

STRATEGIC PLAN 2019 - 2021

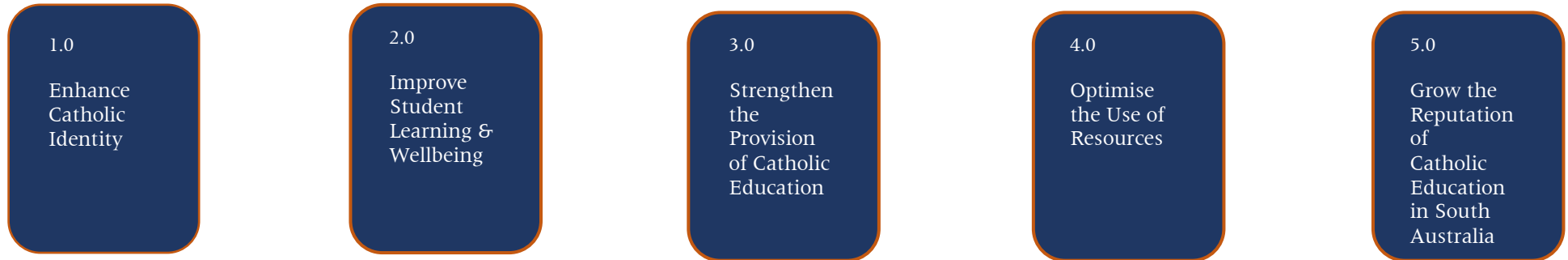


St Joseph's School
Port Lincoln

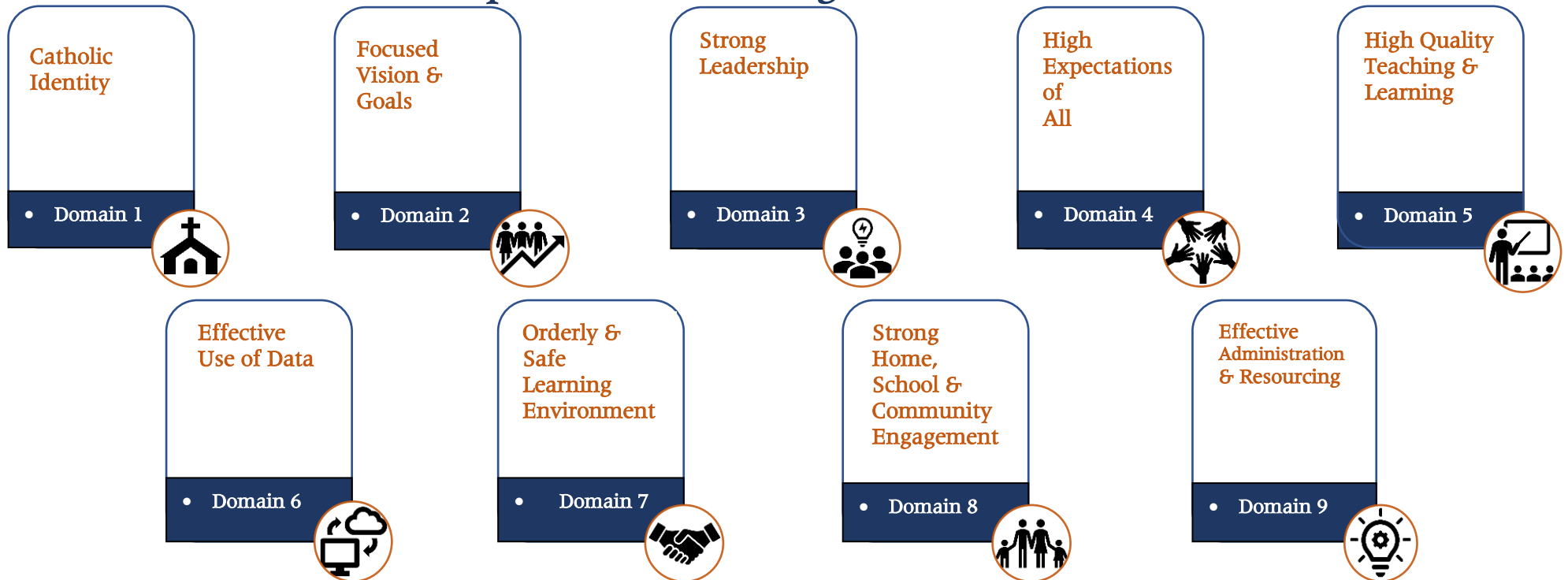
In all things love

St Joseph's School Strategic Plan sets out our school's strategic plan for the next three years, including the school's vision values and call to ecological conversion and action, as well as our 'deliverables' and key improvement strategies in the outcome areas derived from the **CESA Strategy for Leading Catholic Education to New levels of Excellence**. The Strategic Plan will direct the Principal, School Board, staff and St Joseph's community in a planned and focussed way into the future.

