

Policy Statement: 2007

ST PIUS X HIGH SCHOOL, ADAMSTOWN

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# Policy Development

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At St Pius X High School, Adamstown, policies will be developed using proposed policy framework outlined in the Policy Development Statement of the Diocese of Maitland-Newcastle, attached.

As policies are reviewed and altered, a common format will be adopted.

# **A Statement on Policy Development**

## **P o l i c y Development**

**December 1997**

**Revised October 2000**

### **Contents**

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- HIV, Hepatitis and Other Blood Borne Infections

### **Acknowledgements**

Policy Committee 1997

Christine Smith

Kathryn Fox

Gerard Sullivan

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Revised by Kathryn Fox October 2000

## DEFINITIONS

# Policy

**A Policy** is a set of guidelines, which provides a framework for action in achieving some purpose on a substantive issue. It gives reasons for taking a certain course of action and guides the procedures to be adopted.

**A Policy** must:

- leave room for professional discretion
- be brief and free of jargon
- leave room for evaluation.

# Support Documents

**Support documents** supplement and expand aspects of the philosophy or practices appearing in the Policy Statement. They state in further detail how the Policy will be executed. Support Documents provide suggestions (in a specific context) for the implementation of the Policy. eg. Procedures, Resources.

## A PROPOSED POLICY FRAMEWORK

**Policies** are grounded in a set of core values, beliefs and assumptions providing the basis for agreed practices and implementation.

It is proposed that the Catholic Schools Office adopt one generic model for the development of all policies. **Barry Lucas' Policy Model (1993)** is one, which clearly identifies the structure of philosophy and practice, and will be used by this Office for all future policy development and revision. **The Lucas Model contains 5 elements** to be incorporated (where appropriate) into all policies:

### **RATIONALE**

**Definition** of area.

Why is the area **important**? Why is the Policy **needed**?

The **Diocesan or school Vision** Statement should be reflected in this Policy.

### **AIMS**

Reflects the **Aims of the Diocese / school in relation to this area.**

### **IMPLEMENTATION**

*May contain statements about:*

**Personnel** - who is involved ?

**Time** - is there a time allocation for this area ?

**Procedures** - how is this area to be taught / followed ?

**Resources** - books, materials, technology

**Assessment** - will students/others involved, be assessed in this area ?

### **BUDGET**

Source of income to support this area ?

Expenditure/maintenance costs on resources, equipment

### **EVALUATION**

Of Policy - When ? By whom ? How ?

## **BASIC PRINCIPLES OF POLICY DEVELOPMENT**

*The following principles* are basic and provide consistency to policy development at any level:

- The use of a collaborative approach
- Involvement of all stakeholders at every level
- Consultation
- One generic process within the Catholic Schools Office
- Coordination and responsibility for policy development
- Evaluation

## **QUALITIES OF EFFECTIVE POLICIES**

*All Policies* developed should be:

- concise
- in simple, jargon-free language
- not more than 4 A4 pages
- loose - leafed (with pages easily added/replaced)
- read and understood by members of the community

## **PROCESSES OF POLICY DEVELOPMENT**

In order to ensure uniformity, and clarity of roles and responsibilities of personnel in the policy development process, the following action steps are provided for:

### **The Catholic Schools Office**

#### ***PHASE 1: Preparation and Organisation***

1. Area identified by Board, CSO personnel or schools communities
2. CSO Policy Coordinator notified of impending policy development
3. Relevant person identified to coordinate process and task group established
4. CSO personnel notified of policy development
5. Timeline established; stakeholders identified

#### ***PHASE 2: Development and Consultation***

6. Draft Policy (1) formulated using Lucas model
7. Decision about process(es) for consultation
8. Consultation with stakeholders
9. Draft Policy (2) prepared in light of consultation
10. Draft submitted to CSO Executive
11. Draft submitted to Board
12. Amendments to Policy if necessary
13. Approval of Policy by Board
14. Release of Policy
15. File copy of Policy in Resource Centre

#### ***PHASE 3: Implementation and Evaluation***

16. Implementation of Policy by CSO and schools
17. Evaluation of Policy by task group and stakeholders

### **Schools**

Schools may wish to take up the suggestions made in this Document. A suggested process is provided for the development of their policies.

#### ***PHASE 1: Preparation and Organisation***

1. Area of need is identified according to school community needs or Diocesan Policy
2. Task group selected to coordinate process; CSO personnel notified
3. Timeline established

#### ***PHASE 2: Development and Consultation***

4. Development of draft using Lucas model
5. Consultation with staff and school community
6. Task group alter draft after consultation complete

#### ***PHASE 3: Implementation and Evaluation***

7. Implement Policy and ensure policies are accessible to the school community
8. Evaluate Policy by task group

## **LIST OF REFERENCES**

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