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# **STRATEGIC IMPROVEMENT PLAN**

**CATHOLIC SCHOOLS OFFICE**  
**2012-2016**

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Diocese of Wagga Wagga  
205 Tarcutta Street  
Wagga Wagga  
NSW 2650

2012

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# VISION

Our Catholic school communities encounter  
and engage with Jesus and His message.

# MISSION

We achieve this as communities of:

## FAITH

Teaching, celebrating and living  
our Catholic faith

## LEARNING

Inspiring, informing and engaging our  
communities in learning

## CARE

Building caring and supportive environments  
that promote wellbeing and learning

## SERVICE

Embracing leadership which fosters  
collaborative practices for mutual  
benefit and partnership

## STEWARDSHIP

Caring for people, creation and resources



Catholic Schools Office Diocese of Wagga Wagga

# INTRODUCTION

This Strategic Improvement Plan for Catholic Schools' sets out strategic improvement priorities for the Catholic Schools Office (Diocese of Wagga Wagga) system of Catholic schools for the period 2012 to 2016. The Plan is underpinned by the Vision and Mission statements and the Bishop's Mandate released by Bishop Gerard Hanna in 2011.

This plan is the result on an extensive consultation process carried out during 2011 with priests, students, teachers and parents across the Diocese. Their feedback on our achievements of the past five years and areas for future development have informed this Strategic Improvement Plan.

The Catholic schools in the Diocese of Wagga Wagga exist to serve the evangelizing mission of the Church whilst ensuring that students are supported to reach their full potential through quality learning and teaching. The pastoral letter of the Bishops of NSW and ACT, *Catholic Schools at a Crossroads*, which is reflected in the Bishop's Mandate, inspires our Catholic school leaders and teachers to support parents in the faith development of their children through strong positive and supportive relationships.

The implementation of this Plan will further build upon the CSO Strategic Plan 2009-2011 and challenge students and teachers to strive for continued improvement. This plan has been aligned with the self review and improvement framework entitled *How Effective is Our Catholic School?* This document and the Strategic Improvement Plan (2012-2016) identifies both the core and support work of the Catholic Schools Office.

The Strategic Improvement Plan identifies the strategic thinking of the Catholic Schools Office in each of the seven Key Priority Areas. Progress towards the achievement of the indicators will provide evidence for use in the assessment of organisational effectiveness. This will be assisted with the adoption of a new School Review and Improvement model during the life of this plan.

Our thanks to the members of the Strategic Plan Steering committee and the voices of so many contributors to the consultation process for the development of this plan. We believe the plan provides a foundation on which innovation and sustainability of our system of Catholic schools can be increased and ongoing improvement in the outcomes for all of our students achieved.



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## 1. CATHOLIC IDENTITY AND RELIGIOUS EDUCATION

- Strategic Intent 1.1:** Implementation of Bishop Hanna's Mandate, *Continuing the Adventure*.
- Strategic Intent 1.2:** Implementation of policies, programs and practices which strengthen Catholic identity and recognise the place of Catholic schools within the evangelising mission of the Church.
- Strategic Intent 1.3:** Implementation of a framework for the professional development and ongoing formation of staff in Religious Education and Theological Studies.
- Strategic Intent 1.4:** Implementation of a framework for the passing on of Catholic faith, life and culture to all involved in our schools.

## 2. STUDENT LEARNING

- Strategic Intent 2.1:** Supporting and promoting student wellbeing in all schools.
- Strategic Intent 2.2:** Implementing programs which cater for the diversity of student educational needs.
- Strategic Intent 2.3:** Increased provision for gifted and talented students.
- Strategic Intent 2.4:** Improved opportunities for Aboriginal and Torres Strait Islander students in our schools and boarding schools.
- Strategic Intent 2.5:** Providing support and building capacity in school communities for inclusive practices.

## 3. PEDAGOGY

- Strategic Intent 3.1:** Embedding a contemporary pedagogical platform which builds teacher capacity to improve student learning.
- Strategic Intent 3.2:** A creative and effective implementation of the Australian Curriculum which enhances classroom practice.
- Strategic Intent 3.3:** Targeting student literacy and numeracy levels to raise student achievement within and across the curriculum.
- Strategic Intent 3.4:** Improving data analysis to inform and shape teacher practice.
- Strategic Intent 3.5:** Further development of professional learning communities within and across schools.

