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2009- 2012
Tracking Document**

| PRIORITY AREA 1 | | | | | |
|---|--|---|---|-------------|-------------|
| CATHOLIC LIFE AND MISSION / PASTORAL CARE / COMMUNITY | | | | | |
| Major strategic direction for development | | | | | |
| Goals 1: Built an authentic Catholic identity with distinct Dominican charisms (Integrate the Catholic Worldview) | | | | | |
| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
| 1.1.1 Engage the school staff in a facilitated process to strengthen team identity and operation. | <ul style="list-style-type: none"> - Investigate the availability of Gail Gill / Mary Leahy CSO to work with the leadership team to: <ul style="list-style-type: none"> o articulate purpose; o identify guiding principles that characterise operation as a team; o identify evidence of effectiveness o review role descriptions o determine annual goals. o determine and identify individual gifts of staff members and how to utilise these gifts. - Align purpose with the school Mission Statement (Visioning Mission) |  |  | | |





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| <p>1.1.2 Plan a sustained program of shared professional spiritual reading for all staff (including admin support staff)</p> | <ul style="list-style-type: none"> - Introduce regular readings at staff meetings and leadership team meetings - Plan and implement a formation program for staff using contemporary theological resources such as <i>The Emmaus Series</i>. (Investigate Lectio Divina for staff) |  |  |  |  |
| <p>1.1.3 Build an understanding of evangelization.</p> | <ul style="list-style-type: none"> - In context of Visioning Mission <ul style="list-style-type: none"> o beginning in the hearts and minds of all staff and moving from there to students and the wider community. o Catholic World View and the call to discipleship - Make greater use of the school newsletter and website as tools for evangelization with regular spiritually reflective articles, and information about aspects of Catholic Faith - develop an outreach program - establish parent prayer group - explore more effective ways of parent involvement in liturgy - promote role and involvement of Parish Priest - promote and build on pastoral care initiatives |  |  |  |  |







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| <p>1.14 Engage community in the development of new Vision and Mission statements</p> | <ul style="list-style-type: none"> - Consult with Mary Leahy – NB drawing on aspects of 1.1.5 below |  | | | |
| <p>1.1.5 Consult with Dominican educators to draw deeper meaning from the Dominican heritage.</p> | <ul style="list-style-type: none"> - Contact Sr Elizabeth Hellwig to arrange a visit to the archives at Santa Sabina College Strathfield <ul style="list-style-type: none"> o “How does this relate to school our school Mission and Purpose?” o “What does this mean for us- Prouille Catholic School in 2008/09?” - Consult with St Lucy’s re drawing on the Dominican charisms in their community - Consult with all stakeholders in the community - Reconnect community with St Dominic and his story - Research and develop school song |  |  | | |

| Major strategic direction for development | | | | | |
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| Goal 2: Integrated the Catholic Worldview into all aspects of school life | | | | | |
| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
| 1.2.1 Connect the community with their larger Christian story through creative exploration of the Catholic Worldview. (Establish and sustain dialogical processes to develop shared meaning of common language such as Catholic Worldview) | <ul style="list-style-type: none"> - Fulfill in context on Visioning Mission - Utilise Staff Meetings, Parent Forums etc - Research and develop school song |  |  |  |  |
| 1.2.2 Connect all pastoral care initiatives and social justice outreach with a Catholic worldview and Catholic discipleship. | <ul style="list-style-type: none"> - Outreach Initiatives K-6 (NB St Lucy's) ... establish sustainable programmes and develop the relationships with St Lucy's staff and students - Develop authentic (Prouille) "outreach" components in "Mission Modules" K-6 - Establish "Care-groups" within the community (student, staff, parents) - Develop an outreach program - Establish prayer garden – sacred space - Seasons for growth 'rainbows and rocks and water' |  |  |  |  |

Major strategic direction for development

Goal 3: Strengthened collaborative community partnerships with inclusive communication, feedback and evaluation

