

St Joseph's Quirindi Catholic Primary School



Strategic Management Plan

2008 - 2011

A resource for reviewing school effectiveness, improvement and quality assurance
to inform development of ADP

STRATEGIC MANAGEMENT PLAN 2008 -2011

TABLE OF CONTENTS

LETTER FROM THE PRINCIPAL

FROM THE DIOCESAN EDUCATION CONSULTANT

MISSION STATEMENT

PRIORITIES

1. CATHOLIC IDENTITY AND RELIGIOUS EDUCATION
2. ADMINISTRATION AND MANAGEMENT
3. PASTORAL CARE
4. TEACHING AND LEARNING
5. IDENTIFIED BY THE SCHOOL

SCHOOL IMPLEMENTATION AND ACCOUNTABILITY FRAMEWORK

St Joseph's, Quirindi, has adopted the following implementation and accountability framework to address systematically, over the five-year life of the Strategic Management Plan, the priority areas for strategic action.

STRATEGIC MANAGEMENT PLAN 2008 -2011

- Five Priorities
- Strategic Intent Statements identified for the four year life of the Plan
- Key Performance Indicators (KPI) reviewed annually to build-in continual updating of the Plan

SCHOOL ANNUAL DEVELOPMENT PLAN (ADP)

- Informs the school community of the Key Performance Indicators to be addressed across the year – what is urgent and important and requiring strategic thinking and action
- Assigns implementation responsibilities
- Published annually

ASSESSMENT AND REPORTING

- Each year evidence of outcomes will be identified in particular for the Strategic Intent Areas that have been targeted in the Annual Development Plan. The 1 – 7 Rating Scale will be utilized to promote professional dialogue and assist in the formal assessment of implementation effectiveness. (Evidence to be both qualitative and quantitative).
- The DEC and Principal will meet to discuss effectiveness of implementation and areas for improvement.
- All staff are engaged in the annual assessment of implementation effectiveness in their areas of responsibility
- The assessment contributes to the school's Annual Report.

ACCOUNTABILITY

The school principal and school executive (where applicable) are responsible for the implementation effectiveness of the Strategic Management Plan.

ASSESSMENT AND RATING SCALE

The Rating Scale is a tool designed to assist the school to make an assessment of current levels of organizational quality, achievement and effectiveness.

The purpose of the Rating Scale include:

- Providing a basis for professional dialogue on organizational performance and improvement
- Monitoring overall organizational achievement, performance and effectiveness
- Providing a measure of value added
- Identifying areas for strengths and areas for development
- Providing data to inform the school Annual Development Plan and the annual review and revision of Key Performance Indicators.

The Scale is applied across each of the Strategic Intent Statements 27 across the four (5) Priorities of the Plan

Letter from the Principal

St Joseph's Catholic Primary is committed to improving the quality of Catholic education for all its students and the community and parish it serves. In order to systematically achieve this objective the school has gone down the path of structuring a plan that will take it forward over the next five years.

A crucial aspect of the Strategic Management Plan is to ensure that all key stakeholders have input into both the evaluation and planning processes. The Strategic Management Plan and Annual Development Plans will be the drivers of the quality improvement that the school seeks. They will be an integral part of the day to day functioning of the school as well as a longer term guide to where the school wants to be in five years. Another crucial aspect is the School's participation in the Commonwealth Governments National School Partnership Program for Literacy.

I commend this plan to you and with your support over the coming years we will be able to ensure that students under our care are given every opportunity to grow into the full potential, "I have come so that you may have life and have it to the full" John 10-10

Simple

1. **What are we doing?**
2. **How are we going?**
3. **How do we know?**
4. **What are we going to do next?**

Strategic Management Plan 2008 -2011

Overview – Priorities and Strategic Intent Statements

KEY PRIORITY AREA 1 Catholic Identity and Religious Education

1.1	Catholic Identity <ul style="list-style-type: none">• St. Joseph’s School is easily identified as a place of Catholic education.
1.2	Spiritual Formation <ul style="list-style-type: none">• Spiritual needs of staff, students and parents are supported through school policies and procedures.
1.3	Prayer and Liturgy <ul style="list-style-type: none">• A culture of prayer and celebration is nurtured within the school.
1.4	Religious Education <ul style="list-style-type: none">• Teachers of R.E. are qualified to teach R.E. and have knowledge of the R.E.• R.E. Test results continue to improve and data is used to inform Teaching/Learning programs.
1.5	Sacramental Programs <ul style="list-style-type: none">• The school is actively involved in Parish Sacramental Programs.
1.6	Parish Relations <ul style="list-style-type: none">• Positive and reciprocal relationships are maintained and nurtured.
1.7	Social Justice <ul style="list-style-type: none">• Awareness of and fundraising for social justice issues are promoted within the school in accordance with Diocesan policies.

