



2020–2022

SCHOOL STRATEGIC PLAN

St Joseph's High School , ABERDEEN

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 particular 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.

Step-by-Step Strategic Planning

Finding the smallest number of high-leverage, easy-to-understand actions that unleash stunningly powerful consequences

– Fullan, 2009, p.16

STEP 1: STRATEGIC PLANNING TEAM FORMATION (SCHOOL)

Once the school has completed their external or self review (typically sometime across Terms 2 and 3), they should form a team within the school to formulate the writing of the plan. The team includes executive, middle leadership and teachers. This process should be initiated and informed by post review recommendations. The CSO School Improvement Team in consultation with the schools Assistant Director can help facilitate this process and support the writing of the plan.

STEP 2: EVIDENCE AND DATA GATHERING

What evidence and data and will be gathered from all sources to hone and sharpen the focus for our plan? e.g. SMART goals, NSIT, CIIT. What can we realistically do?

- S – Specific, significant, stretching
- M – Measurable, meaningful, motivational
- A – Agreed upon, attainable, achievable, acceptable, action-oriented
- R – Realistic, relatable
- T – Time-based, timely

STEP 3: PROCESS (COLLABORATION, CONSULTATION ETC.)

How is the school planning team collaborating with staff? Where is the consultation and feedback and input across the school? Is your school engaging student and parent voice and feedback? Are you sharing your outcomes and publishing them?

STEP 4: WRITE THE ONE-PAGE SCHOOL STRATEGIC PLAN

Use the following template to document the broad directions and goals for your school. This will take into account review outcomes. For schools wishing to document further detail or to map their strategies across the three years, an additional supporting template is provided.

STEP 5: WRITE THE SCHOOL IMPROVEMENT PLAN

Once the strategic plan is completed, consider how this will transpose to the annual school improvement plan. See the School Improvement Plan Template.

STEP 6: SUBMIT TO SEO FOR UPLOAD TO COSI WEBSITE

The Strategic and School Improvement Plans are then forwarded to the Senior Education Officer COSI. The completed plans are uploaded to the COSI site as working documents and are accessible to all staff supporting delivery of the plan.

One-Page Strategic Plan Template



St Joseph's High School Strategic Plan 2020–2022

ATTENTION: Develop the culture that celebrates the successes and wellbeing of the school community, staff and students

Please ensure you include goals under Catholic Formation and Mission and Learning, and include additional domains if applicable to your school context.



Catholic Formation and Mission

Goal 1: Catholic Formation

To provide opportunities to build staff capacity and inspire students to deepen their relationship with Christ.

Goal 2: Religious Education

To ensure that St Joseph's Aberdeen is a place where Religious Education engages students meaningfully in their faith journey

Goal 3: Mission and Vision

To develop and reinvigorate the Mission and Vision of St Joseph's Aberdeen.



Learning

Goal 4: Build Capacity

To develop a PLC based on a culture of improvement through evidence-based practice and collaboration

Goal 5: Culture of Learning

To develop and nurture a school culture that promotes a belief that every student is capable of successful learning.

Goal 6: Student Centred

To build and maintain a learning environment that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.



Leadership

Goal 7: Leadership Culture

To give staff the opportunity to upskill as Leaders in Middle Management roles.

Goal 8: Leadership Growth

Support the professional growth and succession of the current leaders of St Joseph's Aberdeen.



Wellbeing and Partnerships

Goal 9: Wellbeing

To maintain a consistent and pastoral approach to wellbeing that is visible to staff, students and the wider community.

Goal 10: Promoting Professional and Positive Partnerships

To continue the promotion positive education through community partnerships

Detailed Strategic Plan Template

This additional template can be used by schools who wish to map their 3-year strategic plan in more detail.