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 1.3.1 Harness the support of parents with the establishment of a sustainable Collaborative Mission School Board. | <ul style="list-style-type: none">- Investigate the possibility of a Prouille School Board- Liaise with PP / Pastoral Council and the wider community re “possibilities” | |  |  | |
| 1.3.2 Regularly evaluate programs and systems ensuring the processes are inclusive of key stakeholders. | <ul style="list-style-type: none">- Investigate the viability of an “interactive IT forum” for Parents / wider community | |  |  | |





| Major strategic direction for development | | | | | |
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| Goal 4: Deepened the religious literacy and faith formation of the community | | | | | |
| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
| 1.4.1 Provide opportunities for all staff to complete the Certificate of RE | <ul style="list-style-type: none"> - Actively support staff in their endeavours to complete the RE Certificate |  |  | | |
| 1.4.2 Utilise avenues like the newsletter, Staff Memo and Staff and Parent PD to develop the faith life of the community | <ul style="list-style-type: none"> - Liaise regularly with the School Leadership Team and Parish Priest (PP) re "Religious Literacy" and best ways to advance this - Utilise the expertise of Staff, Parents wider community etc re Faith Formation |  |  |  |  |







PRIORITY AREA 2

PRIORITY 2: CURRICULUM TEACHING AND LEARNING / PROFESSIONAL LEARNING

Major strategic direction for development







Goal 5: Developed a shared understanding of contemporary pedagogy and identified implications for implementation K-6.






| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| <p>2.5.1 Explore the concept of contemporary pedagogy using current research and effective practice</p> | <ul style="list-style-type: none"> - Engage teachers in: <ul style="list-style-type: none"> o reflection on current practice o professional learning, dialogue and reading around <i>student learning</i> o Research a Balanced Literacy Block K-6 o Research and apply best practice in integrating ICLT (Information, Communication and Learning Technologies) into Teaching and Learning - Develop a shared understanding of learning across KLAs (Key Learning Areas) - Identify principles of learning and embed them in practice - Develop and apply an understanding of the Quality Teaching Framework - All staff to be trained |  |  |  |  |

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| <p>2.5.2 Develop staff understanding and implement practice for better transition across stages</p> | <ul style="list-style-type: none"> - Review Scope and Sequence in all KLAs - Align Scope and Sequences to ensure “best integration” along stages and KLAs - Every year this needs to be revisited |  |  |  |  |
| <p>2.5.3 Align programming with new learning</p> | <ul style="list-style-type: none"> - Support staff in developing classroom programmes that align with agreed expectation and scope and sequences - Monitor Classroom Programmes to ensure consistency K-6 - Planning time with all stakeholders Librarians, stage teachers - Whole staff to work on proformas for Literacy and Maths |  |  | | |

Major strategic direction for development








Goal 6: Increased expectations of student achievement through evidence-based learning

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 2.6.1 Develop targets K-6 to improve learning gains which have been identified, planned for and implemented | <ul style="list-style-type: none"> - Identify effective practices that lead to learning gain and increased engagement - Develop practices of using assessment for learning - Gather evidence of the improved learning gains - Build understandings of syllabus standards and national benchmarks - Review targets - Time allocated regularly for consultation, collaboration, evaluation regarding student learning with teachers, special needs teachers, parents, principal |  |  |  |  |
| 2.6.2 Design differentiated learning experiences for deep understanding | <ul style="list-style-type: none"> - Utilise the PEP (Prouille Enrichment Programme) position for specific enrichment projects (GATEWAY and general school enrichment processes) - Explore Curriculum Leadership models in other schools - Integrate ICLT in all KLA's - Participate in 'Come on Kids' project |  |  | | |