## 4. KNOWLEDGE MANAGEMENT AND ICT

- Strategic Intent 4.1:** Enabling students, staff and parents to become skilled and knowledgeable citizens of the online world.
- Strategic Intent 4.2:** Responding strategically to the demands of contemporary

information management and ICT for learning and management.

## 5. EMPLOYEE SERVICES

**Strategic Intent 5.1:** Supporting and promoting staff wellbeing.

**Strategic Intent 5.2:** Further development of a culture of staff self-renewal for school improvement.

**Strategic Intent 5.3:** Growing the pool of quality teachers available for positions in schools.

**Strategic Intent 5.4:** Shared resources are used equitably and efficiently.

**Strategic Intent 5.5:** Enhancing a collaborative approach to industrial relations processes that support school and system priorities.

Priority  
Areas

## 6. FINANCE AND RESOURCES

**Strategic Intent 6.1:** Strengthening system financial planning, accountability and reporting.

**Strategic Intent 6.2:** Committing our System to environmentally sustainable practices.

**Strategic Intent 6.3:** Allocating finances and resources equitably and efficiently to ensure whole of system sustainability.

**Strategic Intent 6.4:** Continuing capital works planning and infrastructure refurbishment in schools.

**Strategic Intent 6.5:** Embedding a workplace culture that supports system-wide safe work environments.

## 7. STRATEGIC LEADERSHIP AND PARTNERSHIPS

**Strategic Intent 7.1:** Expanding our vision for school and system leadership.

**Strategic Intent 7.2:** Building the leadership capacity of all staff.

**Strategic Intent 7.3:** Increasing student enrolments in Diocesan schools.

**Strategic Intent 7.4:** Further development of a culture of school self-renewal for school improvement.

**Strategic Intent 7.5:** Developing a culture and practice of meaningful consultation and engagement with parents and carers to enhance student learning outcomes.

# 1. CATHOLIC IDENTITY AND RELIGIOUS EDUCATION

## Priority Area 1

### STRATEGIC INTENT 1.1

Implementation of Bishop Hanna's Mandate, *Continuing the Adventure*.

### System Level Key Performance Indicators

- Support documents for schools developed and implemented.
- Professional development supporting understanding of the documents has occurred.
- Schools and CSO team has mandate implementation plans based on the four documents.

### Major Project

#### 1.1.1: Bishop's Mandate

Development of appropriate support for the implementation of *Continuing the Adventure* across the system.

### STRATEGIC INTENT 1.2

Implementation of policies, programs and practices which strengthen Catholic identity and recognise the place of Catholic schools within the evangelising mission of the Church.

### System Level Key Performance Indicators

- CSO and schools have developed their Faith, Story and Witness modules.
- Renewed links between schools and parishes are evident.
- Evidence of Catholic identity is present in every school.

### Major Project

#### 1.2.1: Catholic identity

Development of processes and resources that bring a renewed understanding of Catholic identity, story and mission in the schools.

### System Level Key Performance Indicators

- Annual gatherings of clergy and key school personnel are held.
- The mission of the school is explained to all new staff, parents and students.
- All schools are offering programs which encourage staff and students to be involved in evangelisation.

### Major Project

#### 1.2.2: Evangelisation

Development of processes and resources that bring a renewed understanding of the evangelising mission of the Catholic school within the context of the mission of the Catholic church.



### STRATEGIC INTENT 1.3

Implementation of a framework for the professional development and ongoing formation of staff in Religious Education and Theological Studies.

#### System Level Key Performance Indicators

- Programs are sourced and provided which assist staff in the effective religious leadership of schools.
- Appropriate courses have been sourced, and made available, to enable all staff to gain appropriate accreditation to work in Catholic education.
- Staff appropriately accredited and maintaining their accreditation.
- Staff participate in orientation, induction, formation and immersion programs.
- Strategies developed to enable REC succession planning.
- Undergraduate students are enrolled in programs for RE accreditation.

#### Major Project

##### 1.3.1: Leading and staffing schools in the new era

Implementation of *An Accreditation Framework For Catholic Schools in NSW*.

Priority  
Area 1

### STRATEGIC INTENT 1.4

Implementation of a framework for the passing on of Catholic faith, life and culture to all involved in our schools.