SCHOOL STRATEGIC PLAN TEAM MEMBERSHIP, e.g. Principal, AP, REC/MC, Leader of Pedagogy	NAME:	ROLE:
	Robert Holstein	Principal
	Roisin McVeigh	Assistant Principal and Middle Leader Coach (CSO)
	Veronica Rolfe	Assistant Principal
	Joel Bristow	Assistant Principal
	Morag Aitchison	Leader of Learning
	Lesley Shipman	Leader of Wellbeing

School Goal: To reinvigorate the faith relationship of students and staff with Christ

Aligned CSO Goal(s): 2 Formation

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
Catholic Formation and Mission	1.1	<ul style="list-style-type: none"> Increased opportunities that are staff focused to improve religious literacy to share lay-ecclesial ministry formation opportunities with students Regular hosting of Staff Spirituality Days Professional development with a specific focus on Religious Literacy and Josephite Charism 	6.4.2 1.3.2	Emerging - Survey staff to identify areas of need/knowledge and confidence gaps - Establish a team to work on faith formation planning for a whole of school approach	Embedding - Faith Formation and Ministry Team to design a whole school program incorporating delivery of implementation of faith formation planning	Evolving - Establish whole school program planning as a regular Professional Development practice at points throughout the year - Revisit feedback strategies and adapt according to	Excelling - Evidence of positive feedback identifying change and improvement on surveys conducted with Staff, Students and Parents - Development and implementation of whole school policies and procedures that are

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
		<ul style="list-style-type: none"> ● Staff planning of cohort Reflection Days with a social justice, community engagement model and opportunities to raise the profile of the Josephite Charism with students ● Increased student participation in the design and delivery of liturgical celebrations held in the school ● Engagement with the Religion and Spirituality unit of the Maitland-Newcastle Diocese to host professional development opportunities for faith formation and Youth Ministry ● Regular whole school Mass celebrations 		<ul style="list-style-type: none"> - Engagement of Student Coordinators to work with Ministry Coordinator for liturgy planning 	<ul style="list-style-type: none"> - Seeking feedback and reflection from staff and students - Visible evidence of charism promotion throughout the school 	<ul style="list-style-type: none"> past data collection commonalities - Offer Faith Formation/ Ministry Team to new staff - Establish workshops for new teachers to the school 	<ul style="list-style-type: none"> accurately informed and in line with school strategic goals - Student engagement through knowledge sharing and collaboration of SRC - Clear, explicit and visible alignment between Faith Formation and mission with the school Pastoral Care Program
	2.1	<ul style="list-style-type: none"> ● Significant improvements in the development of professional knowledge for teachers of Religious Education in our school. ● Staff participation in the development of detailed programming and lesson sequencing to improve the quality of Religious Education being delivered in the school. ● Ensure students perceive and are able to clearly articulate the link between our Catholic identity and Religious Education. 	6.2.2 3.2.2	<p>Emerging</p> <ul style="list-style-type: none"> - Survey staff to identify areas of need/knowledge and confidence gaps - Establish a team to work on Religious Education planning for a whole school approach - Liaison with CSO Religion and Spirituality Education Officers to work with staff as a group at the school 	<p>Embedding</p> <ul style="list-style-type: none"> - Religious Education teachers and Ministry Team to design a whole of school program incorporating delivery of implementation of Religious Education planning - Seeking feedback and reflection from staff and students 	<p>Evolving</p> <ul style="list-style-type: none"> - Establish planning sessions throughout school years for Religious Education teachers - Seek feedback from students to determine the effectiveness of Teaching and Learning Strategies - Continue to pursue Professional Development opportunities and networking with other schools in the Diocese - Establish Faith Workshops for new teachers to the school 	<p>Excelling</p> <ul style="list-style-type: none"> - Evidence of improved student learning and engagement through assessment of Religious Literacy across all year groups - Results analysis and reflection - Staff to assume leadership roles in the development delivery of targeted elements of the Religious Education Program at the school

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
	3.1	<ul style="list-style-type: none"> To develop a Mission and Vision Statement that aligns with the Mission of the Church as it is expressed in both Vatican documents and the Mission and Vision of the Maitland-Newcastle Diocese, incorporating the core values of the school, underpinned by a commitment to Pastoral Care and Josephite charism 	7.1.2	<p>Emerging</p> <ul style="list-style-type: none"> Survey staff to identify areas of key focus Workshop key focus ideas as a whole staff at Staff meetings/Spirituality Days 	<p>Embedding</p> <ul style="list-style-type: none"> Develop clear Mission and Vision Statements that reflect the agreed values of the school Make our Mission and Vision Statements visible and explicit in all School Policy Documents relevant to our Catholic identity 	<p>Evolving</p> <ul style="list-style-type: none"> Ensure Mission and Vision Statements are incorporated into school life in all aspects 	<p>Excelling</p> <ul style="list-style-type: none"> Evidence of whole community awareness of the key tenets of the School Mission and Vision, including Students, Parents and Staff Incorporation of core values in Pastoral Care Programs

