



Catholic Schools Office Strategic Improvement Plan

2016 — 2018

Introduction

The Strategic Improvement Plan 2016-2018 for the Catholic Schools Office (CSO SIP 2016-2018)

The CSO SIP 2016-2018 attempts to sharply focus our efforts to support schools in their planning for school improvement. School improvement is about the relentless pursuit of goals which contribute to improving student learning outcomes. We believe it is important to restrict the number of goals to those which can be easily carried around in the heads of leaders and teachers on a daily basis. 'Systemness' is achieved when system and school goals are cohesive and aligned for system and school improvement.

A Catholic Professional Learning Community has features and strategies that support the implementation and evaluation of the Strategic Improvement Plan. The whole school community should be clear about the annual school goals which should be clearly articulated by the principal and school leadership team on an ongoing basis throughout the year. Teachers should have classroom plans that are aligned with school goals and use evidence to signal the achievement of the goals.

Therefore, in 2016-2018 the CSO Diocese of Armidale Strategic Improvement Plan is focussed on the following goals in the Core areas of Mission and Evangelisation, Learning and Leadership:

- To support Faith Formation using Diocese of Armidale Catholic Core Principles and Values
- To improve student ***literacy and numeracy***
- To support the further development of contemporary pedagogy through the implementation of the ***Australian Curriculum***
- To build the ***leadership capacity*** of all staff using the AITSL Australian Professional Standards for Teachers and The National School Improvement Tool.

Indicators of success for each of these goals would include some of the following evidence:

- ***Catholic Principles and Values*** can be articulated by staff, students and parents
- ***Literacy and numeracy learning gain*** is achieved in school Early Years, NAPLAN and HSC results
- Programs and assessment practices support ***contemporary pedagogy for the Australian Curriculum***
- Leaders and teachers use the AITSL Framework and NSIT to develop ***PLPs and support peer observation and feedback.***



SYSTEM PERFORMANCE

SCHOOL LEADERSHIP
AND MANAGEMENT

SYSTEM DEVELOPMENT

A CATHOLIC PROFESSIONAL LEARNING COMMUNITY

The attached Catholic Schools Office Strategic Improvement Plan 2016-2018 (CSO SIP 2016-2018) has been developed based on a vision of further developing a Catholic Professional Learning Community (CPLC) in the system and schools of the Diocese of Armidale.

The Core Priority Areas of the CSO SIP 2016-2018 should provide a focus and further support some cohesion between system, school and classroom plans for improvement:

- (1) Mission, Evangelisation, Learning and Teaching, School Leadership and Management
- (2) Leadership Capacity Building
- (3) Strategic Planning and Data Analysis.

These core areas will be supported by system plans for the following enabling areas of effective system and school leadership:

- (4) Human Resource
- (5) Financial services
- (6) ICT services.

In this Diocese we believe the real work of leadership of a Catholic Professional Learning Community requires:

- (1) Catholic Principles and Values
- (2) Student learning for all
- (3) Teacher and student collaboration through inquiry and action learning
- (4) A results orientation that uses evidence of system, school, teacher and student improvement.

The quality of our system and schools depends on the quality of the teachers that teach and care for the students. Their parents look to us to support their children's education in the faith and to gain the knowledge and skills to help fulfil their potential and go on to make a difference to their community. In the Diocese of Armidale the following support documents exist to support our teachers in understanding our vision and mission and measure their professional progress and the growth of their students:

- (1) Mission and Vision Statement and Catholic Principles and Values for the New NSW Syllabuses (CSO Armidale August 2014)
- (2) Student Learning: NSW Syllabuses for the Australian Curriculum and the National Safe Schools Framework
- (3) Collaboration and Inquiry: Spirals of Inquiry (Timperley 2012); Cultures Built To Last (DuFour and Fullan 2013); Visible Learning For Teachers (Hattie 2012)
- (4) Results Orientation: SRI using the National School Improvement Tool (NSIT); Australian Professional Standards for Teachers; Principals Standard; Teacher and student analysis of data from formative and summative student assessment (K-12).

School leaders are expected to adopt organisational structures that support teachers working in teams, opportunities for teacher observation and feedback, students working collaboratively, and self reflection to promote planning for improvement.