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| <p>2.6.3 Work collaboratively with another school as a learning partner in exploring expectations for student achievement</p> | <ul style="list-style-type: none"> - Work collaboratively with OLPS West Pymble and consultant Val Delaney - a balanced K-6 Literacy Block - Work collaboratively with another school the best integration of ICLT into Teaching and Learning (T/L) |  |  | | |
| <p>2.6.4 Examine the amount of time being spent on extra curricula activities and the impact this has on learning time and student achievement. Identify and prioritise in alignment with a new school vision.</p> | <ul style="list-style-type: none"> - Teaching and Learning: <ul style="list-style-type: none"> o Identify what we value o Work towards remodeling the morning block - Literacy to provide sustained "learning blocks" of time |  |  | | |
| <p>2.6.5 Provide opportunities for shared goal setting with teachers and students and implement a process to monitor their achievement</p> | <ul style="list-style-type: none"> - Goal setting for staff with the Leadership Team – Term 2 - Goal reviews - Term 3 |  | | | |



Major strategic direction for development

Goal 7: Built a professional learning community that provides quality teaching / learning, values diversity of both adult and student learners, and builds on a shared vision for teaching and learning

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 2.7.1 Explore, develop and name shared beliefs about the nature of Professional learning | <ul style="list-style-type: none"> - Access CSO Professional Learning/Professional Development (PD) Discussion Paper - Establish beliefs about “best practice” professional learning <ul style="list-style-type: none"> o reflect on positive and worthwhile professional learning experience and identify the features that made it: o promote and encourage staff to seek PD in specific areas of need and interest (especially ICLT) o worthwhile and lasting |  |  |  |  |
| 2.7.2 Develop a whole school model of professional learning | <ul style="list-style-type: none"> - Reflect on beliefs about ‘best practice’ professional learning. - Evaluate current school structures and process to support professional | |  |  |  |








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| | <p>learning of staff (within the context of identified KLA/curriculum area)</p> <ul style="list-style-type: none">○ To what extent do current school structures contribute to individual and whole school professional learning - eg staff meetings, SDDs (Staff Development Days) , Co-operative planning, external inservice, etc○ To what extent do current school processes contribute to individual and whole school professional learning (goal setting, application to attend external Professional Learning (P/L), engaging staff in reflection etc) <p>– Review goal setting processes to ensure they are relevant, clear, communicated and monitored:</p> <ul style="list-style-type: none">○ Individual and whole school | | | | |
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| <p>2.7.3 Explore structure to strengthen and sustain staff professional learning</p> | <ul style="list-style-type: none"> - Investigate the teacher coach model of professional learning to develop understandings and practice - Visit schools where this model is working well <ul style="list-style-type: none"> - Manly Vale - Mona Vale |  |  | | |
| <p>2.7.4 Develop a shared understanding of authentic differentiation.</p> | <ul style="list-style-type: none"> - Engage in professional learning about differentiation. - Ensure all staff have access to professional learning that models explicitly the desired differentiated programming and classroom practices - Consult with Erica Ryan and Sue Low (CSO) re contemporary learning models for Special Needs and Enrichment | |  | | |
| <p>2.7.5 Move towards student-centred, cooperative classrooms and explore ways to best utilise teaching and learning time.</p> | <ul style="list-style-type: none"> - Investigate ways to promote “staff sharing” re Teaching and Learning | |  | | |

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| <p>2.7.6 Extend Vision for teaching and learning to an overall strategy for school improvement</p> | <p>This will be achieved by:</p> <ul style="list-style-type: none"> - Developing a teaching style that emphasises an inquiry-oriented, student-centred, outcomes-focused approach requiring more sophisticated teaching skills than those associated with traditional methods. - Naming and exploring the support structures that contribute to change. i.e. time use, resources, strategic direction - Exploring and implementing strategies that support the change process as a result of professional learning .i.e mentoring, action research cycle - Utilise NAPLAN data to inform Teaching and Learning direction | | |  |  |
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Major strategic direction for development