School Goal: To create student centred PLC based on a culture of improvement through the use of evidence-based practice and collaboration

Aligned CSO Goal(s): 4 Student Centred, 5 Build Capacity

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
Learning	4.1	<ul style="list-style-type: none"> Creation of PLTs on... <ul style="list-style-type: none"> Effective pedagogical practices Differentiation of Teaching & Learning Data analysis and discussion 	6.3.2	<p>Emerging: Upskilling of staff and establishing the Norms of what constitute a PLT</p> <p>The school timetable will be reviewed to accommodate the collaboration of staff in their PTL</p>	<p>Evolving: Continued development of PLT Trial and evaluation of practice within the classroom</p> <p>School timetable structure refined to further accommodate the PLT</p>	<p>Embedding: Evidence of embedded practice from PL and revisiting the structure of the PLT</p>	<p>Excelling: Teachers continue to evaluate the effectiveness of their practice and monitor student progress.</p> <p>Differentiation is central to planning and delivery in all lessons</p>
	4.2	<ul style="list-style-type: none"> Whole school focus on the APST to develop their PP&Ds Utilising CSO staff to facilitate the standards and breakdown the language annually 	6.1.2	<p>Emerging: Initial introduction of the APST to staff and the link to their PP&Ds</p>	<p>Evolving: Refresh and review APST alignment to the PP&Ds</p>	<p>Embedding: Share, collaborate and demonstrate evidence of APST in staff PP&Ds</p>	<p>Excelling: Staff successfully reflecting on their PP&D goal achievement</p>
	4.2	<ul style="list-style-type: none"> Instructional rounds (peer observations) 	6.3.2	<p>Emerging:</p>	<p>Evolving: Establishment of</p>	<p>Embedding:</p>	<p>Excelling:</p>

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
				Repurpose Walkthroughs to focus on teaching practice as well as student learning	Instructional Rounds. Implement of video lessons for peer to peer feedback	Link the APST to the Instructional Rounds to gather evidence of embedded teaching practice linked to PP&Ds	Staff self-reflecting on their teaching practice based on the peer feedback
	5.1	<ul style="list-style-type: none"> Review and development of assessment practices 	5.1.2 6.2.2	<p>Emerging: In semester one review of current assessment practices.</p> <p>In semester two upskill staff on assessment Of, For and As learning</p>	<p>Evolving: Deepen the understanding of staff of authentic and differentiated assessment practices on assessment Of, For and As learning.</p>	<p>Embedding: Staff embedded quality assessment practices linked to the student learning data and making informed evaluations.</p>	<p>Excelling: Staff contribute to the whole-school assessment policies and strategies.</p> <p>Staff use a range of assessment data to diagnose individual student learning needs</p>
	5.2	<ul style="list-style-type: none"> Structure teaching programs using research-based practice to include activities to meet the needs of students. 	3.1.2	<p>Emerging: Upskill middle leaders in the seven capabilities for development in teaching programs</p>	<p>Evolving: Implement the seven capabilities in all programs from new NESA syllabus.</p>	<p>Embedding: Evidence of embedded practice of the seven capabilities in all teaching programs</p>	<p>Excelling:</p>
	6.1	<ul style="list-style-type: none"> Staff to undertake an Action Research Project (ARP) based on student data and evidence-based practice. 	5.4.2	<p>Emerging: Implemented in 2021</p>	<p>Evolving: Upskill ARP teachers in undertaking an action research project – Data analysis, testing and tracking</p>	<p>Embedding: Staff undertake the ARP relating to their PLT research.</p>	<p>Excelling:</p>

School Goal: Upskill the Collective Leadership Team.