The moral purpose of education challenges everyone working in the schools of the Diocese of Armidale to continue to provide a challenging and contemporary Catholic education for all students. The following Strategic Improvement Plan for 2016-2018 should assist to support the improvement in learning outcomes for all the students in our system of schools.



Chris Smyth
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PRIORITY 1: SYSTEM PERFORMANCE TEAM- Mission, Evangelisation, Learning and Teaching

GOAL

1.1 To further develop the explicit teaching of Catholic Principles and Values in all KLAs.

1.2 To improve student achievement and learning gain in K - 12 RE.

TARGET



1.1.1 All staff have participated in PD on Sanctity of Life.



1.1.2 Teachers have included explicit CPVs teaching strategies in additional KLAs.



1.2.1 Improvement in Year 6 data by 10% and HSC results for SORI and II.



1.2.2 Teachers programming RE using the Emmaus Process.

STRATEGY



- *Three hub model of PD.
- *Support e modules.
- *Introduction of the CECNSW website.



- * Provision of examples of best practice.



- *UBD Methodologies 7-12.
- *Action Research explicit teaching of RE content based on UBD.
- *Use of Yr 6 RE Data.



- *Classroom Pedagogy K-6 Storytelling/ Emmaus Process.
- * Trialing of the revised Stage 4.
- * Review implementation Catholic Studies Stage 6.
- * Use of REC Lead Teacher framework.

GOAL

TARGET

STRATEGY

1.3 To increase engagement with faith and spiritual formation amongst staff students and parents.



1.3.1 School Advisory Councils participate in faith formation activities.



1.3.2 Increased staff participation in faith formation opportunities.



1.3.3 Double the number of parents participating in formation opportunities.



1.3.4 Trialling of family faith formation strategies.



1.3.5 10 Systemic School and CSO staff to participate in WYD 2016.



1.3.6 Stronger connections with SVDP Youth Ministry, Catholic Mission and Caritas to engage secondary youth.



*Clear roles statement.



*Targeted retreat programs.



*“Twilight Programs” for staff and parents.



*Identify range formation strategies.
*Focus on the Year of Mercy.



*Support of WYD pilgrims.



*Use of youth formation work resources.



GOAL

TARGET

STRATEGY

1.4
To implement the BCCS ATSI Education Policy



1.4.1 ATSI Secondary students prepare for future pathways.



- *Transition points supported.
- *Career advice provided.
- *Subject choice clarified.
- *Waramalaya review.



1.4.2 ATSI literacy and numeracy data is analysed.



- *Identify student learning needs.
- *Action learning initiative.
- *"Let's Talk" program (Dhawanda).
- *Complete student PLP.



1.4.3 ATSI attendance and retention plans are evident in secondary schools and selected primary schools.



- *Analyse attendance data.
- *Develop strategies to improve and track attendance.
- *AEA's follow up attendance.
- *Wii Gaay attendance.



1.5.1 Teachers designing assessment for, as and of learning linked to the syllabus outcomes.



- *Case management aligned to the Literacy and Numeracy Continua.
- *Self and peer assessment.
- *Student Learning is tracked.
- *Tiered teaching approach.



1.5.2 Improved data literacy of all teachers.



- *Techniques of Data analysis to develop programs.
- *Triangulate data to set targets and monitor progress.



1.5.3 Improvement in HSC results.



- *Middle leader reporting.
- *Cluster networks.
- *Focus on writing.



1.5.4 Student Learning gain exists in the data of all school NAPLAN results.



- *Range of assesment and data gathering tools.



1.5.5 Inclusion of parents, teachers and students in goal setting for personalised plans (PP).



- *Link parents with educational learning.
- *Partners for Learning website.

1.5 To improve literacy and numeracy outcomes for K-12 students.

GOAL

TARGET

STRATEGY

1.6 To support the further development of contemporary pedagogy through the implementation of the Australian Curriculum.



1.6.1 Teachers have an understanding of inquiry based learning.



1.6.2 Knowledge of local Aboriginal and Torres Strait Islander culture and history and geography is embedded.



1.6.3 New Technologies have further enhanced staff and student capacity to improve learning outcomes.



- *PL provided for effective PLC and PLT's.
- *Model of program design.
- *Collaborative platform for sharing resources.



