



**2020**

# **SCHOOL IMPROVEMENT PLAN**

**St Pius X High School, Adamstown**

# Definitions

## **CSO Strategic Plan**

The CSO Strategic Plan provides the long-term strategic intent for Maitland-Newcastle schools and does not specify or prescribe the goals and actions for improvement for system schools. Schools are encouraged to align with CSO goals, recognising that schools may also have goals arising from COSI review recommendations or goals that fit within their context.

## **School Strategic Plan**

The School Strategic Plan (SSP) refers to the one-page three-year plan that the school will develop with system support following the conclusion of a COSI Self Review or External Review, i.e. Year 3 and Year 6 of the cycle. Selected goals and objectives may work across a number of domains and/or objectives. Schools are encouraged to keep their focus narrow and their plans lean.

## **School Improvement Plan**

The School Improvement Plan (SIP) refers to the detailed plan for that calendar year of the school's cycle and will be derived from the broad directions set in the three-year strategic plan.

## **Mission, Vision and Guiding Principles**

The mission is reviewed and a vision for the future and guiding principles for decision making emerge through research and analysis.

## **COSI Review Findings**

The review process serves to provide the consultation, data gathering and analysis and stakeholder surveying to provide recommendations that set a strong foundation for the strategic planning process. As part of the COSI review process, a range of tools including the NSIT and CIIT are used. Data is collected and synthesised in the context of the system's mission, vision, and guiding principles and articulated into review findings. In this phase, the review process will document the current state of reality in the context of the school's mission and vision, as well as stakeholder values and priorities for the school and system's future. External trends and government regulations are also considered.

## **Strategic Goals**

Strategic goals are extracted from the review findings and recommendations. Strategic goals are broad, long-term aims that operationalise the system and school's mission and vision into general intentions that reflect the desired future position of the school.

## **Objectives**

The objectives are tangible strategies necessary to accomplish the strategic goals while staying true to the mission, vision, and guiding principles. Strategies may positively impact more than one goal area.

## **Implementation Strategies and Actions**

Upon approval of the strategic plan, specific actions and timelines necessary to achieve the goals and objectives are developed. Research shows that 90 percent of organisations fail to successfully implement their strategies, so this step is critical. Lasting success can be achieved through focusing on the right actions and staying with them. It is the role of the school, with system support, to develop annual implementation plans that delineate the steps and timelines necessary to achieve the goals (see School Improvement Plan template).

## **Execution**

After the implementation plan is finalised, the school should develop systems necessary to monitor adherence to the plan, including the development of a simple dashboard to highlight progress on key performance indicators linked to the strategic plan, i.e. PL and PP&D plans.

# SCHOOL STRATEGIC PLAN GOALS 2020-2022

## **Goal 1: Catholic Culture and Mission**

To nurture a truly sacramental Catholic school community that lives the Gospel through faith expressed in action.

## **Goal 2: Formation**

To offer formation opportunities that inspire and build the capacity of staff, students and families to deepen their relationship with Jesus and their willingness to live and proclaim the Good News to the world.

## **Goal 3: Religious Education**

To foster the integration of faith and life using creative and engaging opportunities in Religious Education.

## **Goal 4: Student Centred Learning**

To ensure every student is known as a person and learner and has demonstrated growth in their learning every year.

## **Goal 5: Effective Classroom Learning**

To ensure effective pedagogical practices are used and regularly evaluated by every teacher in every class.

## **Goal 6: Adaptive and Innovative Learning**

To create a school curriculum that reflects a learning culture that is adaptive, innovative and seeking continuous improvement.

## **Goal 7: Leadership Capacity and Culture**

To build the capacity and opportunity of every teacher to lead across a range of domains.

## **Goal 8: Leadership Succession**

To foster a collaborative culture and enable aspiring leaders to develop skills across a range of domains.

## **Goal 9: Student Leadership**

To foster and cultivate leadership qualities across the student body.