#### System Level Key Performance Indicators

- New faith formation opportunities are provided for students.
- Effective support for RE teachers has been implemented.
- Increased understanding and appreciation of the role of the REC.
- Ministry co-ordinators, liturgy co-ordinators, social justice co-ordinators participate in Secondary REC network activities.
- The effectiveness of *Sharing Our Story* has been evaluated and aligned with the Australian curriculum.

#### Major Project

##### 1.4.1: Passing on Catholic faith, life and culture

Development of processes and resources that foster the passing on of Catholic faith, life and culture in ways which are both faithful to our Catholic tradition and relevant to the needs of our communities.

## 2. STUDENT LEARNING

### Priority Area 2

#### STRATEGIC INTENT 2.1

Supporting and promoting student wellbeing in all schools.

#### System Level Key Performance Indicators

- A Wellbeing Philosophical Framework / Policy has been developed and supported with appropriate programs and training.
- The National Safe Schools Framework K-12 has been implemented.
- The CEC Anti-bullying policy has been implemented.
- DDA Education Standards have been incorporated into all school policies and appropriate professional development is conducted.
- Programs supporting transition from preschool to school, primary to secondary, home to boarding and school to work are evident.

#### Major Project

##### 2.1.1: Student wellbeing policy

Establishing support processes for the development of targeted and systematic policies on student wellbeing which provide for self-monitoring and plan for sustainability.

#### System Level Key Performance Indicators

- Professional development is provided for staff in the area of mental health.
- Assistance is available to schools to develop programs and policies to support children through the creation of partnerships with families and mental health professionals.
- Guidelines have been developed for the role of the psychologist and mental health support.
- Programmes and strategies to effectively support diverse behavioural needs are developed and accessible.
- A new model for School Counselling Service developed and implemented.

#### Major Project

##### 2.1.2: Mental Health Support

Establishing support processes for student mental health.

### System Level Key Performance Indicators

- Positive behaviour for learning is developed with system and school support of professional learning.
- Schools have developed and implemented policies, practices and strategies for Positive Behaviour for Learning.
- Restorative Practices are included as part of Positive Behaviour for Learning processes and policies.
- All schools have Learning Support Teams who ensure that Positive Behaviour for Learning is a priority.
- Schools actively promote appropriate support for families in the community of schools as needs arise.

#### Major Project

##### 2.1.3: Positive Behaviour for Learning

Establishing support processes for the development of system and school targeted policies on Positive Behaviour for Learning which provide for self-monitoring and plan for sustainability.

### STRATEGIC INTENT 2.2

Implementing programs which cater for the diversity of student educational needs.

### System Level Key Performance Indicators

- Schools have embedded processes for students to access internal and externally delivered transitional programs, online courses, school based traineeships and apprenticeships.
- Trade Training Centres have been established in each secondary college.
- Data on transition from school to work and further education is evaluated.
- Students are provided with a range of pathways through the HSC (VET).

#### Major Project

##### 2.2.1: Alternative Pathways for Secondary Students

Skills for life, vocational education and alternative education programs to facilitate transition to work and further education.

### System Level Key Performance Indicators

- Students are engaged in a variety of sport and cultural learning activities within and beyond the classroom.
- An action plan has been developed to monitor and sustain a student mentoring project.
- Student and teacher success is recognized and celebrated.

#### Major Project

##### 2.2.2: Extra-curricular activities in schools

Development and implementation of programs and activities that support and enrich the individual learning needs of students across the curriculum.

## Priority Area 2

### STRATEGIC INTENT 2.3

Increased provision for gifted and talented students.

#### System Level Key Performance Indicators

- Schools have rigorous identification processes for Gifted and Talented students.
- Professional learning is available to school staff to ensure gifted and talented students are provided with effective learning environments to realise their full potential.
- An e-learning web page is available.

#### Major Project

##### 2.3.1: Gifted and Talented

A Diocesan Gifted and Talented Strategy will be developed to assist schools in implementing processes to nurture the talents of gifted students.

### STRATEGIC INTENT 2.4

Improved opportunities for Aboriginal and Torres Strait students in our schools and boarding schools.

