St Paul's College – Kempsey
School Review and Development

Strategic Management Plan

2015-2019

Pursuing excellence every day

Table of Contents

Principal's Message 3
Contemporary Learning Framework 4
The Foundational Beliefs and Practices & Diocesan Strategic Direction 5
Australian Institute for Teaching and School Leadership: The Standards 6
College Mission Statement 7
Timeline 8
Working Groups 9
Catholic Identity and Mission 10
Community 13
Organisation 16
Teaching and Learning 19

Principal's Message

The School Review and Development (SRD) process at St Paul's College has been a year-long process. During this time we have been able to review and evaluate all aspects of the College. We have been fortunate enough to have the process informed and enhanced by a number of internal and external surveys and reports that have taken place concurrently with this review. As such, the SRD has been able to engage all stakeholders and draw on considerable sources of qualitative and quantitative data. The net result being the invaluable contributions, perspectives and information that have been utilised in this review process, which have then ultimately reinforced the validity of stakeholder voice and the strength of this document. As a critical starting point several key interwoven frameworks underpinned the work of this school review - namely Catholic teachings, the Catholic Schools Office Foundational Beliefs and Practices – The Essential Framework, the spirit of Proclaim Lismore , the CSO Strategic Directions Action Plan 2013-2015, the College Mission Statement, Contemporary Learning Framework and the AITSL Professional Standards for Teachers and School Leadership.

A whole-staff SRD Committee was formed and members were paired to lead each of the four domain areas of the SRD - Catholic Identity and Mission, Teaching and Learning, Organisation and Community. The Catholic Schools Office (CSO) Qualtrix survey tool was the starting point of the SRD, and was supplemented by additional survey data from the Insight SRC survey. Even though these surveys were used selectively and judiciously, they appropriately informed staff of the language, professional dialogue and direction of the SRD process throughout. This survey was completed by focus group consensus and as such, they recorded commentary around strengths and challenges which then informed the discussion around formulating the goals and strategies as the process continued.