KEY PRIORITY AREA 2 **Administration and Management**

2.1	Administration and Management Implementation <ul style="list-style-type: none"> • Strategic planning directs and informs school practice and development.
2.2	Policies and Procedures <ul style="list-style-type: none"> • School policies and procedures are reviewed regularly to reflect and guide current practices.
2.3	Professional Development <ul style="list-style-type: none"> • Staff Professional Development needs are identified and addressed.
2.4	Human Resources Leadership and Management <ul style="list-style-type: none"> • Clear staff role descriptions exist and are accessible to staff. • Professional standards are understood and displayed by staff.
2.5	Facilities and Resources <ul style="list-style-type: none"> • Resources are regularly evaluated, current and relevant. • Documentation and records maintained in accordance with Diocesan and legislative requirements.
2.6	Communication <ul style="list-style-type: none"> • School communication processes are effective and relevant.
2.7	Financial Management
2.8	School and Parent Organisations <ul style="list-style-type: none"> • P.D. is offered to further enhance the effectiveness of school and parent organisations. • School financial management is continued to be monitored and supported through the school board and C.S.O.

KEY PRIORITY AREA 3 **Pastoral Care**

3.1	Pastoral Care Implementation <ul style="list-style-type: none"> • Pastoral Care policy is current and effectively implemented.
3.2	Pastoral Care Programs <ul style="list-style-type: none"> • Students resilience and social skills are nurtured.
3.3	Celebrations/Activities <ul style="list-style-type: none"> • Students and staff are continued to be affirmed and recognised.
3.4	Links with external agencies <ul style="list-style-type: none"> • Maintain and continue to develop links with appropriate external agencies.
3.5	Safe and Supportive Environment and Discipline <ul style="list-style-type: none"> • All staff are familiar with current Child Protection legislations, policies and procedures. • We meet the highest level in the national safe schools framework. Section 3.

KEY PRIORITY AREA 4 Teaching and Learning

4.1	<p>Curriculum Implementation</p> <ul style="list-style-type: none"> •
4.2	<p>Specific Programs</p> <ul style="list-style-type: none"> • The school offers specific programs that cater to individual students needs.
4.3	<p>Analysis of Student assessment</p> <ul style="list-style-type: none"> • Teachers effectively record and analyse students’ performance in all Key Learning Areas. • Teachers assessment will be based on whole school assessment plan.
4.4	<p>Learning Technology</p> <ul style="list-style-type: none"> • Learning Technology is used to enhance teaching and learning activities. • Teachers are knowledgeable about learning technologies in the school.
4.5	<p>Additional Needs</p> <ul style="list-style-type: none"> • Teachers can identify students with additional needs and program and implement accordingly.
4.6	<p>Programming and Assessment 2008</p> <ul style="list-style-type: none"> • Consistent, effective and well informed programming and assessment practices in place across the school. • Teachers Program and assess using B.O.S. and Diocesan guidelines.
4.7	<p>Reporting</p> <ul style="list-style-type: none"> • Teachers follow Diocesan guidelines for reporting.

St Joseph's Quirindi Catholic Primary School

Annual Development Plan 2011

The Annual Development Plan is informed by the School's Educational Audit, School Self Review, National Safe Schools Framework, Principal Appraisal and Staff input. This plan is what will drive school practice in 2010.

KEY AREA 1: Catholic Identity and Religious Education

Elements	Performance Indicators	Strategies	Responsibility
Catholic Identity			
Prayer and Liturgy	A culture of prayer and celebration is nurtured within the school.	<p>Prayer/liturgy planners developed each term.</p> <p>Prayer scope & sequence reviewed and given increased prominence.</p> <p>Sacred spaces are present in each room in the school.</p> <p>All staff are involved in developing / coordinating liturgies at different times during the year.</p> <p>Prayer is included as part of every assembly.</p> <p>The school newsletter always contains a prayer or reflection passage.</p> <p>School prayer resources are reviewed and enhanced.</p>	
Spiritual Formation	Spiritual needs of staff, students and parents are supported through school policies, procedures and practices	<p>Staff are encouraged to participate in Spirituality programs offered through the CSO</p> <p>Hold a retreat for students preparing for First Communion (Close links to Parish)</p> <p>Review of policies and procedures to ensure Spiritual Formation is included in these.</p>	<p>Principal / REC</p> <p>Parish Sacramental Team</p>