Goal 8: Connected parent education to the teaching and learning in the school






| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 2.8.1 Establish ongoing PD to develop parents' understanding of teaching and learning practices and school initiatives | <ul style="list-style-type: none">- Provide Parent Professional Development sessions - curriculum initiatives- Establish a P+F Education Committee | |  |  |  |
| 2.8.2 Establish systems and processes to best utilise parents in students' education | <ul style="list-style-type: none">- Establish a Parent Education Committee- Engage the Diocesan Parent Council re potential initiatives |  |  |  |  |





PRIORITY AREA 3

STRATEGIC LEADERSHIP

Major strategic direction for development





Goal 9: Developed and implemented a shared Vision and Mission for contemporary Catholic educational leadership that is both inspirational and aspirational













| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 3.9.1 Implement a process that ensures that all stakeholders are engaged to develop a contemporary vision for Prouille that aligns with the Diocesan Vision statement and is underpinned by the clearly articulated Catholic values | <ul style="list-style-type: none">- With facilitation by Mary Leahy, the community will engage in the development of a new "Visioning Mission"- Visit to St Lucy's Museum- Visit to Santa Maria Del Monte |  |  |  |  |
| 3.9.2 Develop a set of principles that are underpinned by the values and vision that articulate contemporary Catholic education with the Prouille community and ensure that these inform future direction and priorities | <ul style="list-style-type: none">- Define contemporary context for Catholic values (what do they mean for Prouille)- Explore the connection with Dominican values |  | | | |

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| <p>3.9.3 Ensure that the staff, parents and students have opportunities to continually reflect on the school's vision and to make personal connections in the lives of all stakeholders</p> | <ul style="list-style-type: none"> - Develop a unit work for each Stage to connect the community to the school's vision - Parent connection, Open Day and Orientation Day - Research colour house names, make banners - Celebrate St Dominic's day with renewed depth and meaning |  |  |  |  |
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Major strategic direction for development











Goal 10: Developed effective and efficient structures and processes in all aspects of school life







| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 3.10.1 Ensure that communication with staff and parents is timely, clear and aligned with current school initiatives. | <ul style="list-style-type: none">- Communication Plan<ul style="list-style-type: none">o Collaboration, important initiativeso Maintain detailed Staff Memos and School Newsletters as vital means of communicationo Clarify and formalise protocols and procedures re communicationo Clarify KLA role descriptions and responsibilities for staffo Clarify Class Parent roles and responsibilities- Align to Annual Goals<ul style="list-style-type: none">o Introduce parent teacher interviews term one |  |  |  |  |

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| <p>3.10.2 Provide opportunities to reflect on and assess existing structures and processes to ensure that they support and align with the implementation of a new vision for Prouille, underpinned by clearly defined principles of purpose</p> | <ul style="list-style-type: none"> - Formal opportunities provided each term for staff reflection and feedback - A “safe” culture of reflection and feedback is engendered with Staff, Parents and students - Parent surveys/questionnaires - Consultation with staff prior to Leadership Team meeting - Establish a P+F Education Committee |  |  |  |  |
| <p>3.10.3 Set achievable and negotiated goals on an annual basis</p> | <ul style="list-style-type: none"> - Leadership Team drafts Annual Goals in line with Strategic Plan in Term 4 each year - Whole staff formally critique and contribute to Draft Annual Goals – Term 4 each year - Annual Goals are advertised to the community – Term 1 each year |  |  |  |  |
| <p>3.10.4 Review P+F Management Structures</p> | <ul style="list-style-type: none"> - Assess the possibility of establishing a P+F Executive Committee that more closely aligns with CSO P+F Constitution |  |  |  |  |

Major strategic direction for development

Goal 11: Provided for “leadership succession” for School Leadership Team and all staff

