

Three Year Strategic Plan

Years: 2017 – 2019

Strategic Priority 1: PROMOTE CATHOLIC IDENTITY AND FAITH FORMATION

3 Year Strategic Goals	Evidence	Key Strategies	Indicators of Success
Ensure Catholic Identity and Faith Formation is embedded in the life of the school	Partnership between school, home and parish to develop Catholic Identity and Faith Formation	School masses Choir/band for masses School to go on weekend parish roster Introduction of CYSMA, youth minister Parish school partnerships, regular liaison with priests Staff spirituality days Staff prayer	Regularity of well-planned, celebrations of prayer, sacred scripture, worship and sacraments Evidence of high quality and meaningful rituals, symbols, signs, artworks and sacred spaces throughout the school
Develop annual school liturgical themes	Focus for yearly events, discussions	Staff work together to develop annual themes	Staff, student and parent knowledge of annual theme Evidence of theme in activities, discussions and written material from school
Create a new school values system	<i>MJR, Bounce Back, Senseability</i> all rely on commonly known and unpacked system of values across the school community	Development of a more succinct school Vision and Mission Statement Staff work together to collaborate on ideas for what values will be a focus <i>MJR, Bounce Back and Senseability</i> , along with school vision is used as basis for development of common values Values are clearly publicised and unpacked for the community	Authentic Catholic Christian values are clearly articulated and consistently communicated through school policy, practice and regular communications

Embedding of quality programs of teaching and learning religious education across the school	Teacher professional learning to lead to improved pedagogical practices	Teachers continue to teach TNO units and to evaluate them and amend assessment tasks and strategies as necessary REC to do modelling of best practice in RE classrooms Staff professional development both internal and CE based	Quality teaching programs with authentic activities and assessment tasks Confidence of teachers in delivering quality RE classes Increased levels of RE Accreditation in teachers at the school All teachers teaching RE to have D Accreditation
Implement Christian meditation for staff and students on a regular basis	Studies show that allowing people to have time to relax, take stock leads to better learning and wellbeing	Timetable meditation times Meditation time during staff meetings Meditation kids for each class	Proportion of classes using meditation on a regular basis Student satisfaction

Strategic Priority 2: TRANSFORM TEACHING AND LEARNING

3 Year Strategic Goals	Evidence	Key Strategies	Indicators of Success
Developing a professional learning community	Classroom visits and effective feedback lead to improved pedagogy Walkthroughs can provide data on school wide pedagogy Teacher collaboration leads to better pedagogy	Classroom visits of classes within the school and in other schools Regular walkthroughs by principal and executive Teacher collaboration time as part of RFF Move to staged classes to be considered from 2018 Timetabling to allow for delivery of subjects across the stage at the same time to improve collaboration opportunities	Confidence of others visiting classes Proportion of staff who agree that they get effective feedback about their practice Evidence of effective pedagogical practices being implemented across the school Teachers apply their contemporary and professional knowledge to establish highly effective learning environments

		Continued development of flexible learning spaces	Staff meetings being mainly focused on non-administration issues All staff attending PL throughout each year PL experiences shared with others at staff meetings on a regular basis Staff collaborating during RFF times Focus in individual PLPs
Deliver an innovative, relevant and effective curriculum through contemporary pedagogical practices	Inquiry model increases student engagement and achievement levels Principles of Pedagogy outline effective pedagogical practices ICT leads to increased student engagement and opportunities for deeper learning	Continue to develop inquiry based literacy and numeracy blocks in the primary and inquiry based teaching in the secondary COSA Numeracy focus in 2017 ELI Numeracy and Literacy from 2017 Student assessment which is differentiated to meet individual student needs Implementation of Growth Mindset thinking across staff and students Development of ICT as a teaching and learning tool in all subject areas Staff PL in ICT – Google Classrooms, Coding, Apple TVs Increase awareness and skills in delivering STEM/STEAM curriculum	A clearly documented plan for curriculum delivery and expectations Students able to clearly articulate their learning journeys Improved results in student achievement Classrooms are busy but calm where expectations are high and explicit Evidence of ongoing action research through COSA, Secondary Leaders of Learning Initiative Seamless integration of ICT into many learning opportunities Student assessment which is differentiated to meet a range of student needs
Use of data to inform teaching and learning	Data provides direction for teaching and learning	Formative assessments to give students and teachers future directions	Proportion of staff who use a broad range of student achievement data to track student progress

