journeying, witnessing community.
These Domains and Elements refer to the CESA *Continuous Improvement Framework for Catholic Schools (CIF)*, and the *CESA Corporate Plan*, which has drawn inspiration from the AITSL *National Professional Standards for Teachers*. **As a College community we also value Impact, Efficiency and Legacy in these actions.**

Target	Measurement method	2025	2026
Parish Collaboration – a Family Centred Church 1.1., 1.2.	Regular parish-school planning meetings Collaborative work - school and parish celebrations.	Staff development sessions with Father Peter Zwaans.	
Founders and Our Story 1.1., 1.2.	Student, parent and staff knowledge of our school and Catholic story.	Staff Reflection Day on our Founders. Junior School Founders Awards. Establishment of the O'Connor(?) Archives Centre.	Quotes in each area of the school
Visible Catholic Identity & Tradition 1.1., 1.2.	A site and resources which convey our Catholic story and tradition. The deliberate naming of our site buildings and areas to tell the College story.	Develop the Tenison Way to Catholic Identity and Mission. Consider the visual impression of the College site, including: sculptures; little libraries; murals Founders sculptures.	Explicit acknowledgement of our Indigenous spirituality.
Charity, Justice and Rites of Passage 1.1., 1.2.	All community members clear about the focus, reason and articulation of our Social Justice and Faith In Action programs. Satisfaction surveys indicate this.	Documented and articulated program EY-staff for our College community. Provide opportunities for families	
RE Curriculum 1.3., 3.4.	Contemporary Catholic learning experiences. Successful Crossways and MITIOG Implementation. RELAT Measures.	Student Engagement and Entry Points including EAL. Curriculum Poplars and Year 12 Regional collaboration re Crossways implementation	
Timor Leste Links 1.1., 1.2.	Timor Leste program informs the learning of all students in the College community.	Website for classes to access what is happening in those communities – photos, stories, videos. Walk for Timor.	
Youth and Faith 1.1., 1.2.	Youth agency that expresses active social teachin and social entrepreneurship. Vibrant Youth Group and Youth Masses.	Deliberate invitation of Youth for masses and gatherings Involvement of young staff	

Excellent Learning Experiences

Horizon 3: Learners who express agency, collaboration and success in their pathway.

Target	Measurement method	2025	2026
Consolidate EY-12 Approach to Accentuate Student Agency, High Performance and Achievement	Staff participation and collaborative moderating efforts	Celebrated and used approach: "The Pedagogy We Expect at Tenison Woods College." LLL Surveys Student, Staff and Parent Perception Surveys NAPLAN, PAT R and PAT M data.	
Literacy and Numeracy Initiatives which Re-imagine Child and Adolescent Competence. 2.1.	Longitudinal data of student literacy and numeracy development; NAPLAN, EYL, PATR and PATM data. Staff involvement in classroom research.	100% Students achieve NMS in NAPLAN. Increase % of Students in top two NAPLAN Bands Increase the % distribution of A-E grades in each band.	Refine the eight data cycles approach, commenced in 2021-22 to offer the best support, analysis and celebration of student learning progression and transition.
Supporting the Competent Learner within a capabilities paradigm and the CESA Living, Learning, Leading Framework. 2.2.	Students being accountable for learning. Students self-actualising. Faculty reviews informed by classroom observation data and action research.	Whole school approach to critiquing classroom practice, listening and accentuating the student voice. CoP21 Student Surveys – NSI / CCQ	
Accentuate the Connection Between Learning, Site and Master Planning. 2.3., 3.4.	Consistent approaches to the craft of teaching and developing of our own voice about quality learning and accentuating the gifts of the child. LMS – Behaviour Tracking Evident in Master Plan and Building Projects.	Whole Staff Communities of Practice Action Research and Refinement of our Masterplan and incorporating the CESA LLL Framework. Learning collaboration with SE Catholic Schools.	
Refine our Asia Literacy Strategy 2.1.	A community that understands the opportunities, imperatives and nuances of engaging with Asia. Student enrolments.	Documented policy and approach to fostering our community's engagement with Asia.	
Learning Transition Strategy in Light of ACARA and SE Schools Collaboration. 2.2.	Improved student transitions and increased collaborative Australian Curriculum and SACE aligned programming. Faculty Program Audits.	Programmed learning transition staff meetings to discuss articulation and sequencing issues.	
BYOD, Online Learning, Technology Integration in Teaching and Learning 2.3.	Self-directed learning. Exploration of the use of technology in a variety of contexts. Student surveys & CCQ.	Fostering an action research approach with BYOD.	
Refine a Data-informed Pathways Approach, Pathways Centre and Individualised Learning 2.2.	Range of strategies to support individual student progress, increased acceleration and extension initiatives where disciplinary knowledge is complemented by interdisciplinary application. Number of documented individual programs.	Support staff in developing nuanced differentiation strategies. Explore acceleration and extension possibilities. Handbook refinements. 100% SACE Completion.	Collaboration with other schools. VET TAFE Day. Research 4 day timetable.