CESA Strategy Corporate Plan 2018 -2020



St Joseph's School Strategic Plan 2019 -2021



Catholic Identity		1	1.1 1.2 1.4 1.5		<ul style="list-style-type: none"> Our Catholic Identity and Josephite ethos are witnessed strongly throughout the School. Enhance school and community-wide awareness and commitment to ecological sustainability. R-12 Religious Education curriculum and activities are contemporary and engaging. Enhance faith formation of staff and opportunities for engagement with the Parish.
Focused Vision and Goals		2	2.1 2.3		<ul style="list-style-type: none"> The school's vision and mission statements are reviewed and revised to provide a contemporary point of reference. The school consults with the whole school community to inform the Strategic Plan and annual plans that align with system priorities. The vision and mission of the school is widely and consistently shared and understood.
Strong Leadership		3	3.2 3.3		<ul style="list-style-type: none"> Shared, distributed leadership drives and supports a culture of innovation and continuous improvement in learning and wellbeing. Collaborative and reflective professional learning and practice improves learning outcomes for all students. There is active commitment to building leadership capacity through structures and processes.
High Expectations of All		4	4.1 4.2		<ul style="list-style-type: none"> The school community has a shared language of learning, high expectations and a culture of goal setting and evaluation to improve learning outcomes. Student achievement is evident and celebrated in an inclusive way throughout the school and with families. Families are integral members of the school community who share responsibility for student achievement and wellbeing.
High Quality Teaching and Learning		5	5.1 5.2 5.4		<ul style="list-style-type: none"> Contemporary curriculum provides explicit exploration of the ACARA General Capabilities to develop thriving people, capable learners and leaders for the world God desires. Teachers strive to be experts in their field and receive ongoing feedback on their performance. Students participate in challenging, rich and differentiated learning opportunities that engage them and promote deep learning.

Effective Use of Data		6	6.2 6.3		<ul style="list-style-type: none"> ▪ Teachers use data continuously, collaboratively and effectively to improve teaching and learning. ▪ The school uses data to inform school-level decisions, interventions and initiatives and to identify areas for overall school improvement. ▪ The school implements a series of targeted improvement strategies.
Orderly and Safe Learning Environments		7	7.1		<ul style="list-style-type: none"> ▪ School-wide programmes are in place to promote positive relationship building.
Strong Home, School, Community Engagement		8	8.1 8.2		<ul style="list-style-type: none"> ▪ Interactions with families and the wider community are welcoming and inclusive, fostering shared responsibility for learning and wellbeing. ▪ Communication with families and carers is two-way, pro-active, timely and comprehensive to address concerns and celebrate achievements. ▪ The school has strong and ongoing relationships with the parish, agencies, community groups, businesses and other educational providers to enhance learning opportunities and outcomes for students.
Effective Administration and Resourcing		9	9.2 9.3 9.5		<ul style="list-style-type: none"> ▪ The school budget aligns to the school's improvement goals. ▪ Infrastructure is developed to meet enrolment and learning needs. ▪ Opportunities are sought and acted upon to incorporate environmental and sustainable initiatives.

Vision Statement

St Joseph's School is a holistic, nurturing Catholic school living the Josephite tradition of justice, compassion and hospitality, igniting a love of learning. Students are challenged to excel and become confident, respectful contributors to global society.

Values

The School's motto – In all things love, reflects the values and teachings at the heart of the Gospel. Our vision is lived out through the core values of faith, hope, love for self and others, and respect for property and the environment.