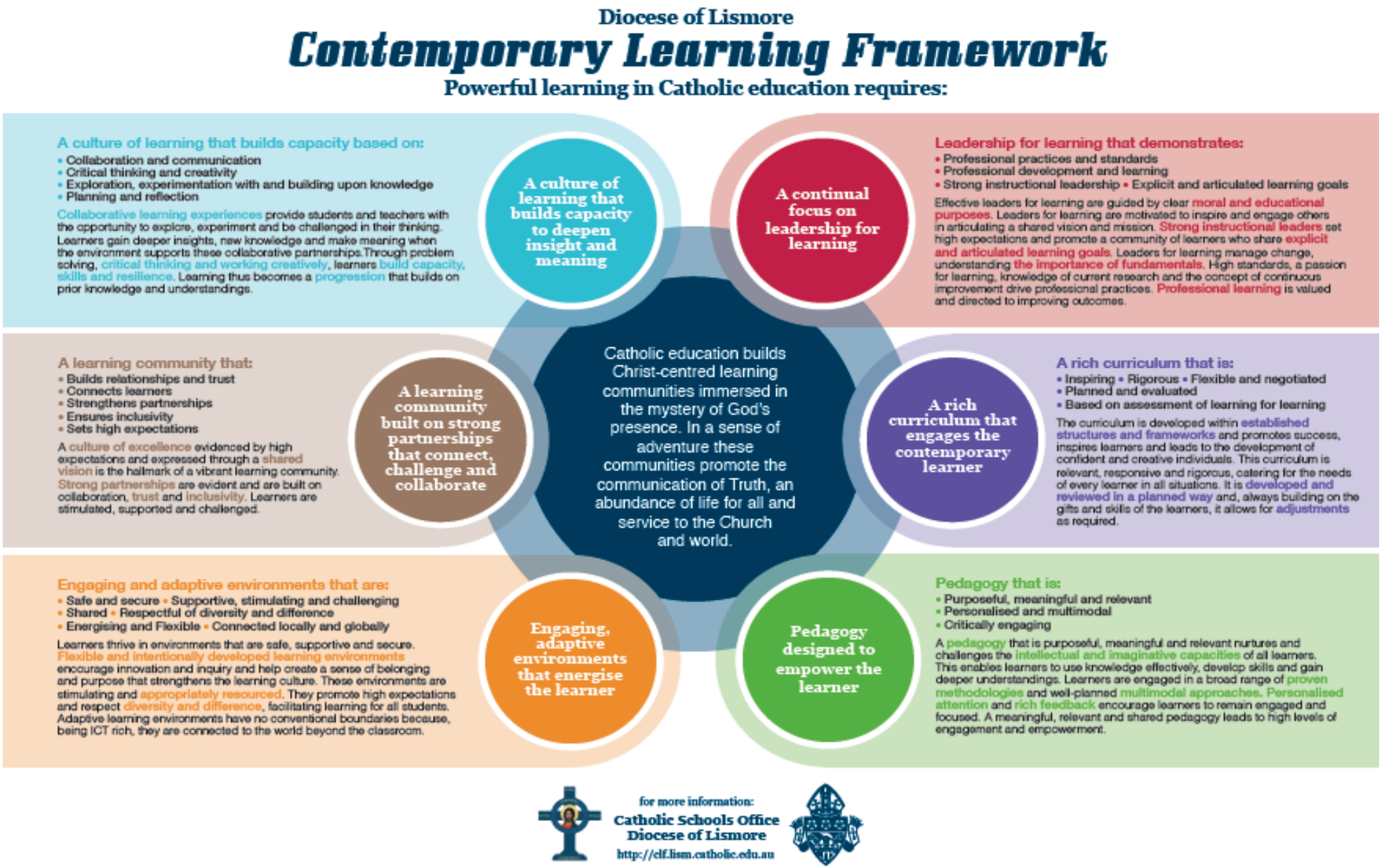
These surveys gathered responses from 55 staff, 115 parents and 329 students. The final report was tabled at the staff development day at the midpoint of term three and it was then analysed concurrently with the CSO Qualtrix and Insight SRC results. Consequently the triangulation of data informed the professional discussion in formulating strategic goals based on both strengths and challenges. At each stage of the process, as indicated in the timeline below, the flow of information from the SRD Committee to the staff was constantly checked, rechecked and validated. All staff rotated through the each of the Focus Groups established for each of the domain areas to ensure all contributions were heard.

On behalf of the SRD committee I would like to thank all members of the St Paul's College community for their contributions to this process and we can justifiably look forward to the next five years with a shared purpose and common goals, building on our strengths and addressing our challenges as we move to an invigorated professional learning community.

Mr Kevin Lewis

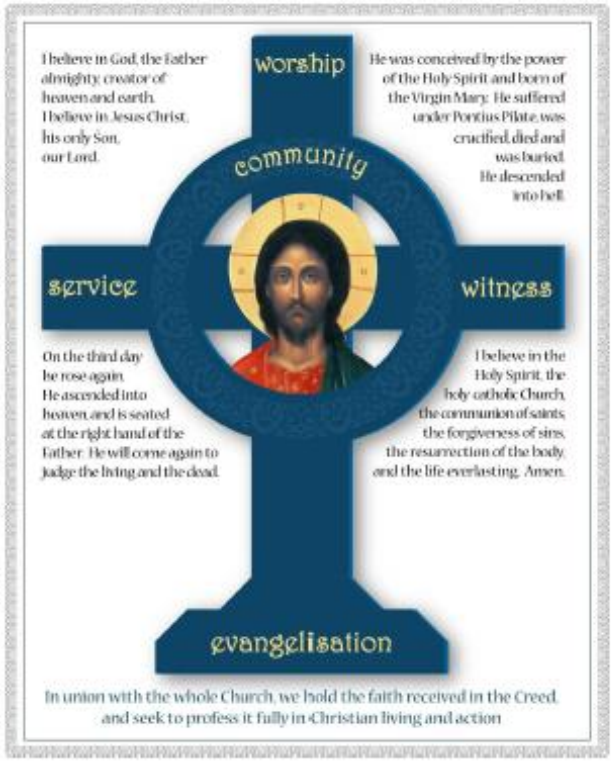
College Principal

Contemporary Learning Framework



The Foundational Beliefs and Practices & Diocesan Strategic Direction

Catholic Education in the Diocese of Lismore
Foundational Beliefs and Practices
~The Essential Framework~



