



2021

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 2020-2023

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
Goal 1 Catholic Culture and Mission	1	<ul style="list-style-type: none"> Implement social justice (including integral ecology) and Liturgy frameworks to invite staff, student and family engagement and action. Apply the CSO Wellsprings framework to offer opportunities for encounter, mission leadership and service to students, staff and families. Build capacity for a team approach to staff and student involvement for the planning and leading of ministry related programs. 	NA	<p>End of Term 4</p> <p>End of Term 4</p> <p>End of Term 4</p>	<p>MC</p> <p>MC</p> <p>MC</p>	<p>Social Justice and Liturgy teams. Student Leadership Portfolio mentors: RSC & MC Amy Eccleston and Stephanie Strachan</p>	<ul style="list-style-type: none"> Renewed opportunities Evaluation data Team minutes Role of Student Leaders in Portfolios such as Solidarity and Stewardship School Website with updated structure
Goal 2 Formation	2	<ul style="list-style-type: none"> Provide targeted, differentiated, ongoing, engaging experiences and support that nurture staff, student and family faith formation. Build the capacity of staff and student leaders to participate in and lead formation experiences in the school. Encourage and enable staff to meet AWTL requirements. 	NA	<p>End of Term 4</p> <p>End of Term 4</p>	<p>MC</p> <p>MC/RSC/ EXEC</p>	<p>RSC/other interested staff</p>	<ul style="list-style-type: none"> Formation for mission framework. Staff and student evaluations Professional development applications from staff members. School budget allocation of funds towards formation / PD offerings. Attendance and other data related to staff and student engagement. Improved AWTL accreditation and maintenance uptake. Publication of formation experiences through school media.

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 3 Religious Education	3	<ul style="list-style-type: none"> Pursue a 'Pedagogy of Encounter' which is transformational, relational and animates learners to encounter Christ. 	NA	End of Term 4	RSC	RST Faculty	<ul style="list-style-type: none"> Inclusion of Liberal Arts approach in Stage 4 and 5 teaching and learning strategies.
		<ul style="list-style-type: none"> Transition to a Liberal Arts Pedagogy model to prepare students for Stage 6 'Studies In Catholic Thought'. 		End of Term 4	RSC MC		<ul style="list-style-type: none"> Pilot Diocesan Programs for Stage 5 Religious Studies Coursework commencing in Semester 2 2021 for full implementation Term 1 2022.
		<ul style="list-style-type: none"> Increase student agency and differentiation to enhance both religious literacy and religious imagination. 		End of Term 4	RSC	RST Faculty Rachel Logan	<ul style="list-style-type: none"> Coursework linked to partnerships with local community e.g. Catholic Schools Week, Mission Month, Blackbutt Parish, Amnesty International
		<ul style="list-style-type: none"> Position the Catholic worldview and spiritual and religious capabilities alongside general capabilities to deepen overall learning outcomes. 		End of Term 3	RSC		<ul style="list-style-type: none"> Assessment notifications, results, and feedback. Pirozzo Matrix employed for one unit of work per cohort. Project Based Learning employed for one unit of work per Stage. Inclusion of thinking routines and collaboration in programming as opportunities for critical thinking.

DOMAIN 2 – LEARNING

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 4 Student Centred	4	Conduct an audit of school data.	3.6.2 5.1.2 5.4.2	10/1	Stephen	Data Team	A broad spectrum of data sources in regular use across the school – meetings, discussions In use
Goal 5 Effective Pedagogy	5	Create data wall using PAT.		5/1	Stephen	All staff	
Goal 6 Adaptive and innovative	6	Professional Learning - Use of data and resources.		10/2	Stephen	All staff	
Goal 4 Student Centred	4	Differentiation – Gifted Education Continue focus on classroom strategies for gifted students. Case Management of Gifted students (Sharratt #6).	1.5.2	10/3	GEM	Leaders of Learning	PLTs with focus on implementing strategies across curriculum. 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. See next page