CATHOLIC IDENTITY - Domain 1

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
<p>Our Catholic Identity and Josephite ethos are witnessed strongly throughout the School. (1.1)</p>	<p>Signs and symbols of Catholic identity are visible and understood.</p> <p>Catholic traditions and faith are valued and observed by the whole community.</p>	<p>Data gathering through participation in the Enhancing Catholic Identity (ECISI - Leuven) Project.</p> <p>Re-invigorate prayer spaces in each classroom.</p> <p>PD on contemporary prayer.</p> <p>Cross-curricular activities to develop signs and symbols.</p> <p>Communication with families re conditions of enrolment – full participation in the faith life of the school.</p>	<p>Faith Formation Team.</p> <p>All teachers.</p> <p>APRIM.</p> <p>Stage 2 Integrated Learning Teacher/s & RE teachers.</p> <p>Principal.</p>	<p>ECISI Survey Results (Semester 1 2019).</p> <p>Semester 2 2019.</p> <p>2019.</p> <p>Ongoing.</p> <p>Beginning of each year.</p>
<p>R-12 Religious Education curriculum and activities are contemporary and engaging (1.4)</p>	<p>Re-invigorated curriculum is mapped, sequenced and implemented.</p> <p>Students engage fully in RE lessons.</p> <p>Improved ReLAT data.</p> <p>Sequenced and contemporary Student Retreat Programme.</p>	<p>Staff PD to implement new Crossways Curriculum and MITIOG Programme.</p> <p>Develop integrated approach to Primary RE curriculum.</p> <p>Forums to hear student voice.</p> <p>Teacher education.</p> <p>Student leadership of groups like Justice & Ministry.</p> <p>Creative and interactive Mass and liturgies.</p> <p>Formation of a Retreat Team to plan and deliver student retreat experiences.</p>	<p>APRIM/REC and CESA Consultant with teachers.</p> <p>APRIM/REC/teachers.</p> <p>Deputy Principal/APRIM.</p> <p>Deputy/APRIM/Student Leaders.</p> <p>Faith Formation Team + students.</p>	<p>Semester 2, 2019 Port Pirie Trial of a Crossways theme.</p> <p>2020 for implementation of Crossways.</p> <p>2019.</p> <p>Semester 1 2019.</p> <p>Ongoing Semester 2 2019.</p> <p>2019.</p> <p>2019.</p>

<p>Enhance school and community-wide awareness and commitment to ecological sustainability. (1.2)</p>	<p>Reduce paper use. Improved recycling. Reduced environmental footprint.</p>	<p>Ecological Sustainability Key teacher appointment. Extended use of ICT – online resources/ PD teachers. Education through curriculum/teaching. Enhanced recycling facilities. Environmental focus in liturgies and assemblies. Clean up focus in community service.</p>	<p>LT with Digital Learning Coordinator. Key teacher and teachers. Grounds and Maintenance Team/ Student Leaders. PC Leaders/PC teachers.</p>	<p>2019. 2019-2020. Ongoing. Ongoing.</p>
<p>Enhance faith formation of staff and opportunities for engagement with the Parish. (1.5)</p>	<p>Staff knowledge and understanding of faith traditions and practices. Confident teachers in witnessing Gospel values and teaching RE. Staff participation in faith traditions and events. All teaching staff have completed the Graduate Certificate in Catholic Education within 5 years of employment. Staff engage fully in annual Retreat.</p>	<p>Staff meetings/PD/faith opportunities. PD – actively pursue PL based delivery or CISCO. CEA with a social justice focus. Participation in social justice activities in Parish e.g. Fred’s Van. Interactive/reflective Retreat opportunities.</p>	<p>Faith Formation Team/Parish Priest. Teachers. Staff. Principal.</p>	<p>Ongoing.</p>