- *Support and local research.



- *Provide PD in a variety of technologies.
- *Google educator road trips.

1.7 To achieve a shared understanding of pastoral care and wellbeing.



1.7.1 A system strategic plan for Pastoral Care & Wellbeing is developed.



1.7.2 Proactive strategies for pastoral care and wellbeing are evident in school and system plans.



- *Policy development collaboratively.
- *Key strategies identified.
- *Strategic plan developed.
- *UNSW SEL Project.



- *AEDC analysis.
- *Behaviour management agreed.
- *Vocational learning.
- *Preventative strategies explored.

1.8 To implement the accepted recommendations of the CSO reviews of ICT, VET, and Special Education.



1.8.1 System wide shared understandings for the role of ICT, VET and Special Education in improving student outcomes are adopted.



- *ICT Committee reconstituted.
- *VET review committee plan implemented.
- *Special Education analysis response.

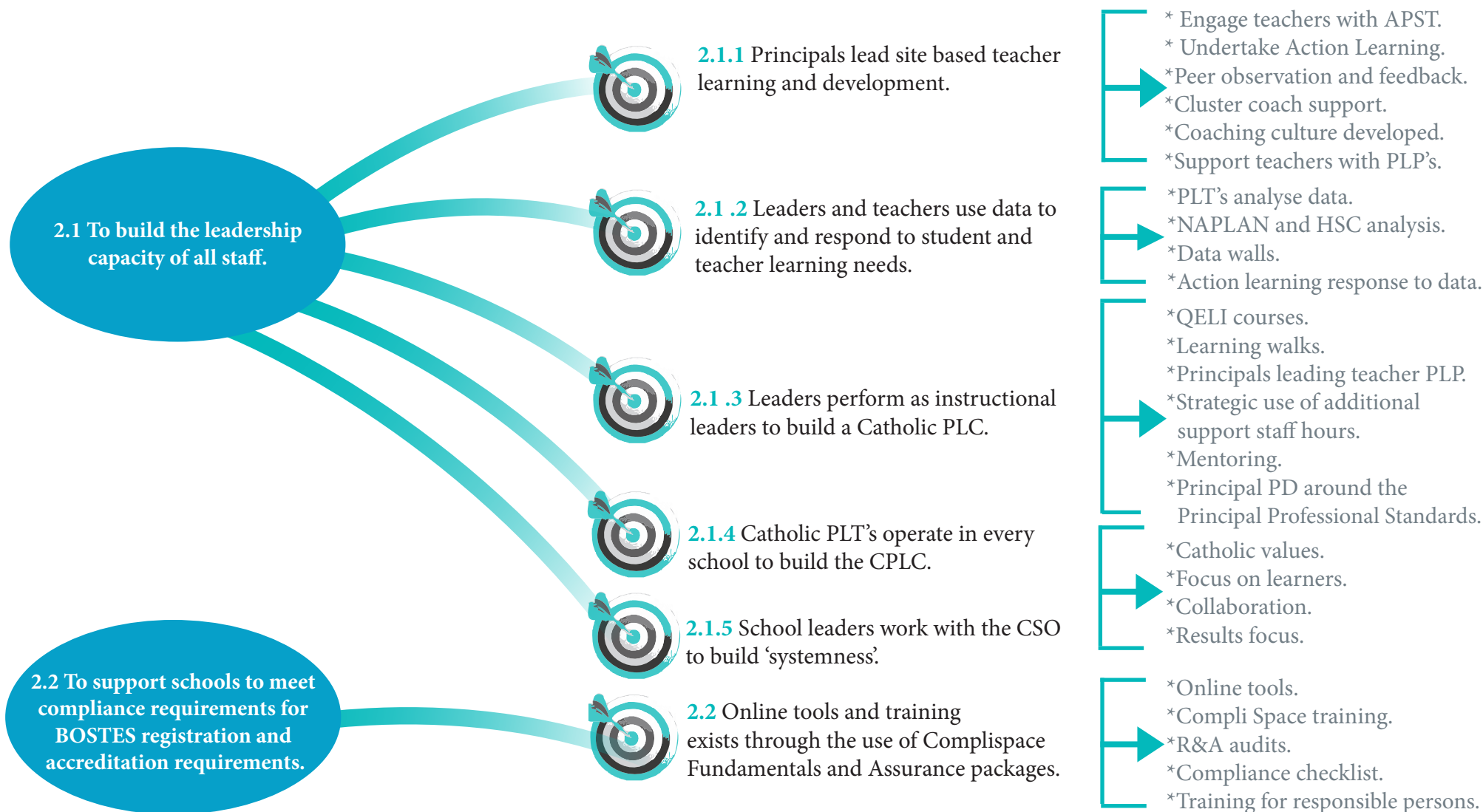


PRIORITY 2: SCHOOL LEADERSHIP AND MANAGEMENT

GOAL

TARGET

STRATEGY



GOAL

TARGET

STRATEGY

2.3 To implement the AITSL Teacher Performance and Development Framework and The National School Improvement Tool.



2.3.1 Policy exists to support the use of the Teacher Performance and Development Framework.

- *Policy developed and communicated to Schools
- *AITSL Standards evident in Teacher PLP.



2.3.2 Principals use selected domains in the NSIT for school self review that produces a school AIP.

- *2 NSIT Domains identified for review in 2016.
- *2016 review informs School AIP 2017.



2.3.3 Domain for Catholic Identity is produced.

- *CSO collaboration with other Dioceses.
- *School feedback on draft domain.



2.3.4 Teachers seek accreditation for HAT and lead teachers.

- *Higher levels of Accreditation for teachers explored.

2.4 To implement an effective Communication Strategy.



2.4.1 Increased CSO social media activity.

- *Social Media plan.
- *CSO and School Contributions.



2.4.2 CSO and schools have current website.

- *CSO Website update.
- *Websites updates.
- *Website manager checklist.



2.4.3 CSO Communication strategy within and to schools developed to promote 'systemness'.

- *Organisational Structure aligned.
- *Communication processes/structures are developed, and implemented.
- *Align school clusters.