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 5 Effective Pedagogy	5	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 Learning	Suggested readings in use and logged as part of TIPL for PP&D; team meetings held using data wall. Meeting schedules and faculty meeting minutes linked to Standards. Daily learning walks Teachers can answer Sharratt's 5 key questions (Clarity p.59).
Goal 5 Effective Pedagogy	5	Professional Learning on Sharratt's Parameter #3 Quality Assessment Informs Instruction	2.3.2 3.6.2 5.1.2 2.6.2	5/4	Bob, Stephen	Leaders of Learning	Evidence that all teachers are using evidence proven, high-impact strategies (including but not restricted to the use of ongoing assessment data for differentiation; GRR; Bump it up walls)
Goal 6 Adaptive and innovative	6	Conduct a Stage 4 audit of teaching programs and assessment practices.	3.2.2 3.6.2	10/1	Leaders of Learning Justine	Leaders of Learning Leaders of Learning	
		Map content and skills in programs (Stage 4)	2.5.2 3.3.2	10/1	Amy	Leaders of Learning	
							See next page

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 5 Effective Pedagogy	5	Literacy Focus - Writing	2.1.2 2.5.2 3.6.2	10/1	Pedagogical Partner	Leaders of Learning	Writing strategies from 2019 in use in classrooms, Bump it up displays.
				10/3	Stephen	Leaders of Learning	Faculty and Individual goals regarding writing; collaboration across faculties; evaluation of sample scripts.
							7/4
Goal 6 Adaptive and innovative	6		5.1.2 5.2.2 5.3.2 6.2.2				

DOMAIN 3 – LEADERSHIP

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 8: Leadership Succession Goal 5 Effective Pedagogy	6 PLC Focus	All teachers involved in effective PLTs Revise PL on elements of effective PLTs Model effective function on school directed PLT Teacher directed PLTs	 5.1.2 5.2.2 5.3.2 6.3.2	Term 4 Term 1 10/2 10/4	 Bob	 Stephen Data Team SIP team	All teachers involved in effective PLTs. Elements of effective PLTs revised via PL. Effective function on school directed PLT modelled. 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 2	Leaders of Learning	All staff	Staff create PP&D plans that align 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 learning in leadership offered to these staff (potential leaders).	7.4	Term 1	Executive team	Leaders of Learning Leaders of Wellbeing and Engagement	Launch of new leadership roles for 2021 at SPX. New role statement for Leaders of Wellbeing and Engagement leads to empowering staff to manage the wellbeing of students. Aspiring leaders known to school executive. Uptake of leadership PL by aspiring leaders See next page.

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Goal 9 Student Leadership	7	Determine and implement clear pathways to encourage student voice and build leadership skills through programming.	6.3	All year	Carmel	Leaders of Wellbeing and Engagement Wellbeing Coordinator	Evaluations collected from students completing the leadership program and other initiatives. A leadership program to upskill potential student leaders across all years has been provided.

DOMAIN 4 – WELLBEING & PARTNERSHIPS

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
Goal 12 Responsibility for Learning	4	Shift focus from content to learning – explicit teaching on learning strategies in all subjects	3.1.2	5/4	Bob & Stephen	Leaders of Learning	Students can identify the learning taking place in each lesson and can discuss their learning and progress. All students can identify strategies for self-improvement. Students are supported in learning self-efficacy by school resources, learning intentions on display and discussion of these. Teachers can respond to the five key questions for leading learning. (see Sharratt's 5 key questions for teachers – Clarity p.59)
Goal 10 Wellbeing	8	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 2021 Term 1 2021 Term 4 2021	Carmel Stephanie	Leaders of Wellbeing and Engagement All Staff	Updated policies regarding anti-bullying and wellbeing to promote a culture of inclusivity. Communication strategies in place to ensure policies are understood and accessible to staff, students and parents through the website and newsletters. Data from the evaluation of wellbeing initiatives and programs for students.

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Goal 11 Promoting Positive Partnerships	9	<p>The school identifies potential community partners based on their capacity to contribute to improved student achievement and/or wellbeing.</p> <p>The school continues to build partnerships with parents to improve outcomes for student learning.</p>	3.7, 7.3	Term 1 2021	Carmel	<p>All Staff</p> <p>Leadership Team</p>	<p>Audit done of current community and industry partnerships in the school. Increasing current partnerships and involvement by 20% in 2021.</p>