FOCUSED VISION AND GOALS - Domain 2

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
<p>The school's vision and mission statements are reviewed and revised to provide a contemporary point of reference. (2.1)</p>	<p>New, contemporary, meaningful vision and mission statement that reflects our purpose and goals.</p>	<p>Forums to interpret the Living Learning Leading Framework.</p> <p>Form review team to work on revisiting the statements.</p> <p>Use ECSI data and project to inform mission statement.</p>	<p>Leadership Team and staff.</p> <p>Principal to facilitate Review Team.</p> <p>APRIM.</p>	<p>Staff meetings 2019.</p> <p>Semester 2 2019 and into 2020.</p> <p>Launch new Vision and Mission Statement by 2021.</p>
<p>The school consults with the whole school community to inform the Strategic Plan and Annual Plans that align with system priorities. (2.3)</p>	<p>Community perspectives are valued and taken into consideration – Parent / Caregiver Survey.</p> <p>Community is informed about the school's directions.</p>	<p>Annual surveys (What's Happening in Our School; PACS; School Organisation Survey).</p> <p>Meetings and forums to plan, review and evaluate.</p> <p>ECSI surveys re Catholic identity and directions.</p>	<p>Assistant Principal.</p> <p>Leadership Team Parent Community Group.</p> <p>APRIM.</p>	<p>Annual surveys for planning and review.</p>
<p>The vision and mission of the school is widely and consistently shared and understood. (2.3)</p>	<p>People recognise, articulate and practice the vision and mission of the school.</p>	<p>Focus of every staff meeting is linked to the vision and mission.</p> <p>Learning Team meetings and PD is linked to vision and mission.</p> <p>Vision and mission is regularly referenced through newsletter. Website and other forms of media.</p>	<p>Leadership Team.</p> <p>Learning Area and PC Leaders.</p> <p>All staff, Admin and Marketing and Communications Team.</p>	<p>Preparatory work throughout 2019-20.</p> <p>Launch 2021.</p>

STRONG LEADERSHIP - Domain 3

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
<p>Shared, distributed leadership drives and supports a culture of innovation and continuous improvement in learning and wellbeing. (3.2)</p>	<p>Collaborative environment where leadership at all levels (including classroom) drives continuous improvement.</p>	<p>Professional learning to develop leadership capacity.</p>	<p>All staff.</p>	<p>2019 and ongoing.</p>
		<p>POR Meetings and decisions are shared with staff.</p>	<p>All POR staff.</p>	<p>2019 and ongoing.</p>
	<p>Collegial teams are accountable for improved learning and well-being outcomes.</p>	<p>Team Leaders share professional readings, agendas and minutes with teams.</p>	<p>All Learning and Pastoral Care Leaders.</p>	<p>2019 and ongoing.</p>
		<p>Form a School Improvement Team.</p>	<p>Leadership and Staff Reps.</p>	<p>2019 and ongoing.</p>
<p>Collaborative and reflective professional learning and practice improves learning outcomes for all students. (3.2)</p>	<p>Personal learning plans are aligned to the Strategic Plan and AITSL Standards (teachers).</p>	<p>Re-designed professional learning plan template.</p>	<p>Leadership Team and staff.</p>	<p>Term 1, 2019.</p>
	<p>Professional learning is an integral part of the school culture.</p>	<p>Team Leaders conduct annual Professional Learning Plan and review meetings with every member of their team.</p>	<p>Leadership Team and Team Leaders.</p>	<p>2019 and ongoing.</p>
	<p>Every member of staff engages in professional learning to inform to practice.</p>	<p>A budget is set to support flexible professional development to include release time for school based learning.</p>	<p>Principal and Business Manager.</p>	<p>Annual.</p>
		<p>Professional learning communities are developed around school improvement initiatives.</p>	<p>Leadership Team.</p>	<p>Annual.</p>
		<p>Form action research groups for targeted improvement.</p>	<p>Staff Leaders as determined by interest.</p>	<p>Annual.</p>

		<p>Creation of an online professional learning community to share and discuss contemporary research.</p> <p>Staff formation days are flexible to meet staff needs. Eg professional learning action groups/workshops.</p> <p>Professional learning action research showcase.</p>	<p>Assistant Principals.</p> <p>Leadership Team.</p> <p>All Staff.</p>	<p>2019.</p> <p>Annual.</p> <p>Annual.</p>
<p>There is active commitment to building leadership capacity through structures and processes. (3.3)</p>	<p>There are broad, meaningful student leadership opportunities.</p> <p>POR structure provides avenues for leadership development in different domains.</p> <p>Confident leaders across the school contribute the culture and growth of the school.</p>	<p>Active SRC roles within the school.</p> <p>Have student forums to discuss possible leadership avenues.</p> <p>Meeting schedule supports POR participation in school leadership.</p> <p>Coaching to build leadership capacity.</p> <p>Student forums incorporated into Pastoral Care Programs.</p> <p>School supports teacher participation in the Aspiring Leadership Course.</p>	<p>Pastoral Care Leaders / Deputy.</p> <p>Pastoral Care Leaders and Leadership.</p> <p>Assistant Principal.</p> <p>Leadership Team.</p> <p>Pastoral Care Leaders.</p> <p>Principal.</p>	<p>Annual.</p> <p>Annual.</p> <p>Ongoing.</p> <p>2019 – ongoing.</p> <p>Annual</p>

