



**2023**

# **STRATEGIC 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.

## **Strategic Improvement Plan**

The Strategic 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 2023-2025

## 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

For each learner to learn where, when and how they work best, and be **empowered to participate in decision-making about their learning** and wellbeing.

## Goal 5: Effective Classroom Learning

To build the capacity of educators to ensure that **all students are known**, their strengths are recognised and accommodated, diversity is celebrated, and **each learner demonstrates growth**.

## Goal 6: Adaptive and Innovative Learning

To equip learners with the **analytical, cognitive, digital, and social competencies** that enables them to **fully engage with and contribute** to our changing world.

## 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>Apply the CSO Wellsprings framework to offer opportunities for encounter, mission, leadership and service to students, staff and families.</li> <li>Support participants approved to travel to World Youth Day 2023</li> </ul>	NA	End of Term 4	MC	MC RSC	<ul style="list-style-type: none"> <li>Renewed opportunities</li> <li>Evaluation data</li> <li>Role of Student Leaders in Portfolios such as Solidarity and Stewardship</li> <li>Staff leadership and participation in Ministry</li> </ul>
<b>Goal 2 Formation</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Offer a range of formational experiences across the school community</li> <li><b>Encourage and facilitate staff to meet AWTL requirements.</b></li> </ul>	NA	End of Term 4  End of Term 4	MC  MC	RSC/other interested staff	<ul style="list-style-type: none"> <li>Formation for mission framework.</li> <li>Professional development applications from staff members.</li> <li>Attendance and other data related to staff and student engagement.</li> <li>Improved AWTL engagement with a particular focus on Middle Leaders</li> </ul>
<b>Goal 3 Religious Education</b>	<b>2 &amp; 3</b>	<ul style="list-style-type: none"> <li>Transition to a 'Pedagogy of Encounter' by implementing the new Diocesan syllabus 'Faith and Life' with Stage 5 and incorporating these learning strategies into programs for Stage 4.</li> <li>Deeper learning to enhance levels of religious literacy and religious imagination</li> </ul>	NA	End of Term 4  End Term 4	LOL  Whole RE Faculty	RE Faculty	<ul style="list-style-type: none"> <li>Inclusion of Liberal Arts methodology in programs, resources, registers, learning walks and talks etc.</li> <li>Opportunities for student agency</li> <li>Differentiation across range in formation from Catechesis to Evangelisation</li> <li>Improved engagement and performance in coursework and external assessments</li> </ul>

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							<ul style="list-style-type: none"> <li>• Successful partnerships with:               <ul style="list-style-type: none"> <li>- local community e.g. parish / Diocesan art and film competitions, Catholic Schools Week</li> <li>- national Catholic agencies e.g. Australian Catholics Magazine, Mission Month</li> <li>- Ecumenical Christian celebrations e.g. Season of Creation and</li> <li>- secular social justice agencies e.g. Amnesty International</li> </ul> </li> </ul>

## DOMAIN 2 – LEARNING

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<p><b>Goals 4</b></p> <p>For each learner to learn where, when and how they work best, and be <b>empowered to participate in decision-making about their learning</b> and wellbeing</p>	<p><b>Goal 3</b></p> <p>For each learner to learn where, when and how they work best, and be <b>empowered to participate in decision-making about their learning</b> and wellbeing</p>	<p><b>Deep Learning (Learning Across the Curriculum)</b></p>		<p>2 Extended Care Classes per term</p> <p>End of year report</p>	Stephen	All staff	<p>Students use extended Care Class time for goal setting and reflections on their learning.</p> <p>Student self- reflection as a part of end of year report</p> <p>Student awareness of how class activities link to world beyond</p>
<p><b>Goal 5</b></p> <p>To build the capacity of educators to ensure that <b>all students are known</b>, their strengths are recognised and accommodated, diversity is celebrated, and <b>each learner demonstrates growth.</b></p>	<p><b>Goal 4</b></p> <p>To build the capacity of educators to ensure that <b>all students are known</b>, their strengths are recognised and accommodated, diversity is celebrated, and <b>each learner demonstrates growth.</b></p>	<p><b>Regular Case Management meetings</b></p> <p><b>Professional Learning on NCCD and adjustments</b></p>	<p>1.1.2</p> <p>1.2.2</p> <p>1.3.2</p> <p>1.5.2</p> <p>1.6.2</p>	<p>3 Professional learning sessions over Semester 1</p>	Stephen	<p>Leaders of various Case Management Teams</p> <p>CSO</p>	<p>Data and <b>Collaborative Inquiry</b> cycles used to track student progress.</p> <p>CM data walls with strategies identified</p> <p>Teaching and learning programs that include a range of differentiated and tiered strategies based on the needs of all students.</p>