Approved for Publication by the
Most Rev. Geoffrey Jarrett, DD.
Bishop of Lismore
Easter 2007

Australian Institute for Teaching and School Leadership: The Standards

aitsl Australian Institute for Teaching and School Leadership Limited	
Professional Knowledge	• Know students and how they learn • Know the content and how to teach it
Professional Practice	• Plan for and implement effective teaching and learning • Create and maintain supportive and safe learning environments • Assess, provide feedback and report on student learning
Professional Engagement	• Engage in professional learning • Engage professionally with colleagues, parents/carers and the community

College Mission Statement

St Paul's College is a Catholic co-educational school, which has as its focus the living of Gospel values. As a systemic, parish-based school in the Lismore Diocese, it provides excellent, quality education for students in Years 7 to 12 in a caring and supportive faith community. We strive to recognise and appreciate the needs of the students and wider community of the Macleay Valley.

Our College is based upon the Gospel values of dignity, equality, justice and peace, and incorporates a system of pastoral care existing within a Catholic environment and ethos. We invite individuals to share, celebrate and grow in their faith, emulating Christ in the context of our times.

We actively promote the development of the whole person to become fully human. We believe that education is a life-long process, which both empowers and enriches the individual. St Paul's College community acknowledges the worth of each student who is encouraged to aim for personal excellence in a safe and supportive environment.

Acknowledging that parents are the prime educators of their children, we recognise that we work in partnership with families to promote full development of the students. We emphasise leadership, responsibility, service, and the dignity of the individual

We value the collegiality of our staff and strive to provide support for, and development of, them. We appreciate that our staff share a common purpose as educators and carers of the students.

Professional teaching, tempered with a sense of humour, which develops skills of independent learning and critical thinking is a central purpose. We strive to provide a wide range of adequately resourced curricula and extra-curricular activities, including spiritual, academic, physical, cultural and social. Students are encouraged to develop a responsible attitude and a desire to learn.

We commit ourselves to providing an active pastoral care system which promotes positive self-esteem in students. We establish mechanisms to offer guidance and support for those students with special needs. We promote a sense of belonging and purpose through positive relationships and a friendly atmosphere.

We affirm that the College is established to foster the Catholic tradition of active involvement in the wider community. We promote celebrations which develop our identity, sense of belonging and culture.

We believe that the students graduating from St Paul's College should possess a strong sense of hope, sound values and an awareness of the importance of responsibility within their community and relationships with others.

Timeline

Date	Action	Date	Action
May 5th	Staff meeting CSO Consultant briefs staff on SRD, processes, expectations and goals	21st July	Staff Meeting Discussion of timelines, allocation of roles/partnerships/pairings, discernment of staff data and compilation with parent/student data Development of key issue statements, overarching goals developed by each team.
May 14th	Executive Meeting Developing tool from CSO templates for staff, students and parents	11th August	Staff Development Day Goals and strategies developed by each team. Staff rotation through each section for whole staff review comment. Timelines developed for implementation. Draft SMP developed
May 19th	Parent survey sent via SAS email contacts	1st September	Staff Meeting Consolidation of statements into format for CSO. Final instructions regarding presentation/compilation of documentation. Final DRAFT document compiled
May 22nd	Insight SRC Surveys sent to parents, staff and students	8th October	DRAFT Strategic Management Plan presented to Executive
May 26th	Staff complete survey during staff meeting	9th October	DRAFT Strategic Management Plan presented to Fr. Paul
June 2nd	Completion of student surveys	13th October	DRAFT Strategic Management Plan presented to whole staff for final feedback
June 4th	Executive meeting Collation and discussion of parents survey data	20th & 21st October	Presentation of final School Review Document to Catholic Schools Office review panel
June 11th	Executive meeting Collation and discussion of student data		
June 16th	Staff Meeting Teams assigned and processes out outlined to staff by team leaders All staff, student and parent data now complete		