HIGH EXPECTATIONS OF ALL - Domain 4

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
<p>The school community has a shared language of learning, high expectations and a culture of goal setting and evaluation to improve learning outcomes. (4.1)</p>	<p>Teachers have a clear understanding of the CESA Living, Learning and Leading Framework. Reflective learning community committed to review, evaluation and reform. High academic expectations are articulated and understood – each student is expected to achieve their best.</p> <p>Growth mindset is articulated and practised across the community. All staff actively involved in development and review of annual improvement plan.</p>	<p>Conference participation and sharing of PD.</p> <p>Constant reference in staff meetings; visible framework throughout the school.</p> <p>Staff consultation/staff meetings. Teacher checkpoints for student progress. Develop Academic ‘workback’ policy for students not meeting deadlines - Revoke home study for students under-achieving Newsletters, assemblies Learning intentions and statement of learning visible in the classrooms. PD on Growth Mindset. External presenters eg. Michael Griffin.</p> <p>Learning Area meetings and staff meetings.</p>	<p>Principal/Leadership Team.</p> <p>School Improvement Team.</p> <p>All staff.</p> <p>Teachers.</p> <p>Deputy Principal with teachers.</p> <p>Assistant Principal.</p>	<p>Posters in work areas and classrooms.</p> <p>Ongoing.</p> <p>Semester 1 2019.</p> <p>Term 1 2019.</p>
<p>Student achievement is evident and celebrated in an inclusive way throughout the school and with families. (4.1)</p>	<p>Meaningful awards Students proud to achieve awards. Parents attend award assemblies Greater participation in academic competitions e.g. ICAS</p>	<p>All student learning is celebrated through newsletters, assemblies etc.</p> <p>Spirit points awarded for achievement.</p> <p>Regular assemblies.</p>	<p>Pastoral Care Leaders and Learning Leaders/Teachers.</p> <p>Teachers.</p> <p>Pastoral Care Leaders/student leaders.</p>	<p>2019 and ongoing.</p>

<p>Families are integral members of the school community who share responsibility for student achievement and wellbeing. (4.2)</p>	<p>Increased parental attendance at information evenings, parent Teacher nights.</p> <p>Genuine partnership and mutual support.</p> <p>Parental involvement in classroom activities.</p> <p>Parental support for policies that promote high expectations and achievement.</p>	<p>Communication – email, sms, Facebook.</p> <p>SEQTA Workshops for parents. Code of conduct. Letter re commitment to enrolment conditions.</p> <p>Volunteer induction sessions Parent Community Group information.</p> <p>Actively seek Board members.</p> <p>Parent workshops to support learning and wellbeing e.g. literacy and supporting reading.</p> <p>Share Parenting Ideas newsletters.</p>	<p>Pastoral Care Leaders, Administration team.</p> <p>Deputy Principal and Parent Community Group.</p> <p>WHS Officer.</p> <p>Principal.</p> <p>Learning Leaders/Teachers.</p>	<p>Semester 1 2019.</p> <p>Twice a year.</p> <p>Annual.</p> <p>Ongoing.</p>
---	---	---	--	---

HIGH QUALITY TEACHING AND LEARNING - Domain 5

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
<p>Contemporary curriculum provides explicit exploration of the ACARA General Capabilities to develop thriving people, capable learners and leaders for the world God desires. (5.1)</p>	<p>General capabilities are fully integrated, documented and sequenced across all learning areas.</p> <p>The Pastoral Care Programme provides explicit opportunities to develop the capabilities.</p>	<p>Develop staff knowledge re SEQTA tracking of capabilities.</p> <p>Staff PD on capabilities documents ACARA.</p> <p>Extended PC Programme to provide vertical activities.</p>	<p>Digital Technologies Leader and Assistant Principal.</p> <p>Assistant Principal.</p> <p>Deputy Principal and Pastoral Care Leaders.</p>	<p>R-12 use of SEQTA for Programming and assessment 2019.</p> <p>2019 – teaching and learning programmes explicitly articulate capabilities.</p> <p>2019 with annual review and revision.</p>