#### System Level Key Performance Indicators

- Cross cultural local and external immersion experiences for teaching staff and Aboriginal workers are available.
- An Aboriginal community consultative team has been established.
- An Aboriginal Education Officer is employed.
- Increased enrolments and retention rates of Aboriginal and Torres Strait Islander students.
- *Firestick* reviewed and the philosophy embedded into school practice.
- Improved access for Indigenous students to available scholarships.
- The *Dare to Lead* program is taken up by a greater number of schools.
- Individualised Learning Plans are used for Aboriginal and Torres Strait Islander students.

#### Major Project

##### 2.4.1: Aboriginal and Torres Strait Islander Education

Development of strategies to improve educational opportunities and learning outcomes for indigenous students in our schools and boarding schools.

### STRATEGIC INTENT 2.5

Providing support and building capacity in school communities for inclusive practices.

#### System Level Key Performance Indicators

- Secondary school students with additional needs use software to improve their access to curriculum.
- Schools offer Professional learning for staff, to support the implementation and evaluation of deletion assistive technology for identified students.
- Schools have developed a plan for implementation of ICT and assistive technology in their schools.

#### Major Project

##### 2.5.1: Assistive Technology

Providing literacy support which allows students with disabilities to work independently in an inclusive environment ensuring they access learning with their peers in the same classroom.

### System Level Key Performance Indicators

- Development of inclusive practices which meet the diverse learning needs of students through targeted professional learning.
- School Learning Support Teams are established.
- Inclusion audits are conducted and analysed annually.
- All documentation is aligned using appropriate terminology based on currently accepted standards.
- A Disability/Diversity website to support schools is operational - SWIMS.

#### Major Project

##### **2.5.2: Promotion of Inclusive Practices for students**

Providing professional development for school leadership teams, classroom teachers and teacher assistants to promote inclusive practices that are ongoing and reflect school based learning.

### System Level Key Performance Indicators

- Professional development is provided to secondary teachers in the area of language development.
- Pre and post assessments in the areas of behaviour, receptive language, expressive language, vocabulary, written language skills and literacy skills are completed.
- Classroom support and resources for teachers to assist with the adjustments necessary for teaching, programming and the language of the classrooms is available.

#### Major Project

##### **2.5.3: Support for Students with Communication and Language Disabilities (SCLD) in Secondary Schools**

Development of support strategies for Stage 4 students with Communication and Language disabilities which will assist schools to support the language needs of all students with disabilities as well as those with low levels of literacy.

### System Level Key Performance Indicators

- Speech Therapists are engaged to assist with support in schools.
- Training is available for teachers to support students identified with communication and language difficulties.

#### Major Project

##### **2.5.4: Early Stage One Language Disability Support**

Supporting students in Kindergarten who have oral language disabilities in the area of early language development.

## 3. PEDAGOGY

### Priority Area 3

#### STRATEGIC INTENT 3.1

Embedding a contemporary pedagogical platform which develops teacher capacity to improve student learning.

#### System Level Key Performance Indicators

- All teachers use the Framework for Learning.
- Professional development is targeted, sustained and delivered to increase teacher capacity in contemporary pedagogies.

Major Project

##### 3.1.1: Learning Framework

Professional development opportunities in contemporary pedagogy for student learning and wellbeing.

#### System Level Key Performance Indicators

- All teachers develop an understanding of digital technologies and how they can be integrated into contemporary pedagogies.

Major Project

##### 3.1.2: Digital Learning Project

Professional development opportunities for e-learning.

#### STRATEGIC INTENT 3.2

A creative and effective implementation of the Australian Curriculum which enhances classroom practice.

#### System Level Key Performance Indicators

- Implementation of the Australian curriculum is supported by collaborative processes.
- Phase one of the Australian curriculum is implemented.
- Secondary schools have adapted to the new processes for the award of an exit credential.
- All teachers develop an understanding of digital technologies and how they can be integrated into contemporary, individualised learning pedagogy.

Major Project

##### 3.2.1: Implementation of the Australian Curriculum

A creative and effective implementation of the Australian Curriculum to renew learning and teaching.

#### STRATEGIC INTENT 3.3

Targeting student literacy and numeracy levels to raise student achievement within and across the curriculum.