### **Goal 10: Wellbeing**

To ensure school initiatives enhance wellbeing and resilience and are complemented by measures to promote a culture of inclusivity.

### **Goal 11: Promoting Positive Partnerships**

To build and strengthen partnerships with families, parishes, community and industry agencies.

### **Goal 12: Responsibility for Learning**

Students to be active participants in their own learning and wellbeing, to feel connected and to use their social and emotional skills to be respectful, resilient and safe.



## DOMAIN 1 – CATHOLIC FORMATION AND MISSION

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<b>Goal 1 Catholic Culture and Mission</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Develop, resource and implement social justice (including integral ecology) and Liturgy frameworks to support greater opportunities for staff, student and family engagement and action.</li> <li>Review, further develop and promote the "Living, Forming, Celebrating and Serving" structure for ministry in line with the CSO Wellsprings framework to ensure that students, staff and families have adequate opportunities for encounter, mission leadership and service.</li> <li>Build capacity for a team approach to staff and student involvement for the planning and leading of ministry related programs.</li> </ul>		<p>End of Term 1</p> <p>End of Term 2</p> <p>End of Term 4</p>	<p>MC</p> <p>MC</p> <p>MC</p>	Social Justice and Liturgy teams	<ul style="list-style-type: none"> <li>Social justice and liturgy frameworks including renewed and evaluated opportunities.</li> <li>Evaluation data</li> <li>Team minutes</li> <li>School Website shows updated structure</li> </ul>
<b>Goal 2 Formation</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Formalise a systemic and intentional framework for formation and provide for its implementation.</li> <li>Implement and provide a suite of targeted, differentiated, ongoing, engaging experiences and support that nurtures staff, student and family faith formation including an optional staff retreat, CSO opportunities.</li> <li>Build capacity of staff and student leadership to engage in and lead formation experiences in the school including targeted opportunities for staff to meet AWTL requirements.</li> </ul>		<p>End of Term 1</p> <p>End of Term 2</p> <p>End of Term 4</p>	<p>MC</p> <p>MC/RSC/EXEC</p> <p>MC &amp; Principal</p>	RSC/other interested staff	<ul style="list-style-type: none"> <li>Formation for mission framework.</li> <li>Staff and student evaluations</li> <li>Professional development applications from staff members.</li> <li>School budget allocation of funds towards formation / PD offerings.</li> <li>Attendance and other Data related to staff and student engagement.</li> <li>Improved AWTL accreditation and maintenance uptake.</li> <li>Formal and informal data from engagement in gathered (meetings, info nights, liturgies) and non-gathered (Newsletter, email, Compass, website and social media).</li> </ul>

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<b>Goal 3 Religious Education</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Pursue a 'Pedagogy of Encounter' which is transformational, relational and animates learners to encounter Christ.</li> </ul>		End of Term 4	RSC / MC	RST Faculty	<ul style="list-style-type: none"> <li>Coursework linked to partnerships with local community e.g. Inspiracy festival, Catholic Schools Week, Mission Month, Blackbutt Parish</li> <li>Inclusion of Liberal Arts approach in Stage 5 programming</li> <li>Ministry Room bookings</li> <li>Pirozzo Matrix employed for one unit of work per cohort</li> <li>Inclusion of thinking routines and collaboration in programming as opportunities for critical thinking</li> <li>Cross PBL for one cohort</li> <li>Assessment notification, results and feedback.</li> </ul>
		<ul style="list-style-type: none"> <li>Increase student agency and differentiation to enhance both religious literacy and religious imagination.</li> </ul>		End of Term 4	RSC	RST Faculty Rachel Logan?	
		<ul style="list-style-type: none"> <li>Introduce one cross curricular project which positions the Catholic worldview and spiritual and religious capabilities alongside general capabilities to deepen overall learning outcomes.</li> </ul>		End of Term 3	RSC	Rep from HSIE / TEC / English other faculty	