<p>Teachers strive to be experts in their field and receive ongoing feedback on their performance. (5.2)</p>	<p>Collaborative culture of continuous improvement. Teachers are continual learners. Teachers are experts in their field. Teacher portfolios reflect professional learning and practice. All teachers are engaged in peer observation and a cycle of professional feedback. A performance growth culture incorporates an annual learning plan and appraisal.</p>	<p>Effective use of meetings and online communities. Professional Learning Communities (PLCs) focus on action inquiry. Training in online learning portfolios e.g. OneNote. Support teachers to apply for HAT and Lead Teacher status. Staff consultation on peer observation process and documentation. Review and revise action plan and appraisal templates. A formal mentoring programme is introduced for Early Career Teachers.</p>	<p>Leadership Team and Team Leaders. School Improvement Team. Digital Technologies Leader/teachers. Principal. Assistant Principal. School Improvement Team. Assistant Principal.</p>	<p>2019. Ongoing. 2019. Annual. Semester 1 2019. Documented sequenced mentoring programme by 2020.</p>
<p>Students participate in challenging, rich and differentiated learning opportunities that engage them and promote deep learning. (5.4)</p>	<p>Teachers implement common assessment tasks and rubrics. Assessment and moderation underpins consistent application of Achievement Standards. Assessment for learning is embedded in teachers' practice. Students have an understanding of assessment expectations to improve outcomes. Teachers routinely differentiate and record teaching strategies and assessment to meet students' needs (intervention and extension). Improve NAPLAN and SACE results to increase numbers in top bands.</p>	<p>Support faculty leaders to implement change in task design. Introduce consistent template for all task outlines, assessment tasks and rubrics. Faculty PD on Achievement Standards/exemplars. Student free day to facilitate moderation. Consistent language of learning and assessment visible in all classrooms. Statement developed to reflect school-wide approach to learning. Explicit learning intentions and success criteria are visible and understood. Staff PD on understanding differentiation in practice PD on Assessment for, of and as learning.</p>	<p>School Improvement Team/ Learning Area Leaders and teachers. Assistant Principal. Assistant Principal. Principal. All teachers. School Improvement Team. All teachers. School Improvement Team/CESA Consultants.</p>	<p>2019 – documented and uploaded revision of ALL teaching and learning programmes. Term 1 2019. Semester 1 2019. Semester 2. Term 1 2019. 2019. 2019. 2020.</p>

EFFECTIVE USE OF DATA - Domain 6

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
Teachers use data continuously, collaboratively and effectively to improve teaching and learning. (6.2)	Teachers are confident in interpreting data and planning student-centred, differentiated teaching and learning programmes based on evidence. Consistent, evidence-based approached to teaching and learning. Expert reflective teachers (including Highly Accomplished and Lead Teachers).	Learning community time is given to data analysis and planning. Teachers are supported in the development of Professional Learning Portfolios. Student Review meetings are data focused and produce actions.	Calendar Manager/Learning Area Leaders. Leadership Team. Pastoral Care Leaders and Pastoral Care Teachers.	Meeting schedule creates time for Professional Learning 2019. Introduced 2019. By 2020 all teachers have a developing Professional Learning Portfolio. 2019.
The school uses data to inform school-level decisions, interventions and initiatives and to identify areas for overall school improvement. (6.3)	Evidence-based resourcing for school improvement initiatives.	NAPLAN, PAT and SACE data is analysed annually and acted upon to set improvement goals in teaching and learning. Data from external agencies (e.g. Psych reports) is used to inform teaching and learning. ECSI data, wellbeing surveys inform Catholic identity and pastoral care programmes.	Assistant Principals with Learning Teams. Inclusive Education Learning Leader and Leadership Team.	PAT diagnostic testing to evaluate growth twice a year. Annual analysis and target setting re SACE/NAPLAN Improvement. Ongoing. Start 2019 and ongoing.
The school implements a series of targeted improvement strategies. (6.3)	Improved learning and wellbeing outcomes for students. 100% SACE success rate. Increase % of students in upper bands of NAPLAN. 95-100% achievement of national benchmark in each	Professional Learning to promote consistent pedagogy and assessment. Literacy PD to improve writing approached and outcomes. Attendance data is analysed regularly (twice a term) and students at risk followed up.	Leadership Team and Learning Leaders. R-6 Key Literacy Teacher and Teachers. Pastoral Care Teachers and Pastoral Care Leaders.	Ongoing. Semester 1 PD, 2019 and ongoing implementation Term 1 2019 implementation of routine follow up.