#### System Level Key Performance Indicators

- A diocesan literacy and numeracy plan has been developed and adopted by all schools.
- A suite of programs is provided to build teacher capacity.
- Programs have been developed and implemented to build teacher and support staff capacity to enhance literacy and numeracy.
- Eligible students have access to the Reading Recovery program delivered by a trained Reading Recovery teacher.
- SMART data analysis is being used by all classroom teachers to inform practice.

Major Project

##### 3.3.1: Literacy and numeracy

Development and implementation of plans, programs and professional development that enhance the performance of students in literacy and numeracy.

### STRATEGIC INTENT 3.4

Improving data analysis to inform and shape teacher practice.

#### System Level Key Performance Indicators

- All office and school personnel are able to use relevant data analysis packages, including SMART, Best Start, RAP and DeCoursey, Observation Survey and NAIC used to inform student and school performances and trends.
- Initiatives to improve literacy and numeracy under the National Partnerships are shared across the system of schools.
- K-12 reporting to parents is reviewed to ensure that schools have reporting to parents processes which meet government requirements.
- Demonstrated use of external and internal data to develop learning and assessment strategies to improve student learning outcomes is embedded in all schools.
- Teachers are assisted to develop quality assessment tasks that improve measurement of student outcomes.
- Teachers can distinguish between student learning gain and student achievement.

#### Major Project

##### 3.4.1: Data analysis and student reporting

Qualitative and quantitative data management to strategically address data management analysis and reporting of student achievement. This will be supported by a review of quality assessment practices.

Priority  
Area 3

### STRATEGIC INTENT 3.5

Further development of professional learning communities within and across schools.

#### System Level Key Performance Indicators

- Action research projects in pedagogy are being undertaken by teacher teams.
- Peer mentoring has been further developed as a Professional Learning strategy within and across schools.
- Engagement and feedback occurs with Charles Sturt University on the action research in some schools.
- Collegial visits and teacher exchanges occur.

#### Major Project

##### 3.5.1: Building Professional Learning Communities

An inquiry-based collaborative model of professional learning that builds staff networks within and across schools.

#### System Level Key Performance Indicators

- Video conferencing has been adopted as a means of collaboration.

#### Major Project

##### 3.5.2: Video Conferencing Project

Provision and adoption of video conferencing at all sites as a tool for collaboration.

#### System Level Key Performance Indicators

- Network meetings focus on developing excellence through sharing best practice and contemporary research in learning and assessment practices.

#### Major Project

##### 3.5.3: Learning Networks

Establishing networks with specific focus for collegiality, relational trust and sharing to maximise teacher and leadership capacities.



## 4. KNOWLEDGE MANAGEMENT AND ICT

### Priority Area 4

#### STRATEGIC INTENT 4.1

Enabling students, staff and parents to become skilled and knowledgeable citizens of the online world.

#### System Level Key Performance Indicators

- Guidelines, policy, web security and management tools implemented with appropriate training.
- Cybersafety initiatives implemented to increase community understandings of the safe use of the internet.
- Community learning and digital citizenship is resourced through print and digital media.
- Professional development is provided to ensure staff are competent in using web based data systems.

#### Major Project

##### 4.1.1: Digital Citizenship Project

Working with schools to identify opportunities, guidelines and policies that support the development of key understandings, skills, and attributes required by all users of digital technologies.

#### STRATEGIC INTENT 4.2

Responding strategically to the demands of contemporary information management and ICT for learning and management.

#### System Level Key Performance Indicators

- ICT Strategic Plan 2012 – 2015 incorporating priority areas of infrastructure, service / support, information management and sustainability has been developed and implemented.

#### Major Project

##### 4.2.1: Sustainable ICT Planning

Strategic ICT Plan developed and implemented examining requirements, procurement, maintenance, and renewal. Planning developed and adopted at CSO and school level with agreed responsibilities and appropriate resourcing.

#### System Level Key Performance Indicators

- Email, web-security, learning management systems, identity management, payroll and web hosting services have been renewed and delivered via co-located services with other Dioceses, where appropriate.

#### Major Project

##### 4.2.2: Key ICT Systems Renewal

Renewal of key ICT systems including *email, web-security, learning management systems, identity management, payroll and web hosting.*



### System Level Key Performance Indicators

- Common baseline operating system and productivity suite implemented at all sites.
- A variety of devices are used on the network with minimal intervention to support learning.
- Resources and systems are accessible through a unified identity for each user across a variety of devices.