Proactive Wellbeing Initiatives

Horizon3: Learners who have a strong sense of their wellbeing and contribute collaboratively to a positive community.

Target	Measurement method	2025	2026
Positive Relationships, Positive Behaviours and Restorative Practices (p.20, 7.1) 5.3.	EY-12 Processes that are used and validated. Resilience measures of staff and students. Annual wellbeing survey.	Accentuation of general relational, wellbeing and resilience skills across the whole community.	Celebrated and used approach: "The Tenison Way to Building Relationships"
Positive Education through Kimochis, Resilient Futures Initiative and Growth action Planning 5.3., 3.4.	Improved resources and facilities for student recreation and engagement. Annual Wellbeing survey – to ascertain increased student sense / measure of belonging to the community. LMS – behaviour tracking	Front Office displaying students work. Winter lunchtime activities. Develop peer support leaders and peer mediation programs. Regional collaboration	
Social and Emotional Learning Programs (Brain Elasticity Programs) 5.3.	Increased community understanding of the brain and its effect on emotional and cognitive wellbeing. Student Counsellor – intervention tracking.	Develop a program of staff development and student skill learning and development.	
"Behaviours We Expect" – Community Consistency to Allow Proactive Initiatives to Flourish 5.3.	LMS - reduced intervention in relation to student conduct. Reports - improved academic focus and achievement.	Develop a programme in the JS that focuses deliberately on virtues. Review use and are of our toilets.	
Review the articulation of our Pastoral Care Programs and Policies 5.2.	Reduced crisis intervention in relation to student wellbeing initiatives. Increased understanding of self and individual journey of life in a supportive environment.	100% student retention Refined implementation of an R-12 Sunsmart policy	
Proactive Student Mental Health and Positive Wellbeing Strategies 5.2.	LMS and Counsellor tracking - Reduced intervention in relation to student wellbeing and resilience initiatives. Improved learning engagement in the classroom.	Implement a Wellbeing and Resilience Training Course for the whole community. Develop a Fundamental Movement Program in EY – 7 classes.	
Refine Social Media and Technology Education for Parents and Students 2.3.	LMS - reduced incidents of social media relational problems. Students surveys - CCQ	Development sessions for parents and students.	
Proactive Staff Wellbeing Initiatives 4.4.	Staff attendance. Staff Wellbeing survey. Staff LLL Perception survey. Staff professional success and fulfilment.	Supporting staff with Trauma informed training and Resilient IMPACT Learnings.	

Communication and Collaboration

Horizon3: Communication and collaboration will value diversity and equity.

These Domains and Elements refer to the CESA *Continuous Improvement Framework for Catholic Schools (CIF)*, and the *CESA Corporate Plan*, which has drawn inspiration from the AITSL *National Professional Standards for Teachers*. As a College community we also value *Impact, Efficiency and Legacy* in these actions.

Target	Measurement method	2025	2026
Common Expectations and Processes EY-12 5.2.	Decrease in the number of families querying varied expressions of our policies. Annual review of policies. Satisfaction surveys.	Accentuate induction processes. Precise clarification and action in relation to staff performance. Agreed practices to systems of feedback and tracking initiatives.	
Enhance Parent Connection to Student Learning 5.3.	Parent use of the LMS. Successful engagement of our Indigenous and recent arrival parents. Increased invitations to parents to complement College student events.	Research and implement a new LMS, within the context of our connected school management systems for the College community.	
Focused Use of Student Information and Data 2.2.	Ease of recalling and using student data to plan learning pathways and validating student progress and achievement. Dashboard of useful student data. Refined NCCD / PPL Processes	Refinement of ILP process incorporating LMS. EY-12 Awards and Recognition Policy used and validated through the LMS Strategy.	
Review, Further Development and Clarity in the Use of our Website, Office 365, and LMS Strategy. 5.3.	Client feedback. Satisfaction survey - ease of use.	Refine website strategy, LMS, OneNote and social media use. Staff development in Office 365 and OneNote.	
Refined Parent Data Collection and Use 5.3.	Knowing and utilising the skills and discretionary effort of our parent and carer community. Use of enrolment forms data.	Review of our parent data collection processes and use of the data.	
Simplification of College Processes to facilitate Learning, Planning and Communication. 5.3.	Effectiveness of the College processes, strategies, and review approaches. Client annual survey data.	Accentuate collaborative financial planning, purchasing and review.	
Refined Financial and Operational Processes which facilitate devolved Leadership, Collaboration and Teamwork 4.3.	Increased understanding and participation of staff in the financial processes of the College. Documented budget approach to increase staff participation and reduce budgeting bottlenecks.	Leadership "Special Project Planning – The Big Rocks Identified" Budgeting Project to facilitate increased Leadership Team knowledge and participation.	