	<p>domain of NAPLAN.</p> <p>Increase attendance rate to 95%.</p>	<p>Pastoral Care teachers contact parents where absence is consecutive for 2 days; letters home each term flagging students at risk.</p> <p>SEQTA traffic light system identifies students excelling and those at risk.</p> <p>Assessment practices are more consistent through professional learning, use of templates and rubrics.</p> <p>Moderation supports consistent interpretation and application of achievement standards – one meeting in each Learning Area each semester given to moderation.</p>	<p>Pastoral Care Teachers and Pastoral Care Leaders.</p> <p>Digital Technologies Leader/ Assistant Principals.</p> <p>Assistant Principal and Learning Leaders.</p> <p>Learning Area Leaders.</p>	<p>Term 1 2019 implementation of routine follow up.</p> <p>Trialled 2019; fully implemented 2020.</p> <p>Developed 2019; fully implemented 2020.</p> <p>Moderation day annually (Term 3).</p>
--	--	---	---	---

ORDERLY AND SAFE LEARNING ENVIRONMENTS - Domain 7

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
<p>School-wide programmes are in place to promote positive relationship building. (7.1)</p>	<p>Improvement in wellbeing data.</p> <p>Thriving school and wider community.</p> <p>Sequenced and documented programmes that support Pastoral Care and social development.</p>	<p>Develop a positive education approach.</p> <p>Develop clear guidelines for restorative practices.</p> <p>Professional development on restorative practices.</p> <p>Team discussion and documentation.</p>	<p>Deputy Principal and all staff.</p>	<p>2019 for full implementation 2020.</p>
<p>A whole school positive behaviour policy and restorative practices approach supports and ensures an</p>	<p>Revised personal responsibility policy restorative practices and positive education.</p>	<p>Negative and positive behaviours consistently recorded on SEQTA.</p>	<p>All staff.</p>	<p>Ongoing.</p>

<p>orderly and safe learning environment for students and staff.</p>	<p>Consistent and just application of policy.</p> <p>Reduction in recorded incidents of negative behaviours.</p>	<p>Collate and analyse data on SEQTA re negative behaviours.</p> <p>Professional learning for staff for consistent implementation.</p> <p>Clear flow chart in each classroom depicting staff and student responsibility and processes.</p> <p>Behaviour management strategies for teachers are shared.</p> <p>Support and mentoring is provided to teachers to improve behaviour management.</p> <p>Clear guidelines for use of Pastoral Care room.</p>	<p>Pastoral Care Leaders/ Deputy Principal.</p> <p>Deputy Principal and all staff.</p> <p>Leadership Team / mentors.</p>	
--	--	---	--	--

STRONG HOME, SCHOOL, COMMUNITY ENGAGEMENT - Domain 8

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
<p>Interactions with families and the wider community are welcoming and inclusive, fostering shared responsibility for learning and wellbeing. (8.1)</p>	<p>All in the school community are supportive of the school vision and mission.</p> <p>St Joseph's is the school of choice in Port Lincoln.</p> <p>Shared commitment to high expectations and value of education.</p>	<p>Parent school charter developed that integrates Gospel values and commitment to St Joseph's School ethos and practices.</p> <p>Communicating high expectations of valuing learning.</p>	<p>Deputy Principal/ APRIM/ Parent Community Group.</p> <p>All staff.</p>	<p>2020.</p> <p>Ongoing.</p>

