



2017-2019

SCHOOL STRATEGIC PLAN TEMPLATE

DISCIPLES, LEARNERS & LEADERS

SCHOOL STRATEGIC PLAN NOTES:

Definitions:

- The School Strategic Plan (SSP) refers to the three-year plan that the school has developed. The 2017–2019 SSP also incorporates an overview of objectives for each year of the cycle.
- The SSP enables clear direction for the next three years, i.e. 2017, 2018, 2019. From the SSP, each year's objective will form the basis of the subsequent School Improvement Plans (SIP).

Explanations:


- The System Strategic Plan will inform the SSP. Certain System priorities may be appropriate for use in the school and may be modified for the school context.
- The priorities of individual schools may require additional objectives to be developed over the life of the Strategic Plan.
- Objectives may be constant over the three-year cycle or may only require one or two years for completion.
- Principals are asked to forward, to the appropriate Assistant Director, their completed SSP together with the SIP by Week 4 of Term 1, 2017.
- The completed SSP will be uploaded onto the school's COSI website.

2017–2019 St James' Muswellbrook School Strategic Plan

CYCLE OF ANNUAL PRIORITIES (Domain 1 – 4)

DOMAIN	OBJECTIVES	2017	2018	2019
<p>1</p> <p>Catholic Formation and Mission</p>	<p>Faith formation for Staff 1.1 New programs and initiatives that will assist in the formation of staff to be active contributors to the mission of the Church</p> <p>Quality Teaching of Religion 1.2 High quality teaching of Religion</p> <p>1.1.3 Embed Catholic Principles in to Teaching Programs and KLA Policies</p>	<p>1.2.1 Provide support in Early Stg 1 – Stg 3 for the teaching of units of work to enhance pedagogy, resourcing, assessment & evaluation practices</p> <p>Become familiar with the Foundational Catholic Principles document. Embed the principles in KLA Policies and Programs.</p>	<p>1.1.1 Develop and implement PD programs to enrich the formation of teachers</p>	<p>1.1.2 Develop and implement PD programs to enrich the formation of those staff not teaching religion</p>
<p>2</p> <p>Learning</p>	<p>Academic Performance 2.1. Evidence-based approaches to lift the performance of all students.</p> <p>2.2. A school-wide approach to education of gifted students</p> <p>Early Learning 2.3. A structured approach to the needs of early learners.</p>	<p>2.1.1 Conduct specific professional learning opportunities in literacy and numeracy informed by research and best practices</p> <p>2.2.1 Implement the agreed recommendations from the Working Party for education of gifted students</p>	<p>2.1.2 Utilise structures to facilitate the collective responsibility for real and deep analysis of NAPLAN, and other academic data to improve student learning in literacy and numeracy</p> <p>2.3.1 Implement agreed recommendations from the Early Learning Working Party</p>	

	<p>Enhanced teacher Quality 2.4. Culture of collaborative learning</p> <p>2.5. High quality and contemporary pedagogical practice that engages Students in their learning.</p>	<p>2.4.1 Continue and strengthen opportunities for staff to meet in professional learning teams to focus on professional reading, planning, CFATs and data analysis</p> <p>2.5.1 Support the implementation of quality pedagogical practices that engage and motivate students resulting in overall improvements in literacy and numeracy</p>		
<p>3 Leadership</p>	<p>Wellbeing 3.1 A school-wide approach to wellbeing</p> <p>Accreditation of Staff 3.2 Teacher and leader accreditation process</p>	<p>3.1.1 Join PESA and work with Toni Noble from Bounce Back and WTAW foundation as well as participate in YCDI training to Implement a suite of strategies to respond to the identified wellbeing needs of students and staff</p> <p>3.2.1 Work with individual staff on setting and achieving PP&D goals</p>	<p>3.2.2 Prepare teachers to meet BOSTES accreditation requirements by providing support to attend CSO information sessions and other professional learning activities</p>	
<p>4 Service and Governance</p>	<p>Community & Collaboration 4.1 School and family Engagement</p> <p>Governance & Accountability 4.2 Integrated governance, risk management and compliance framework that addresses the legislative</p>	<p>4.1.1 Provide parents with regular information regarding school procedures and practices in Student Behaviour Management and Wellbeing</p> <p>4.2.1 Strengthen the</p>	<p>4.1.2 Provide educational, social and wellbeing opportunities to build parenting capacity</p>	

	<p>requirements</p> <p>Information Systems</p> <p>4.3 ICLT to improve staff capabilities and student outcomes</p>	<p>integration of processes and systems for governance and compliance</p> <p>4.3.1 Support the ongoing activities of the MNConnect project to build a quality digital learning environment for staff and students</p>	<p>4.3.2 Create scope and sequences with strategies that align with KLA syllabi to improve student outcomes</p>	
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