Working Groups

Working Groups	Group Leaders	Team		Members
Catholic Mission & Identity	Mr Ron Walker Mrs Lesa Morrison Mrs Belinda Mainey	Tim Moorehead Jan Stubbs Belinda Mainey Peter Garty	Sam Preston Denise Puzas Maureen Richardson Mary Walker	Jim Hovenden Peter McGregor Jodene Barnett
Community	Ms Catriona Martin	Beth McMillan Meredith Llewelyn Graham Bramley	Sonya Hume Di Lawrence Mitchl Picker	Brad Taylor Kath Cornish Lisa Shaw
Organisation	Mrs Melissa Preston	Darran Stephen James Westman Tom Salter	Jennifer Igerl Amanda Jordan Mary Murtagh	Kristy Carney Nicole Single Angus Crowley
Teaching & Learning	Mr Leon Robinson Mr Rob Mahon	Scott Edwards Rhonda Mossel Steve Ilsley Darren Love	Rhys Jones Joanna Kenafick Maria Littlejohn John Marks	Sarah Clarke Peter Pitt Amy Tovey

Catholic Identity and Mission

All aspects of this area are underpinned by the Catholic School's Office – Foundational Beliefs and Practices, and the College Proclaim Goals

Goal	Strategies	Timeframe	Indicators of Success	The Principal will lead staff in this strategy along with …
To promote, strengthen and celebrate the strong Catholic identity and mission of the College to staff, students, parents and the wider community	Provide opportunities to give more focus on the traditional Charisms of the College	2015	Students will have a greater understanding of our history and heritage There are visible signs and symbols around the College promoting our heritage and history and connecting with Catholic Charisms of the Christian Brothers and Mercy Sisters for example : illuminated cross at night, Stations of the Cross visible outside Rename buildings following Charismatic traditions	Leader of School Evangelisation Leader of School Catechesis
	Further development of the CSYMA classes into year 10 and then ministry classes in stage 6 leading to a more inclusive student ministry program	2015	Students aspiring to join CSYMA classes Future school leaders emerging from CSYMA traditions and classes	Leader of School Evangelisation Youth Ministry Officer (Trainee) Timetable committee
	CSYMA classes and students to be involved in student	2015-2019	Students assisting with	Leader of School Evangelisation

	evangelisation		catechesis in state schools	Leader of School Catechesis
	Provide for more teaching and learning opportunities on social justice	2015-2019	Students involved in outreach and immersion projects and are provided more time with outside service organisations (ie. Caritas, helping Red Shield Appeal, St Vincent de Paul etc.)	Leader of School Evangelisation Leader of School Catechesis
	Parents and students to be provided with current literature on the 'Catholicity' of our school	2015-2019	'So you are Enrolling in a Catholic School' and other publications provided to parents and students	Leader of School Evangelisation
	Adopt new opportunities for students to engage more fully in Catholic Studies through 'heart and hands' involvement to ensure Christ-centred learning community	2015	More students involved in mission and service activities throughout the College and community Expanded opportunities for involvement in CSYMA classes in years 9 and 10	Leader of School Evangelisation Leader of School Catechesis
	Deepen the practice of prayer through stillness and silence (Christian Meditation) as well as supporting and promoting prayer further across the school	2015	Christian meditation becomes a timetabled activity and expectation of the College community A bush chapel is established	Leader of School Evangelisation Timetable Committee All Staff
	Further enhance opportunities for faith development through regular prayer and liturgy in the	2015-2019	The chapel is open to all staff and students with mass regularly celebrated and	Leader of School Evangelisation Youth Ministry Officer (Trainee)