	<p>Actively supporting school rules and expectations that promote excellence.</p> <p>Parent involvement in and support of school events.</p>	<p>Newsletter articles promoting learning and behavioural expectations.</p> <p>Establish a Boarding Committee including parent representation.</p> <p>Boarding House blog on school website.</p>	<p>All staff.</p> <p>Director of Boarding.</p>	<p>Ongoing.</p> <p>2019.</p>
<p>Communication with families and carers is two-way, proactive, timely and comprehensive to address concerns and celebrate achievements. (8.1)</p>	<p>Open and respectful interactions contribute to wellbeing and improved teaching and learning.</p>	<p>Letters of commendation of student achievement.</p> <p>Postcards related to school values.</p> <p>Spirit points communicated to parents.</p> <p>Guidelines are developed and implemented for parent communication.</p> <p>School calendar is finalised and shared prior to the beginning of each term. Due dates calendar is maintained by all staff.</p> <p>Enhanced implementation of Boarding House Management Programme.</p>	<p>Principal / Assistant Principals.</p> <p>APRIM/ RE Team/ Staff/ SRC.</p> <p>All staff via SEQTA/ ICT Manager.</p> <p>Leadership Team.</p> <p>School Management Team with Calendar Manager.</p> <p>All staff.</p> <p>Director of Boarding / ICT Manager.</p>	<p>Semester 1, 2019.</p> <p>2020.</p> <p>Term 1, 2019.</p> <p>Term 1, 2019.</p> <p>2019.</p> <p>Term 1, 2019.</p> <p>2019.</p>
<p>The school has strong and ongoing relationships with the parish, agencies, community groups, businesses and other educational providers to enhance learning opportunities and outcomes for students. (8.2)</p>	<p>Global citizens that contribute within their community and beyond.</p> <p>Mutually beneficial relationship between the school and the wider community and agencies.</p> <p>Local providers welcome and provide work experience</p>	<p>Life skills programme involving community groups implemented for Boarders.</p> <p>Work Experience, Transition Trip and PLP reviewed and improved.</p> <p>Plan and implement workshops for parents.</p>	<p>Director of Boarding.</p> <p>Leadership Team/ VET Coordinator.</p> <p>All staff according to interest and need.</p>	

	opportunities. Leads and supports parents through workshops and learning opportunities.	Teachers plan excursions and incursions to compliment valued added, engaging curriculum.	All staff.	
--	--	--	------------	--

EFFECTIVE ADMINISTRATION AND RESOURCING - Domain 9

Goal	Intended Outcome	Strategies	Responsibility	Actions & Deliverables
The school budget aligns to the school's improvement goals. (9.2)	Goals are adequately resourced to ensure good curriculum outcomes for students, whilst maintaining a school surplus to invest in future planning.	<ul style="list-style-type: none"> ▪ 5 year plan approved by CESA and Board. ▪ Annual budget reviewed and amended as required. ▪ Annual Somerset survey to benchmark expenditure against like schools and KPIs. 	<p>School Leadership Team.</p> <p>School Board.</p> <p>Business Manager with Learning Area and Pastoral Care Teams.</p>	<p>5 year plan approved 2018 with ongoing monitoring and updating.</p> <p>Annual plan approved by School Board in November and approved at AGM in March.</p>
Infrastructure is developed to meet enrolment and learning needs. (9.3)	<p>New facilities and technologies enhance academic achievement and health and wellbeing of each member of the community.</p> <p>Respond to changing demands in the community.</p>	<ul style="list-style-type: none"> ▪ Updated Master Plan. ▪ Senior Centre development. ▪ Refurbishment of Art and Design Suite. ▪ Building of new Food Technology Centre. ▪ Explore business case for an Early Learning Centre. 	<p>School Leadership Team.</p> <p>External architects, builders and CESA departments.</p> <p>Port Pirie Diocese Finance Team.</p>	<p>Master Plan approved by SACCS 2018.</p> <p>Plans complete and building to commence Term 1, 2019. Senior Centre to open 2020.</p> <p>Art & Design Centre to open mid-2020.</p> <p>Business Case to be developed in 2019.</p>
Opportunities are sought and acted upon to incorporate environmental and sustainable initiatives. (9.5)	School reduces its environmental footprint and seeks to create efficiencies in use of resources.	<ul style="list-style-type: none"> ▪ Ecology and Sustainability Coordinator appointed to work with teachers. ▪ Monitor energy consumption and set 	Principal and teachers. Grounds and Maintenance Team with key teachers (class monitoring). SRC.	2019. 2019 and ongoing.

		<p>targets for reduction.</p> <ul style="list-style-type: none">▪ Develop and promote recycling programmes.▪ Reduce paper consumption through use of electronic mediums.▪ Teachers 0.8FTE + allocated a device.▪ Water management improved through installation of timers and monitoring systems.	Teachers, Office Staff and students.	
--	--	--	--------------------------------------	--