#### Major Project

##### **4.2.3: Operating system and productivity suite development**

Implementation of common baseline operating system and productivity suite at all sites.

##### **4.2.4: Transparent network**

Examine ways to allow the network to interoperate with a variety of devices and still provide a robust VPN.

##### **4.2.5: Identity Management**

Identity management system implemented to store and maintain user identities and assure access to required resources.

### System Level Key Performance Indicators

- Data is readily available, to appropriate personnel and is used as evidence to support appropriate decision making.

#### Major Project

##### **4.2.6: Data Management and Business Intelligence**

Examine opportunities for the use of **business intelligence** to support data analysis and decision making.

## 5. EMPLOYEE SERVICES

### Priority Area 5

#### STRATEGIC INTENT 5.1

Supporting and promoting staff wellbeing.

#### System Level Key Performance Indicators

- A comprehensive and holistic approach to the health, safety, physical and emotional wellbeing of staff is promoted
- Relevant training is provided to all staff in WH&S, Workers Compensation and Rehabilitation and Bullying and Harassment.
- EOW is further expanded in the workplace.

#### Major Project

##### 5.1.1: Staff Wellbeing Framework

Develop a framework for staff wellbeing that promotes and encourages a positive and proactive stance relating to healthy work practices and behaviours.

#### STRATEGIC INTENT 5.2

Further development of a culture of staff self-renewal for school improvement.

#### System Level Key Performance Indicators

- A contemporary and sustainable performance improvement framework is developed.
- Professional Learning Plans are embedded in teacher practice.

#### Major Project

##### 5.2.1: Staff Performance Improvement

Development and implementation of a performance improvement framework.

#### STRATEGIC INTENT 5.3

Growing the pool of quality teachers available for positions in schools.

#### System Level Key Performance Indicators

- Recruitment of graduates for Diocesan teaching positions in Diocesan schools has been further developed.
- A staffing incentive model providing flexibility for Principals to attract and retain staff to “hard to staff” schools is implemented.
- Retention rates of teachers and teachers in middle management positions has improved.
- Increased enrolments of students in teaching courses from Diocesan secondary schools.

#### Major Project

##### 5.3.1: Staffing Incentive Models

Research and implement a sustainable model for staffing incentives to attract and retain staff (including “hard to staff” regions).

### **STRATEGIC INTENT 5.4**

**Shared resources are used equitably and efficiently.**

#### **System Level Key Performance Indicators**

- PHRS is operational.
- Comprehensive, meaningful and timely PHRS-based data reports enable analysis and inform future planning.

#### **Major Project**

##### **5.4.1: Implementation of the PHRS**

Engage with partner dioceses in the acquisition and operation of the new web-based payroll/human resources information system.

Priority  
Area 5

### **STRATEGIC INTENT 5.5**

**Enhancing a collaborative approach to industrial relations processes that support school and system priorities.**

#### **System Level Key Performance Indicators**

- Country and regional enterprise agreements ensure system sustainability and are effective in meeting the learning needs of our students.
- Outcomes from the current negotiations have been reviewed and analysed.

#### **Major Project**

##### **5.5.1: Industrial Agreements**

Planning and preparation for future Enterprise Agreement negotiations.

## 6. FINANCE AND RESOURCES

### Priority Area 6

#### STRATEGIC INTENT 6.1

Strengthening system financial planning, accountability and reporting.

#### System Level Key Performance Indicators

- Medium and long term financial plans based on rigorous system budgeting are developed.
- Transparency, understanding and accountability of financial management is embedded.
- Revised internal controls have been implemented.
- Levels of outstanding tuition fees are reduced.
- Schools are using accounts based on the not-for-profit sector standards for accrual accounting.
- Financial reserves to target levels are strengthened.

#### Major Project

##### 6.1.1: Financial Control and Planning

Strengthen short and longer term financial performance and accountability.

#### STRATEGIC INTENT 6.2

Committing our System to environmentally sustainable practices.

#### System Level Key Performance Indicators

- The procurement policy has been reviewed.
- The system's carbon footprint has been reduced.
- Renewable technologies have been investigated and implemented.

#### Major Project

##### 6.2.1: Sustainability

Improve sustainable practices in order to limit environmental impact.