		Twilight retreats offered to staff, parents and parishioners in Terms 1 & 3 run by Diocesan Renewal Team.	
Religious Education			
Sacramental Programs	The school is actively involved in Parish Sacramental Programs.	Each member of the teaching staff will be directly involved with at least one Sacramental program during 2010. All teaching staff are invited and encouraged to be part of the Parish Sacramental Planning meetings. All staff encouraged to attend Sacramental celebrations.	
Parish Relations			
Social Justice			

KEY AREA 2: ORGANISATION AND MANAGEMENT (ADMINISTRATION)

ELEMENTS	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY
The Administration and Management			
Policies and procedures	School policies and procedures are reviewed regularly to reflect and guide current practices.	Administration handbook, Teacher Handbook and Curriculum folders reviewed and combined into one document. A minimum of 4 policies will be reviewed each term, along with relevant procedures, and changed as necessary. School Board to review / ratify edited policies each term. Use of QLA Process Charts to refine procedures and provide a visual reference.	
Professional Development	Staff Professional Development needs are identified and addressed.	Staff identify areas in they wish to receive PD. Every reasonable attempt to accommodate these needs will be met through CSO PD calendar or other available PD	

		opportunities. Continue with National Partnerships Literacy PD throughout 2010.	
Human Resources Leadership and Management			
Facilities and Resources			
Communication			
Financial Management			
School and Parent Organisations	P.D. is offered to further enhance the effectiveness of school & parent organisations.	Work with P T & F executive to identify areas of need for PD, including, but not limited to: <ul style="list-style-type: none"> • Review of Constitution • Protocols and procedures for executive members • Protocols for meetings • Raising awareness of educational matters through staff input at PT&F meetings. 	

KEY AREA 3: Organisation and Management (Pastoral Care)

ELEMENTS	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY
Pastoral Care Implementation	Maintain and continue to develop links with appropriate external agencies.		
Pastoral Care Programs			
Celebrations and Activities			
Links with External Agencies			
Safe and Supportive Environment and Discipline			

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KEY AREA 4: TEACHING AND LEARNING

ELEMENTS INTENT	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY
Curriculum Implementation			
Specific Programs	SSNPLN	See attached plan	
Analysis of student assessment		.	
Learning Technologies			
Additional Needs			
Programming and Assessment			
Reporting	Teachers follow Diocesan guidelines for reporting.	<p>Diocesan Reporting Guidelines made available to all staff and discussed at Staff meeting</p> <p>Staff sharing / moderating sessions held to ensure consistency in teacher judgement for awarding of grades.</p> <p>Use of Reporter Pro software to develop student reports for Semester 1 & 2.</p>	

KEY AREAS AND COMPONENTS		School Rating of Achievement						
		Low			High			
		1	2	3	4	5	6	7
Key Area 1 Catholic Identity and Religious Education								
1.1	Catholic Identity				✓			
1.2	Spiritual Formation		✓					
1.3	Prayer and Liturgy				✓			
1.4	Religious Education				✓			
1.5	Sacramental Programs						✓	
1.6	Parish Relations						✓	
1.7	Social Justice			✓				
Key Area 2 Administration and Management								
2.1	Administration and Management implementation					✓		
2.2	Policies and Procedures					✓		
2.3	Professional Development					✓		
2.4	Human Resources Leadership and Management					✓		
2.5	Facilities and Resources					✓		
2.6	Communication					✓		
2.7	Financial Management					✓		
2.8	School and Parent Organisations				✓			
Key Area 3 Pastoral Care								
3.1	Pastoral Care Implementation				✓			
3.2	Pastoral Care Programs				✓			
3.3	Celebrations/Activities					✓		
3.4	Links with external agencies					✓		
3.5	Safe and Supportive Environment and Discipline					✓		
Key Area 4 Teaching and Learning								
4.1	Curriculum Implementation				✓			
4.2	Specific Programs					✓		
4.3	Analysis of Student assessment			✓				
4.4	Learning Technology		✓					
4.5	Additional Needs					✓		
4.6	Programming and Assessment			✓				
4.7	Reporting					✓		