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 3.11.1 As a leadership team, explore a range of contemporary change management literature to develop shared understandings of how change can be effectively and efficiently lead, managed, implemented and evaluated at Prouille | <ul style="list-style-type: none"> – Work with Schools Consultant in Term 4 2009 re Leadership Team PD plan for 2010 and beyond – Engage professional mentor for Leadership Team – Regular meetings and challenges timetabled – Participate in CSO Leadership Team Development Programs – Identify leadership qualities within staff – Provide opportunities for development of these qualities |  |  |  |  |
| 3.11.2 Provide on-going opportunities for key leaders and other staff aspiring to leadership roles | <ul style="list-style-type: none"> – A plan re this will evolve in 2010 (ie re point 3.11.1 above) | |  |  |  |
| 3.11.3 Explore professional learning opportunities which engage the diversity of gifts within the staff in order to start from a common basis of understanding. | <ul style="list-style-type: none"> – A plan re this will evolve in 2010 (ie re point 3.11.1 above) – Allow staff opportunities to identify individual PD needs to pursue | |  |  |  |









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| <p>3.11.4 Utilise the Leadership Team meetings for professional learning and team building</p> | <ul style="list-style-type: none"> - Refer to point 3.11.1 – - Liaise with other schools re a suitable model for Professional Learning | |  |  |  |
| <p>3.11.5 Explore new structures and roles for leadership team members that develop leadership capabilities and new ways of thinking and problem-solving</p> | <ul style="list-style-type: none"> - Refer to point 3.11.1 – - Review Leadership Team role descriptions and determine how they align with Strategic Plan and Annual Goals | |  |  |  |

PRIORITY AREA 4

PRIORITY 4: RESOURCES / FINANCE





Major strategic direction for development

Goal 12: Ensured effective and equitable financial planning and management

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 4.12.1 Develop and implement budgets to reflect Strategic Priorities | <ul style="list-style-type: none">- Develop an annual budget (in consultation with CSO) reflective of KLA priorities, OHS and maintenance requirements- Present annual budget needs to P&F after consultation with staff- Monitor and Evaluate Budgets throughout each year- More involvement of staff awareness of KLA budget in order to make proposal |  |  |  |  |
| 4.12.2 Develop and implement long term budget plan that reflects Strategic Management | <ul style="list-style-type: none">- Gather all relevant information to assist in projecting future financial distribution<ul style="list-style-type: none">o School Strategic Plan (School Policies, Plans)o CSO priorities |  |  |  |  |

Major strategic direction for development

Goal 13: Monitored school-based requirements while considering and responding to system expectations for the provision of IT

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 4.13.1 Evaluate the ICLT needs of school (hardware, licences, infrastructure) ... Upgrade where required | <ul style="list-style-type: none"> - Complete ICLT inventory throughout the school - Purchase IT needs (2009 goal – 5 computers per classroom, Data projectors in most rooms, upgrade wireless needs, upgrade electrical needs) - Establish effective “repair” strategies/process to ensure IT is kept in working order at all times |  | | | |
| 4.13.2 Establish a long term plan to ensure IT needs are continually assessed and upgraded | <ul style="list-style-type: none"> - In consultation with CSO, develop a long term strategy re continually upgrading / assessing IT needs - Keep abreast of current IT trends and expectations ... Continue to assess purpose within school context | |  |  |  |

Major strategic direction for development

Goal 14: Ensured compliance with government and statutory accountabilities including risk management

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
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| 4.14.1 Implement the recommendations of the “OHS report and committee recommendations” and conduct annual Risk Management Assessments | <ul style="list-style-type: none"> – See OH&S Strategic Management Plan – Continue to implement CSO guidelines to carry out risk assessment – Review annual OHS plan completing priorities / recommendations – Ensure budget provision to support priorities | ✪ | ✪ | ✪ | ✪ |

Major strategic direction for development

Goal 15: Planned and built a new school

| Achievable goal | Strategies | 2009 | 2010 | 2011 | 2012 |
|---|---|------|------|------|------|
| 4.15.1 Work with CSO to plan and develop a new school | <ul style="list-style-type: none"> – Collaboratively work with all stakeholders in the planning and construction processes | ✪ | ✪ | ✪ | ✪ |