Key Initiatives (2023)

- Clarity and simplicity of our message and feedback systems.

Community Building

Horizon 3: TWC is a welcoming, diverse community that values communities within communities within communities so that all members feel connected, valued and invited to service.

Target	Measurement method	2025	2026
Support OSHC Documentation, Individualisation and Student Agency Approaches 3.2.	Number and diversity of families using the OSHC service with satisfaction. Satisfaction data. Enrolment data.	Consolidate a staffing model that supports the reliable running of the service. Resource the OSHC	
Consolidate and evolve ELCC Parent Support and Development Programs 3.1.	Range of support offered to families. Process that complement the building expansion.	Explore the range of allied health and wellbeing initiatives to support families.	
Evolution of the Friends of Tenison (Old Scholars) Association 5.1.	Number of old scholars re-connected to our community. Number of old scholars attending events.	Build Friends of TWC database. Shining Lights Awards actioned.	
Support Indigenous and people of diverse cultures to build a life in Australia 5.3.	Number of students involved. Number of community partnership initiatives which result in programs for the students.	Develop a revised program involving range of pathway options for students.	
Collaboration with our Local Parishes and other Catholic Schools 1.1.	Range of initiatives that accentuate our regional Catholic story, identity and solidarity.	Support Deanery gatherings. SE Catholic Schools Learning Network. SECPA.	
Foster Parent Involvement in a Range of Ways and Refine Models of Engagement 5.3.	Parent activities attendance. Working bee attendance. PTA membership.	Consolidate the model of two working bees planned each year.	
Invitation of Staff, Students and Parents to a Deeper Faith Journey and Relationship with God 1.1., 1.2.	Youth involvement in Youth Masses. Student leadership opportunities.	Monthly youth masses. Opportunities to discuss and celebrate our faith.	
Ensure our human resource, operational and financial processes reflect our Catholic identity and charism. 4.3.	Audit of our human resource, operational and financial processes in relation to our Catholic identity. Optimal Staffing Ratios Achieved.	Define and measure the efficiency and effectiveness of our College human resource, operational and financial processes.	

Ecological Stewardship

Horizon 3: A community that appreciates the importance of our ecology and sustainability with deep appreciation of our traditional owners.

Target	Measurement method	2025	2026
Consolidate Contemporary Waste Management and Recycling Processes, Including a Green Waste Management Program. 4.1.	Reduced waste sent off-site.. Volume of compost production. Reduced general waste. Surveys - student awareness and behaviours. Financial data tracking.	Evolve Project Recology waste management centre for the College. With the biodigester and plastics program develop a financially viable whole school supported process.	A successful Innovation Enterprise supported by Poplars.
Refine and evolve a Five Year Programmed Maintenance Strategy 4.2., 4.3.	A comprehensive plan that captures our ongoing site maintenance liability and assists long term budgeting processes.	Refine our budgeted programmed maintenance plan.	
Expand Nutrition Knowledge and Healthy Eating Policies 4.1.	Student, staff and parent nutrition choices. Satisfaction survey data.	Develop a school endorsed policy and well supported practices.	
Re-imagine Outdoor Play and Recreation Spaces 4.1.	Increased number of nature play and outdoor garden spaces on the school site.	Reimagine play and outdoor spaces through the Master Plan and Building Projects	
Consolidate the articulation and management of Stephanie Alexander, Jamie Oliver and Hospitality Programs 4.1.	Refined programming that is supported by all staff and synergises with a range of learning areas. Student showcase activities.	Review program and resourcing. Planned and programmed staff planning sessions.	
Expand Project Recology across all school learning and operational dimensions. 4.1.	Increased student participation. Documented programs and integration in EY-12 established curriculum areas.	Accentuate the RE and Faith in Action dimensions. Involve the local Aboriginal community with their traditional knowledge and experience in ecology.	
Accentuate a School Site that Supports Walking and Riding Access 4.1.	Increased number of students riding and walking to school.	Review pedestrian and bike access to the College as part of Master Plan and building programs.	
Reduce our Carbon Footprint Throughout the College 4.1.	Decreased use of paper. Decreased use of electricity.	Develop data sets to assist the community in measuring improvement.	