Australian Government



KEY PRIORITY AREA			
4.1 Curriculum Implementation			
Key Performance Indicator	DET Analytic Framework	Strategy	Responsibility
<p>Leadership of the school be built around the concept of shared leadership so that all teachers take active leadership roles.</p> <p>The continued deployment of a Classroom Leader, to support staff and facilitate training.</p>	<p>Area 25</p> <p>Leadership Capacity</p>	<p>One staff member to attend the Rarii Conference in Parramatta in June. Prof John Hattie is the keynote speaker and many of his research findings form an integral part in the cultural and pedagogical shift in the school.</p> <p>Two staff members to attend the National Partnership Leaders meeting in Sydney in May.</p> <p>Cost \$4 000 for conferences.</p> <p>Classroom Leader (LLCTT) cost \$25 324. This also encompasses time for staff to be released and supported with training and updating.</p> <p>The principal to attend a Cultural Immersion program. (\$3 000)</p>	<p>Principal</p>
<p>All teaching staff will be phase 2 on the DASA Matrix for all 7 domains as a continuation of the 2010 ADP.</p>	<p>Area 20</p> <p>Staff Data Analysis</p>	<p>Provide staff with copy of DASA Matrix.</p> <p>All staff undertakes SMART e learning.</p> <p>Staff undertakes follow up DASA Survey toward end of 2010.</p> <p>Engage new staff in Data analysis.</p> <p>Staff will be trained in SMART 2 navigation and all teaching staff will have access to online e data.</p>	<p>SSNPLN Team</p>
<p>Literacy is embedded across all KLAs in the school to continue</p>	<p>Area 17 :</p>	<p>Review and update scope and sequences to ensure Literacy is</p>	<p>Class teachers</p>

<p>the momentum began in 2010</p>	<p>Literacy Across KLA's</p>	<p>targeted across the whole school. Staff have specific literacy expectations in all written work in all KLA s</p>	
<p>School sets targets based on SMART target setting acronym. (Specific, Measurable, Relevant and Time related.)</p> <p>All Yr 5 show positive growth in overall Literacy</p> <p><u>Increase</u> the proportion of students in Stage 2 & 3 in the top 2 bands in Reading.</p> <p><u>Reduce</u> the proportion of students at and below the national minimum standard in Reading</p> <p>PM_Benchmark_Targets Kinder PM 8 Yr 1 PM 15 Yr 2 PM 22</p>	<p>Area 7: Smart targets</p>	<p>Display SMART acronym widely across the school.</p> <p>Ensure targets are regularly discussed with staff both formally and informally. On staff meeting agenda twice a term.</p> <p>Set up systems to ensure there is a safety net for students who are experiencing literacy difficulties e.g. MULTILIT and teacher observation, other assessments</p> <p>Train new teaching staff at school Implement Whole School program "Focus on Reading (FOR) see Classroom Leader.</p> <p>Staff programs are informed by SMART data and reflect FOR strategies.</p> <p>Employment of an EA for MULTILIT 2010 (17 hrs pw = \$33 582) Tutors trained for identified students. Implement Multilit</p> <p>Liaise with other NPLN schools.</p> <p>Identify targeted students in Bands 1&2 in 2009, 2010 & NPLN Monitoring data and develop ILP proforma.</p>	<p>Class teachers Tutors LLCTT</p> <p>LLCTT</p> <p>Principal</p> <p>Tutors</p>
<p>Decisions about school/class timetables/calendars made to maximise instructional time for literacy & numeracy and to facilitate staff collaboration</p>	<p>Area 2: Instructional Time.</p>	<p>Literacy taught in stage groups for ES1 S1 2 & 3.</p> <p>Teaching blocks established to maximize effective use of staffing allocation. (Key block 9.00am - 12.30pm) Use of SSNPLN funding to support separate stage classes for Yrs 3-6 (0.6 fte approximate cost \$27 533)</p> <p>The purchase of 4 iPads, appropriate applications and other resources to support literacy programs.in the contemporary elearning environment. (Value of \$9000).</p>	<p>Principal Class teachers LLCT</p>

Increased parent involvement in educational partnership	Area 12: Parent Partnerships	Parent Information night held Encourage parent helpers in school / class Use parent meetings for teachers/ students to discuss current literacy programs Newsletter items reinforcing school focus on teaching and learning as core business.	Principal Class Teachers
Develop positive relationship with Town Library	Area 12 Parent Partnerships	Take children to Quirindi Town Library minimum of 2 times during 2010. Town librarian to visit school and promote membership and borrowing.	Librarian Class teachers Principal
Key Performance Indicator	DET Analytic Framework	Strategy	Responsibility
The School will use the DET Analytical Framework as a frame of reference for improved student outcomes.		Make analytical framework available to all staff. Staff identifies strategies currently employed. Use suggested strategies as relevant to the schools' context. Professional Development needs highlighted.	Principal SSNPLN Team
Staff recognise themselves as leaders within the school		Staff participate in the National Partnership on Literacy and Numeracy Team Leadership for School Improvement Modules during staff meetings specifically established for this purpose. Student feedback processes and frequency reviewed in light of Hattie's research. Staff use Hattie research to inform and help direct changes to teaching styles and practice Staff take turns to present one thing on this regularly at staff meetings. QLA teaching tools are integrated into whole school practice.	Principal SSNPLN Team Classroom teachers
4.3 Analysis of Student assessment			

4.4 Learning Technology			
4.5 Additional Needs			
4.6 Programming and Assessment			
4.7 Reporting			