		Development of Data Walls for K-10 in literacy and numeracy Teachers use NAPLAN results to inform pedagogy	Proportion of staff who have received PL in data analysis Increased use of formative assessment Proportion of students who agree they receive constructive feedback about their practice Up to date data walls Self-evaluation and flexibility is evident in teaching programs
Development of strategies for identifying student needs and ensuring that the curriculum is differentiated to meet all student needs	All students learn in different ways and at a different pace	Use of Classroom Support Teacher and Learning Support Assistants to support students with identified learning needs	Regular data on the achievements, progress, strengths and weaknesses is used in all classrooms to make judgements to identify appropriate teaching and to personalise teaching and learning activities Student Personalised Plans are developed in collaboration with teachers and families and are regularly reviewed Teaching programs show evidence of differentiation

Strategic Priority 3: STRENGTHEN LEADERSHIP

3 Year Strategic Goals	Evidence	Key Strategies	Indicators of Success
------------------------	----------	----------------	-----------------------

<p>Build a culture of leadership where school leaders and teachers take responsibility for improving student learning and wellbeing</p>	<p>Teacher feedback and collaboration leads to improved pedagogy Currently some teachers see leadership initiatives as the domain of the executive</p>	<p>ELI Numeracy and literacy training and focus in the school Focus in instructional leadership for all executive Growth Coaching training for Principal and AP All teachers encouraged to take on 'Annual Projects' Executive to be part of Western Region Leadership PL and collaboration with Sacred Heart and St Mary's Teachers to begin Highly Accomplished or Lead teacher Accreditation</p>	<p>School leaders spend time working with teachers to improve their teaching practices All teachers take on some form of leadership role The school executive has developed clear role descriptions The school executive regularly meets to evaluate school policies and strategies Proportion of teachers who have successfully attained Highly Accomplished or Lead teacher Accreditation</p>
<p>Develop the notion that all students are leaders</p>	<p>Students develop confidence by taking on extra responsibilities. They enjoy a greater sense of belonging when they take on leadership roles</p>	<p>Students volunteering for out of school initiatives such as Red Cross, CDAT, RYPEN, Mini Vinnies, etc 6-month rotation on SRC Year 9 Leadership Days Continue Community Service Program through visits to Pinnacle House and Narraburra Lodge and assistance with Meals on Wheels</p>	<p>Increased number of student volunteers Student confidence in expressing opinions</p>

Strategic Priority 4: BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

3 Year Strategic Goals	Evidence	Key Strategies	Indicators of Success
Improve partnerships with parents, families and the wider community	Educational partnerships enhance student outcomes and provide for more relevant and meaningful learning	Continue to develop projects through the Community Council Continue to develop partnerships with local organisations such as Temora Shire Council, CDAT, Rotary	Parents and families feel valued as partners in student learning There is a strong collegial culture amongst staff. Deliberate and strategic use of partnerships in the parent and wider community to access intellectual, physical and other resources not otherwise available within the school to enhance student outcomes
Ensure effective and clear communication between home and school and the wider community	Clear communication is necessary for the effective functioning of an organisation Social media is one effective form of communication and marketing	Newsletters Facebook Development of website Opportunities to promote the school through the local media Parent information evenings Parent/student/interviews	Explicit processes are in place to ensure frequent, timely and effective communication
Ensure that student, staff and family wellbeing has a high priority across the school	Wellbeing and improved mental health lead to life satisfaction, job satisfaction and improved learning outcomes	Continued development of MindMatters and KidsMatter Frameworks through programs such as Bounce Back, MJR and Senseability Continued promotion of staff wellbeing teams Wellbeing Grant for 2017 then allocation through school budget Clearer understanding of support agencies available within the local and wider community	Surveys indicating improved satisfaction by staff, students and families in this area Effective regular delivery of wellbeing programs

		Regular Wellbeing articles in newsletter Continued staff PL in wellbeing approaches Parent events to promote wellbeing and positive mental health	

Strategic Priority 5: STEWARD RESOURCES

3 Year Strategic Goals	Evidence	Key Strategies	Indicators of Success
Develop a whole school Master Plan and begin to enact some of its stages	Effective planning leads to best use of limited resources The school is quite old in some areas and needs ongoing maintenance and rejuvenation to provide the best possible learning for students	Liaising with executive, architects, CE and Community Council to develop Master Plan BGA Application in 2017 to begin Stage 1 of Master Plan	Realistic Master Plan which is the result of consultation
Effective utilisation of current spaces to provide engaging and appropriate spaces for learning	Principles of Pedagogy – importance of learning spaces	Continued development of flexible learning spaces BGA success to allow for opening up of classrooms to break-out spaces and to allow for team teaching Executive and staff PL to explore ways to effectively transform learning spaces Calming spaces	Learning spaces are organised for whole group work small group work and individual work Physical spaces are designed to maximise learning