School Renewal and Staff Development

Horizon 3: TWC is a community which values continuous improvement through transparent and collaborative processes of community reflection.

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*.

Target	Measurement method	2025	2026
Refine use of AITSL – Australian Professional Standards for Teachers 4.4.	Staff understanding their skills, stage in career cycle and development plans. Number of Highly Accomplished and Lead Teachers.	Staff development initiatives referencing AITSL.	
Accentuate Staff Self-understanding, Agency, Collaboration and Inquiry 2.1.	Increased staff involvement in: Staff inquiry Staff Leadership programs Comprehensive staff reviews Increased use of the NSI Classroom Climate Survey Approach	Leadership Reviews Staff comprehensive reviews Cop24 Participation Leading from Within Aspiring Leaders Student surveys	
Digital Literacy Training and Support for Staff 2.1.	Staff ease with LMS, school management systems and Office 365 suite. Satisfaction surveys.	ICT Coach strategy of support. 8-12 BYOD strategy.	
Refine mixed mode just in time Support For New Staff, Mentors and Critical Friends 4.4.	New staff feedback.	Revise our approach to induction, mentoring and critical friends. New staff survey after first year.	Celebrated and used approach: "The Tenison Way to Mentoring, Staff Support and Legacy."
Futures Thinking and Master Planning 4.2., 4.3.	Master Planning - financial planning and budgeted long term resource provision. Number and quality of Leading Edge Programs, Resources and Buildings.	Revise Master plan to discern next building project for the College.	
Refine our Service Guarantee to our Community 2.2.	Staff clarity in relation to the nature of our service, response time, and non-negotiables. Letters of intent. Student surveys. Develop agreed efficiency ratios.	Connecting our service guarantee explicitly with our Mission, Vision and Commitment document.	
Refine our Annual Staff Reflection Processes through Organisational clarity 2.3.	Staff feedback in relation to the support offered by the annual staff reflection processes. Audit of staff reviews completed. Increased uptake of comprehensive staff reviews.	Ensure time allocated to the process by staff.	
Refine and digitise our HR processes 4.3.	Increased efficiency in workflow processes. LLL Staff Perception Surveys	Ensure our HR process form part of the suite of contemporary documentation and collaboration approaches being evolved in the College.	Pilot implementation of the CESA HCM System.

Student Voice and Leadership

Horizon 3: TWC is a community which values student voice and student agency, so that they become leaders of the world God desires.

Target	Measurement method	2025	2026
Consolidate Student Leadership Structures EY-12 4.4.	Student, staff and parent feedback. An acknowledged, implemented and celebrated policy in relation to Student Leadership at Tenison Woods College. Increased student participation.	Refinement of the preferred Student Leadership approach. Refine preferred structures, clarify approach, areas of activity and responsibility.	
Explore Student Leadership Development Initiatives 2.1.	Community perception of student leadership in the College. Satisfaction surveys.	Develop a program of induction and strategic planning to be conducted at the commencement of each year. Accentuate our founders and our Catholic tradition in the leadership program and house based activities.	
Resource Student Councils and STARS Activities 5.3.	Increased student leadership initiatives.	Clarifying budget and governance issues.	
Accentuating Student Ideas and Actions re Ecological Conversion and Care for Self. 4.1.	Students leading in sustainability initiatives and nutrition initiatives in the school and understanding the nuances of the issues.	Students given increased responsibility in our Ecological Conversion approach. Students involved in the process of review of nutrition offerings in the school.	
Refine School Classroom Service and Buddy Programs 5.2.	Increased student wellbeing and connection with the College community. Wellbeing Collection surveys.	Refine R-12 Buddy Program. Develop an 8 & 10 Buddy Program.	
Foster our Global Citizenship 4.1.	Students who understand that they are called to servant leadership and who offer their talents to our world. Number and nature of global initiatives – documented impact.	Review of our international experiences with a filter of impact, efficiency and legacy.	
Increase Recess and Lunch Initiatives and Programs 5.3.	Number of behavioural incidents occurring at lunchtime. LMS – data tracking.	Media Studies Lunchtime Program. Sports activities in the gymnasium. Effective lunchtime sports equipment borrowing.	
Develop Student Voice and agency in the Classroom throughout the College through the Clarity Learning Suite Approach 5.2.	LLL Perception Surveys Pulse Surveys Classroom Climate Survey	All staff collaboration and development of a shared approach to fostering student agency through consistent learning approaches.	

Tangential Thoughts

Target	Measurement method	2023	2025

Key Initiatives (2023)