## DOMAIN 2 – LEARNING

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<b>Goal 4 Student Centred</b>	<b>4</b>	Launch Data Focus Team		2/1	Compliance & Assessment Administrator & Stephen	Open	Team formed and trained. Information used
<b>Goal 5 Effective Pedagogy</b>	<b>5</b>	Conduct an audit of school data	3.6.2 5.1.2 5.4.2	10/1		Data Team	A broad spectrum of data sources in regular use across the school – meetings, discussions
<b>Goal 6 Adaptive and innovative</b>	<b>6</b>	Create data wall using PAT.		5/1		Data Team	In use
		Professional Learning - Upskill Data Team on analysis and use of data		10/2		Roisin/CSO	Members of Data Team presenting at meetings and assisting faculties with collection/analysis of data
<b>Goal 4 Student Centred</b>	<b>4</b>	Differentiation – Gifted Education Continue focus on classroom strategies for gifted students	1.5.2	10/3	GEM	Leaders of Pedagogy	PLTs with focus on implementing strategies across curriculum
		Continue literacy(writing) focus – ALARM response scaffold	2.5.2	5/4	Stephen		Student work samples that indicate students' achievement
							Teaching and learning programs which include a range of differentiated and tiered strategies based on the needs of all students
							Writing strategies from 2019 in use in classrooms, Bump it up displays, on display
<b>Goal 5 Effective Pedagogy</b>	<b>5</b>	Upskill staff on data analysis collective and inquiry	3.6.2 5.1.2 5.4.2	10/2	Data Team		Faculty use of collective inquiry to adapt and develop programs and strategies – minutes, data, programs

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
		Create a professional learning space/hub for staff to meet, engage in professional learning, reading and discussion around pedagogical practices and student learning – Data Wall	6.3.2 6.4.2 7.4.2	5/1	Stephanie	Leaders of Pedagogy	Suggested readings in use and logged as part of TIPL for PP&D; team meetings held using data wall;  Review of standards  Meeting schedules and faculty meeting minutes linked to Standards
		Appoint Leader of Learning to help drive the school's learning agenda	<b>APST: Lead</b>  1.2.4 1.3.4 1.5.4 2.1.4 2.2.4 2.3.4 2.5.4 3.3.4 3.6.4 6.3.4 6.4.4	2019	Bob & Stephen	Leaders of Pedagogy	Assisting individuals and small groups to improve classroom practice; linking individuals with similar PP&D goals;  Daily learning walks
<b>Goal 5 Effective Pedagogy</b>	<b>5</b>	All teachers involved in effective PLTs Revise PL on elements of effective PLTs	5.1.2 5.2.2	Term 4 Term 1	Bob	Stephen  Data Team	Minutes, observation records, alterations to programs, registers, Student work samples
<b>Goal 6 Adaptive and innovative</b>	<b>6</b>	Model effective function on school directed PLT	5.3.2 6.3.2	10/2		SIP team	<b>Teachers can answer Sharratt's 5 key questions</b>



SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 6 Adaptive and innovative	6	Conduct a Stage 4 audit of teaching programs and assessment practices	2.3.2 3.6.2 5.1.2 2.6.2 3.2.2 3.6.2	2/1	Justine	Leaders of Pedagogy	
		Map content and skills in programs (Stage 4)	2.5.2 3.3.2	10/1	Amy	Leaders of Pedagogy	