	College Chapel		attended Liturgy is a regular feature of the College weekly calendar Parents visit more regularly and share liturgy with College staff and students	Parish Priest
	Ensure that parent Proclaim is given priority when promoting opportunities for parent involvement	Yearly	Parents are engaged and confident in speaking with their children about Catholic issues and identity	Leader of School Catechesis
	Build a deeper awareness of the wonderful works of community service occurring at the College	Yearly	Staff students and parents recognise acts of service as great representations of faith in action	Leader of School Evangelisation
	Engage staff in an annual reflection of the Foundational Beliefs and Practices	Yearly	Staff can articulate the Foundational Beliefs and Practices and can readily align them to our daily work	Leader of School Evangelisation

Community

All aspects of this area are underpinned by the Catholic School's Office – Contemporary Learning Framework and the College Mission Statement

Goal	Strategies	Timeframe	Indicators of Success	The Principal will lead staff in this strategy along with …
To continue to develop, support and maintain programs to foster and promote a healthy physical, spiritual, nutritional, personal and pastoral experience for staff, parents and students at the College	Develop a holistic policy to address well-being, pastoral care, discipline, rewards and student support, taking into account 'Positive Behaviour for Learning Process'	2015-2016	A clear and identifiable system exists that supports and encourages students A clear and supported system exists for staff to easily and effectively deal with student well-being, discipline and rewards	Pastoral Care Team Year Coordinators
	Further develop systems for addressing bullying in all its forms across the school	2015-2019	A no tolerance attitude among students is evident and an attitude of not accepting bullying is encouraged	Pastoral Care Team Assistant Principal
	Establish a canteen committee to investigate quality and types of food being sold to students	2015	Canteen offerings reflect a healthy mix as well as opportunities for special promotions and events Canteen committee established Trainee in hospitality employed	Executive Canteen manager Leader of VET & Leader of TAS
	Review current student uniform	2016	A more equitable, comfortable	Uniform committee

			and durable uniform is implemented for all students Staff are able to enforce uniform standards in a more consistent way Parents are invited to be an integral part of the process	
	Publicity officer to promote the activities within the school to the wider community	2015	During assembly social justice issues and current contemporary issues are raised to the student cohort. The College features regularly in local media and Diocesan publications	Office Administration Staff
	Seek opportunities to develop more House spirit and incorporate house points across more areas of school life	2015-2019	Students are encouraged and take up opportunities to be involved across a wider range of activities and events Students set high expectations for themselves across a broad range of College activities A holistic House points system is developed	Pastoral Care Team
	Explore opportunities for students to take more pride in their school environment and physical appearance of the	2015-2019	Students are proactive in ensuring a clean and presentable environment.	Whole staff and students Parish Finance Council

	College		A review of charges system to make it more effective and equitable Investigate the option of professional cleaning staff to further support this	
	Continue to promote and foster strong relationships between staff, students and parents	2015-2019	Greater engagement of parents in the College Greater engagement of students in class and during College co-curricular activities	College Executive
	Ensure staff goals are aligned to this strategic plan to promote engagement with strategic direction	Yearly	All staff are engaged in goal setting and have aligned goals to the 5 year Strategic Management Plan	All staff
	Ensure the recognition of St Paul's Jubilee is the cornerstone of promotion for the college	2015	The entire community identifies 2015 as the 'Jubilee' year	All staff

Organisation

All aspects of this area are underpinned by the Catholic School's Office – Contemporary Learning Framework and the College Mission Statement

Goal	Strategies	Timeframe	Indicators of Success	The Principal will lead staff in this strategy along with …
To ensure the College continues to be well resourced and that systems, policies and procedures are in place and adhered to in order to support a contemporary curriculum	Implement a more efficient communications system using electronic media and apps/tools	2015	Staff feel comfortable that they are fully informed about school decisions, changes and policies on a regular basis Electronic noticeboards used more effectively and extensively throughout the College	ICT Committee
	Further investigate options for meeting time for PLT's and lesson preparation.	2015-2019	There is current inequity at the moment and there needs to be a priority for timetabling teacher allocation within the Religious Education KLA. A more equitable allocation of meeting times is in place and supported Current timetable allocations are reviewed and made just for all areas of learning The incidence of PLT meetings after school is minimised or eliminated completely	Leaders of Learning Timetable committee