Aligned CSO Goal(s): 7 Leadership Culture

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
Leadership	7.1	<ul style="list-style-type: none"> Upskill and develop our emerging and newly appointed Middle Leadership Team members 	6.2.2 6.3.2	<p>Emerging: Newly appointed Middle Leaders are given the opportunity to participate in the Middle Leaders</p>	<p>Evolving: Ongoing development of peer dialogue and sharing with experienced Middle Leaders</p>	<p>Embedding: Create opportunity for areas of special responsibility in order for newly appointed or aspiring Middle Leaders to apply</p>	<p>Excelling: Middle Leaders can confidently express that they are equipped to meet the challenges of their role.</p>

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
				Coaching offered by the CSO. Induction of Assistant Leaders to the role to provide backup support and an insight into the role	Establish a mentor system to support growth in confidence in the new Middle Leaders	professional knowledge and skills	
	8.1	<ul style="list-style-type: none"> Create opportunities for sustained growth and succession in the current and established members of the Leadership Team 	6.2.2 6.3.2	<p>Emerging: Survey existing Middle Leaders to assess their Identified Areas for Skill Development.</p> <p>Establish core group of experienced Middle Leaders as a model and mentor group.</p>	<p>Evolving: Pilot program of Middle Leaders identified in survey data to take on additional responsibilities as agreed by Executive</p> <p>Establish a buddy system with established Middle Leaders to facilitate the sharing of strategies and resources.</p>	<p>Embedding: Formalise Middle Leaders development in school policy</p> <p>Establish feedback opportunities as regular meeting agenda items where Leaders celebrate successes and share resources and ideas</p> <p>Develop and assign areas of special responsibility for areas of need in the school as required</p>	<p>Excelling: Survey Leaders as to the success of the Program</p> <p>Evaluate and further develop the program</p> <p>Increased number of applicants applying for Leadership Roles within the school</p>

School Goal: To Develop and maintain positive wellbeing and pastoral care for both staff and students

Aligned CSO Goal(s): 8 Wellbeing, 9 Promoting Positive Partnerships

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
Wellbeing and Partnerships	9.1	<ul style="list-style-type: none"> Behavioural Management Plan informed by the APST 	4.3.2	<p>Emerging: Evaluate and review the current policies and practices in relationship to the APST</p> <p>Collection and analyses of behaviour incidences</p>	<p>Evolving: Establish and develop the link between APST, pedagogical practices and reduced classroom management incidents</p>	<p>Embedding: Embedded Behaviour Management Practices linked to APST which follow school policy and procedure.</p>	<p>Excelling: Lower incidence of reporting for behaviour management linked to teacher empowerment in the classroom</p> <p>Increased classroom engagement</p>

CSO DOMAIN(S)	CSO OBJECTIVES	IMPLEMENTATION STRATEGIES – actions to support objectives	APST	2020	2021	2022	EVIDENCE OF IMPACT
				Establish consistent staff approach to established practices of behaviour management incidents.			Professional dialogue that is Standards centred.
	10.1	<ul style="list-style-type: none"> Develop effective and engaging Wellbeing/ Pastoral Care Program 	4.4.2	<p>Emerging: Utilising the APST to establish the link between student learning and wellbeing</p> <p>Commence restorative justices' practices.</p> <p>Align Pastoral Care and Wellbeing with the Mission and Catholic identity of the school</p>	<p>Evolving: Establish a uniquely Catholic Pastoral Care and Wellbeing Policy and Program</p> <p>Align Wellbeing and Pastoral Care with explicit references to APST</p> <p>Survey Staff and students to identify core areas of need</p>	<p>Embedding: Implementation of Wellbeing and Pastoral Care policy</p> <p>Character strengths-based approach to Visible Wellbeing in the school</p> <p>Professional language that is wellbeing and Pastoral care focused</p>	<p>Excelling: Increased evidence of MacKillop Merits</p> <p>Evidence of improvements in Wellbeing in students</p> <p>Lower counsellor appointments and mandatory reporting</p> <p>Improved peer relationships</p> <p>Improved staff and student relationships</p>