#### STRATEGIC INTENT 6.3

Allocating finances and resources equitably and efficiently to ensure whole of system sustainability.

#### System Level Key Performance Indicators

- Our Catholic school system is financially sustainable.
- Access to a Catholic education by those in small and remote schools is supported.
- A sustainable system-funded student scholarship program is operational.
- Appropriate school models have been reviewed and developed.

#### Major Project

##### 6.3.1: Access to Catholic education

Maintain a financially robust school system whilst investigating sustainable options to deliver Catholic schooling to small and remote communities.

## STRATEGIC INTENT 6.4

Continuing capital works planning and infrastructure refurbishment in schools.

### System Level Key Performance Indicators

- Active engagement occurs with schools in identifying and planning capital works that support successful learning.
- Progressive facility improvement in the post- BER landscape is continuing.

#### Major Project

##### 6.4.1: Property Development

Ensure effective oversight of future capital works and the progressive update of school infrastructure.

Priority  
Area 6

## STRATEGIC INTENT 6.5

Embedding a workplace culture that supports system-wide safe work environments.

### System Level Key Performance Indicators

- All school staff trained and skilled to identify and manage hazards and meet OH&S requirements.
- New Chemical Handling System has been implemented.
- Appropriate staff trained in the WH&S Consultation Course.

#### Major Project

##### 6.5.1: Occupational Health and Safety

Build and maintain commitment, through policy and practice, to safe work environments (or, more specifically, to eliminate preventable injuries and work-related illness).

## 7. STRATEGIC LEADERSHIP AND PARTNERSHIPS

### Priority Area 7

#### STRATEGIC INTENT 7.1

Expanding our vision for school and system leadership.

#### System Level Key Performance Indicators

- Leaders use the ACEL Leadership Capabilities Framework to further develop their leadership skills.
- Indicators for Religious Leadership are developed.
- All principals have undertaken professional development in coaching skills.

#### Major Project

##### 7.1.1: Leadership Capability

Implementation of the ACEL Leadership Capabilities Framework at school and system level to support leadership development.

##### 7.1.2 Skilling for Coaching

Skilling of leaders in coaching and mentoring using the GROWTH coaching model.

#### STRATEGIC INTENT 7.2

Building the leadership capacity of all staff.

#### System Level Key Performance Indicators

- Staffs have the opportunity to be exposed to quality leadership development.
- Staffs are supported in accessing higher qualifications.
- Staffs are developing and evaluating Professional Learning Plans as required.
- Teachers satisfactorily complete the requirements of the NSWIT.
- Induction processes exist for all staff.
- Research on new models of school leadership has been considered.

#### Major Project

##### 7.2.1: Building leadership capacity

Implementation and application of the Centre for Excellence project on leadership development and other emerging models of school leadership.

#### STRATEGIC INTENT 7.3

Increasing student enrolments in Diocesan schools.

#### System Level Key Performance Indicators

- Enrolments in primary and secondary schools have increased or stabilized.
- Increased enrolment of students from low SES backgrounds.
- Review of Primary School staffing schedules.

#### Major Project

##### 7.3.1: Promotion of Catholic schooling

Development and implementation of strategies that promote enrolment of students.

### **STRATEGIC INTENT 7.4**

Further development of a culture of school self-renewal for school improvement.

#### **System Level Key Performance Indicators**

- A school self-review process has been developed and implemented.
- System monitoring and compliance processes for registration and accreditation have been further developed.
- An agreed understanding of high quality practice for school review exists.

#### **Major Project**

##### **7.4.1: School Renewal**

Development of a self-reviewing and self-improving culture using an evidence-based approach to school improvement.

### **STRATEGIC INTENT 7.5**

Developing a culture and practice of meaningful consultation and engagement with parents and carers to enhance student learning outcomes.

#### **System Level Key Performance Indicators**

- Schools have developed a strategic approach to the engagement of parents and communities.
- Schools have implemented strategies that increase engagement of parents and communities.
- Strategies have been developed to involve parents in consultative decision making for school policy, annual planning and school review.
- Schools provide opportunities for parental self-growth, adult learning and development of new skills to support student's learning at home.

#### **Major Project**

##### **7.5.1: Parent and Community engagement**

Assisting teachers and school personnel to strengthen their capacity to engage with parents, families and communities to support student's learning.