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<b>Goal 6</b> To equip learners with the <b>analytical, cognitive, digital, and social competencies</b> that enables them to <b>fully engage with and contribute</b> to our changing world	<b>Goal 5</b> To equip learners with the <b>analytical, cognitive, digital, and social competencies</b> that enables them to <b>fully engage with and contribute</b> to our changing world	<b>Professional Learning on Deep Learning (Learning Across the Curriculum)</b>	3.3.2		Stephen	Leaders of Learning	Staff and students able to explicitly link elements of Deep Learning to the class activities  Student awareness of how class activities link to world beyond classroom and to lifelong learning
		<b>Gifted Education Mentor to work with allocated faculties</b>	1.5.2 3.6.2 5.4.2		Bonnie Tranchini (GEM)	Pedagogical Mentor	Phase 2 faculties: Teaching and learning programs that include a range of differentiated and tiered strategies based on the needs of gifted students
		<b>Embedding Reading Across the Curriculum literacy</b>	2.5.1 6.4.2		Leaders of Learning	Pedagogical Mentor	Consolidation of reading strategies used across all subjects At least one designated <u>Reading activity</u> in each unit Improved results in Reading evident in Year 9 NAPLAN, in all Years in PAT and HSC Minimum Standards Tests
		<b>Writing Across the Curriculum literacy</b>	2.5.1 6.4.2		Leaders of Learning	Pedagogical Mentor	English faculty Bump up <i>the bands via focus on spelling and punctuation</i>  <i>All faculties using the writing continuum and sample scripts</i>



## DOMAIN 3 – LEADERSHIP

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<b>Goal 7 Leadership Capacity &amp; Culture</b>	<b>1 &amp; 4</b>	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	All year	Leaders of Learning	All staff	Staff create PP&D plans that align with the school's strategic improvement plan. There is the promotion through staff meetings of programs developed by staff in PLTs that align with the school's strategic plan.
<b>Goal 8 Leadership Succession</b>	<b>1</b>	Staff identify if they wish to be aspiring leaders to School Principal.  Professional learning in leadership offered to these staff (potential leaders).	7.4	All year	Principal	Leaders of Learning Leaders of Wellbeing and Engagement	Aspiring leaders known to school executive.  Uptake of leadership PL by aspiring leaders.  Each term the school provides PL for aspiring leaders.

## DOMAIN 4 – WELLBEING & PARTNERSHIPS

SCHOOL GOALS	CSO GOALS	ACTIONS TO SUPPORT GOALS	APST	WEEK/TERM COMPLETION	LEADER	OTHER STAFF	EVIDENCE OF IMPACT
<b>Goal 10 Student Resilience and Wellbeing</b>	<b>4 &amp; 6</b>	Implementation of a Resilience program for students	3.1, 3.3, 4.1	All year	AP Wellbeing and Wellbeing Coordinator	Leaders of Wellbeing and Engagement	Explore resilience programs on offer such as the 'Resilience Project'.
		Build the capacity of all members of the school community to assist young people with building resilience.		All Year		All Staff	Targeted approach during wellbeing Wednesdays regarding strategies for building resilience.  SchoolTV publication on resilience. Staff professional learning on building resilience in young people.  Explore the opportunity for a parent meeting inviting Key speakers on the topic of resilience.
<b>Goal 11 Build partnerships with parents/carers to improve student learning</b>	<b>6</b>	The school builds partnerships with parents and families to improve opportunities and outcomes for students Provide educational, social and wellbeing opportunities to build parenting capacity Implement professional learning opportunities for school staff to engage positively with families Support and implement a transition process that supports partnerships with parents.	7.3, 7.4	All Year	AP - Wellbeing	School Executive Leaders of Learning Leaders of Wellbeing  All Staff	Review parent responses from TTFM survey.  The School Executive team makes a deliberate and strategic use of school communication avenues through newsletter articles/compass/ school face book by promotion of extra-curricular school opportunities.

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							<p>Transition 2024: Early March open school for existing and potential families to visit the school. Letterbox drop to canvas more families living in the area.</p> <p>Promotion of the school transitioning to Years 11 and 12. Families are regularly updates on progress through school newsletter/compass/school face book.</p> <p>Continue to strengthen relationships with the emphasis at a school level of getting to know every student and parent/carer through class relationships and the creation of student-led conferences.</p>