			Staff have a better understanding of efficient and effective meeting time and therefore maximise the outcomes from such meetings Time is allowed for proper staff meeting time for PLT, Yr Co, KLA etc.	
	Investigate options for a promotions/media person to be employed to promote school activities to the wider community	2015	The College profile in the community is enhanced and improved The college features regularly in local media and Diocesan publications	Office Manager
	Develop a staff formation and professional learning log and review induction and mentor program for new and relieving teachers	2015-2019	A clear vision of staff learning is created and sustained Staff mentoring is clear, targeted and readily accessible Staff are able to determine PD requirements for themselves readily	Leader of Curriculum Leader of Pedagogy Assistant Principal
	Improve school web-site and communications to parents and broader community	2015-2019	Parents are fully informed and confident in school communications All College information and services is easily and readily	ICT Committee

			available	
	Build capacity of staff to clearly understand and articulate decision making	2015-2019	Staff are fully informed and confident in decision making process	ICT Committee College Executive
	Ensure resourcing sustainability into the future after national partnership funding ceases	2016-2019	Staff contribute to and are supportive of plans for budgetary restructuring measures to ensure sustainable initiatives into the future	All staff
	Ensure a school wide plan for Pastoral care takes into all account all areas of the strategic Management Plan	2015	Staff identify inconstancies and articulate ways of addressing these across a holistic school plan	All staff

Teaching and Learning

All aspects of this area are underpinned by the Catholic School's Office – Contemporary Learning Framework, AITSL and the College Mission Statement

Goal	Strategies	Timeframe	Indicators of Success	The Principal will lead staff in this strategy along with …
To promote a dynamic curriculum and pedagogy that is designed with the learner as the central feature where high expectations are set around student's personal best.	Provide professional learning opportunities based on the AITSL Standards that are purposeful and meaningful	2015-2019	Staff feel more confident in sharing their learning experiences with colleagues Student engagement increases in all areas of learning Staff use peer to peer and other professional strategies to focus on continual improvement Ensure that staff eLearning is imbedded into professional learning plans	Leader of Curriculum Leader of Pedagogy
	Make classroom management strategies a focus for ongoing professional development.	2015	Student behavioural disruptions reduced and learning becomes more enjoyable and engaging	Assistant Principal Leader of Pedagogy
	Increasing the use of diagnostic data to provide rich feedback to students.	2015	Targeted assessment and teacher understanding of student progression is vastly improved NAPLAN, PAT, De Courcy, RAP and other data measures are	Leader of Pedagogy Leader of Curriculum

			regularly used in discussions around teaching and learning	
	Develop a long term student results tracking system via Schoolworx or other electronic tracking system	2016-2019	All staff have a much better understanding of student tracking and can readily feed this back to parents Staff can more effectively use data to target specific learning intentions	Leader of Pedagogy Leader of Curriculum Leader of Learning Technologies
	Review and redevelop a school based and consistent Pastoral Care plan.	2015	Welfare, discipline, commendation and rewards reflect a common foundation from a holistic single document and purpose Rewards system is reviewed to ensure opportunities for reward across all facets of College life	Assistant Principal Year Coordinators Pastoral Care Team
	Identify opportunities to effectively use Peer to Peer and other effective evidence based strategies to improve pedagogy	2015-2019	Participation in Peer 2 Peer is expanded across the whole staff Staff expectation of collaboration and peer mentoring is integrated into daily life	Leader of Curriculum Leader of Pedagogy
	Provide opportunities to promote curriculum success in a similar way to other higher	2015-2019	College assemblies regularly feature students successes from all facets of College life	Assistant Principal Administration Coordinator

	profile College events			Leaders of Learning
	Develop strategies ensuring the four critical questions of learning are imbedded in the PLT process to inform teaching and learning	2015	Staff use the language of PLT and imbed the four critical questions into their daily practice Staff learning is effectively monitored and mapped to the AITSL standards	All staff
	Continue to develop leadership capacity among Leaders of Learning and aspiring leaders	2016-2019	Leaders of Learning continue to grow in their leadership, mentoring new leaders and encouraging all staff to take on leadership roles	All staff