## DOMAIN 3 – LEADERSHIP

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 7 Leadership Capacity and Culture	6	Clarity Training		7/1 2/4	Bob	Strategic Planning Working Party & Sharratt PL Group	
	7	Appointment of Administration support to oversee NESA compliance and Assessment		2019	Bob		
Goal 8: Leadership Succession	6  PLC Focus	All teachers involved in effective PLTs		Term 4	Bob	Stephen  Data Team  SIP team	All teachers involved in effective PLTs
Goal 5 Effective Pedagogy		Revise PL on elements of effective PLTs	5.1.2	Term 1			Revise PL on elements of effect PLT
		Model effective function on school directed PLT	5.2.2 5.3.2 6.3.2	10/2			Model effective function on school directed PLT
		Teacher directed PLTs		10/4			Teacher directed PLTs operating effectively
Goal 7 Leadership Capacity & Culture	7	Teachers have the opportunity to engage in high levels of pedagogical knowledge and skills  Teachers sharing of effective pedagogical practice to improve student learning	6.1,6.2, 6.3,7.4	End of Term 1	Leaders of Pedagogy	All staff	Staff create PP & D plans that aligns with the school's strategic plan. There is the promotion through staff meetings of programs developed by staff in PLTs that align with the school's strategic plan.
Goal 8 Leadership Succession	7	Staff identify if they wish to be aspiring leaders to School Principal Professional development in leadership offered to these staff	7.4	Term 1	Executive team	Leaders of Pedagogy Student Coordinators	Aspiring leaders known to school executive  Uptake of leadership PD by aspiring leaders

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<b>Goal 9 Student Leadership</b>	<b>7</b>	Develop a communication plan for the launch of the new student leadership model to staff, students and parents.	6.3	End of term 1	Carmel	Student Coordinators	Increase by 50% of students in year 9 taking up leadership positions in the school. 20% staff increase who are actively involved in student leadership
<b>Goal 9 Student Leadership</b>	<b>7</b>	Determine and implement clear pathways to encourage student voice and build leadership skills through programming.	6.3	All year	Carmel	Student Coordinators  Wellbeing Coordinator	Evaluations collected from students completing the leadership program and other initiatives.  Provide a leadership program to upskill potential student leaders across all years

## DOMAIN 4 – WELLBEING & PARTNERSHIPS

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<b>Goal 12 Responsibility for Learning</b>	<b>4</b>	Shift focus from content to learning – explicit teaching on learning strategies in all subjects	3.1.2	5/4	Bob & Stephen	Leaders of Pedagogy	Students can identify the learning taking place in each lesson and what is expected of them All students can discuss their learning and progress All students can identify strategies for improvement Students are supported in learning self-efficacy by school resources, learning intentions on display and discussion of these. <b>(see Sharratt's 5 key questions)</b>
<b>Goal 10 Wellbeing</b>	<b>8</b>	Undertake a review of school policies and procedures to determine if they promote a culture of inclusivity. Implement the Wellbeing Framework with clear pathways for student wellbeing. Utilise the Australian Wellbeing Framework and Be You Initiatives Conduct a mapping exercise to determine programs and initiatives to cater for student needs.	4.1,4.4	Term 2 2020  Term 1 2020  Term 4 2020	Carmel  Stephanie	Student Coordinators  All Staff	Updated policies regarding anti-bullying and wellbeing to promote a culture of inclusivity. Develop and implement communication strategies to all staff, families, students to ensure policies are understood and accessible to staff, students and parents through the website and newsletters. Evaluate wellbeing initiatives and program for all students
<b>Goal 11 Promoting Positive Partnerships</b>	<b>9</b>	The school identifies potential community partners based on their capacity to contribute to	3.7, 7.3	Term 1 2020	Carmel	All Staff	Audit done of current community and industry partnerships in the school.

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
		improved student achievement and/or wellbeing  The school continues to build partnerships with parents to improve outcomes for student learning				Leadership Team	Increasing current partnerships and involvement by 20% in 2021.
<b>Goal 12 Responsibility for Learning</b>	<b>9</b>	Launch the revised bullying policy and procedure and communicate to students, staff and parents  Gather and analyse data regarding student needs for recognition.  Review school policy and procedures regarding student recognition.  Conduct a literature review on growth mindset. Investigate what other schools are doing.  Explore other approaches to student recognition that promote growth in learning	1.2,1.5, 3.2,4.4	End of Term 1   End of Term 2   End of year	Carmel  Stephanie	Student Coordinators	Results analysed from the wellbeing check survey Data analysis of school initiatives implemented 30% reduction in referrals of bullying 30% increase in attendance in 2020   Revised policy and procedures for student recognition for implementation 2022.