PRIORITY 3: SYSTEM DEVELOPMENT

GOAL

TARGET

STRATEGY

3.1 To improve system understanding of financial administration.



3.1.1 Improved leadership financial literacy.



*Engage course provider.
*Preparation and follow up.



3.1.2 School AIP's are aligned with school budgets for improving faith and learning outcomes.



*Examination of school budgets with Consultants and Financial Services.
*Identify areas where Principals have utilised resources well.

3.2 To increase the use of online technologies for staff services.



3.2.1 Staff access online technologies.



*Evaluation of online resources for payroll and credit cards.



3.2.2 All staff utilise Compli Space.



*Training in Compli Space and staff access.

3.3 To support the schools' stewardship of its physical resources.



3.3.1 Schools have a current R&M and Capital Development Plan.



*Provision of condition report for each school.
*Assist targeted schools to develop R&M.



3.3.2 Extend teacher housing stock.



*Purchase of additional properties.
*Capital development at St Nicholas Tamworth.
*Master planning at specific sites.

GOAL

3.4 To improve school internet connection.

TARGET



3.4.1 Provision of sufficient bandwidth to support student learning.



3.4.2 Provide access to support anywhere anytime learning.



3.4.3 A data standards cabling policy exists.



3.4.4 CSO and schools explore BYOD and 1:1 computer support.

STRATEGY



- *Analyse regular reports on usage.
- *School feedback on usage.
- *Evaluate 'Big Air' roll out.



- *Continued provisioning of wireless.
- *Remote student access supported.



- *Development of ICT Provisions and Cabling in Armidale Diocesan Schools Policy.



- *BYOD policy development.
- *K-12 student: device capacity.

ACRONYMS

SIP Strategic Improvement Plan
CPLC Catholic Professional Learning Community
NSIT National School Improvement Tool
CPV Catholic Principals and Values
SOR Studies of Religion
PD Professional Development

AITSI Australian Institute for Teaching and School Leadership
PLP Personalised Learning Plan
PLC Professional Learning Community
PLT Professional Learning Team
PL Professional Learning
APST Australian Professional Standards for Principals

HAT Highly Accomplished Teacher
BYOD Bring Your Own Device
WYD World Youth Day
UBD Understanding by Design



