



## St Peter's College, Cranbourne

### STRATEGIC IMPROVEMENT PLAN: 2023 - 2026

#### FINAL



#### School Vision

**At St Peter's College we are on a hope-filled journey together and as a Catholic Community we:**

- \* aspire to lead in faith
- \* inspire through learning
- \* guide with love

#### Strategic Intent

The St Peter's College community is committed to a rigorous improvement agenda which takes into account our local needs and demographic. St Peter's College will strive at all times to develop:

- \* All leaders to develop as instructional leaders
- \* Every teacher to become an expert teacher
- \* All students to experience an accelerated rate of progress in literacy and numeracy

***The strategic intent is to strive at all times to build the collective efficacy of all teachers, leading to improved learning outcomes.***

#### STRATEGIC PLAN FOCUS: High Quality Catholic Education

#### Improvement Domain - CIRE

#### ***Improvement Dimension - Catholic Identity and Religious Education***

**PRIORITY OBJECTIVE:** Post Critical Belief is promoted through recontextualising and dialogical communities

**GOAL:** Catholic Social Teaching animates our work both within and beyond the classroom; and this will be coupled with the 'To Live in Christ Jesus' curriculum to design the progression of learning in RE.

STRATEGIES	MEASURES OF SUCCESS	ACTIONS
Build staff confidence to create recontextualised dialogical communities	ECSI data indicates a growing trend towards a preference for post critical belief and all ECSI data is within the indicative ranges	Provide ongoing professional learning to assist staff to build Catholic schools as dialogical communities utilising recontextualised and dialogical approaches
	Insight-SRC Staff Catholic culture data improves annually	Build staff understanding and use of Scripture to support formation in leading and teaching in the context of a Catholic school
	Teacher planning and teaching is in line with the Diocesan Religious Education Curriculum and Sexuality Education in Catholic Schools documents	Build knowledge and confidence in staff to utilise the Sexuality in the Catholic school resource

Deepen the expertise of teachers to deliver high quality Religious Education	Teacher planning and teaching is visible in UBDs and is in line with the Diocesan Religious Education Curriculum and Sexuality Education in Catholic Schools documents	Build the capacity of teachers to assess student learning and achievement using the 'To Live in Christ Jesus' to develop the progressions of learning in RE
	Teachers and leaders have achieved and maintained relevant Accreditation status	Support all teachers to be appropriately accredited
Enhance parish, community and school partnerships	Catholic Social Teaching is evident in school activities, teaching and publications	Promote Catholic Social Teaching in all aspects of school life
	Parish Priest and parish clergy are regularly invited to the school	Develop community engagement strategies that promote Catholic school identity and build community
	Students engaged in community outreach opportunities in greater numbers	

### Improvement Domain - Learning and Teaching

#### **Improvement Dimension - Expert Teacher Practice and Improved Student Outcomes**

**PRIORITY OBJECTIVE:** Students in all schools achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environments.

**GOAL:** Build a shared understanding of expert teacher and evidenced informed practice to support increased team-based practice in teachers leading to improved learning outcomes.

STRATEGIES	MEASURES OF SUCCESS	ACTIONS
Develop expert leader and teacher capacity	The Insight SRC Teaching Climate improves each year	Develop professional collaboration and collective efficacy in teacher and leader practice
	Professional growth, appraisal and recognition and quality teaching in Insight SRC improves	Collaboratively implement High Impact Teaching strategies (HITS) to improve the capacity of teachers in the classroom
	There is a positive improvement trajectory in student performance at every percentile in NAPLAN measured in growth data	
Build teacher capacity to measure success in student learning beyond NAPLAN and PAT	Every teacher demonstrates the effective use of a variety of assessment tools, inclusive of developmental rubrics found in SPACE class pages, to discern growth	Collectively implement multiple forms of evidence-informed assessment practices in the classroom
	Assessment practices demonstrate an accelerated rate of growth for every student	Embed expert assessment practice
Develop capacity for inclusive education	Student perception of learning confidence using the Insight SRC tool increases	Develop inclusive practices and cultural awareness throughout the school with a focus on Aboriginal and Torres Strait Islanders; EALD students and students with a disability and others experiencing marginalisation
	The Insight SRC Student Social Emotional Climate improves each year	Ensure inclusive and child safe practices inform the implementation of the School-wide expectations (ROCKS)

### STRATEGIC PLAN FOCUS: High Quality Catholic Education and Sustainable Organisation

#### Improvement Domain - Leadership

#### **Improvement Dimension - Leadership for Learning**

**PRIORITY OBJECTIVE:** Leaders within DOSCEL and its schools are supported to thrive, through professional learning, development, and practices that support wellbeing

**GOAL:** Develop, enact, and evaluate a plan with all leaders to successfully implement the Blueprint for success and the College Learning Charter.

<b>STRATEGIES</b>	<b>MEASURES OF SUCCESS</b>	<b>ACTIONS</b>
Leaders ensure the Organisational Climate drives the Teaching Climate	The school has an established Professional Learning Plan aligned with the school and Diocesan priorities	Principals and senior leaders develop a staff professional learning plan that supports teachers and leaders to accelerate growth in student learning
Leaders ensure the Organisational Climate drives the Teaching Climate	The Insight-SRC Organisational Climate consistently improves over four years	School leaders lead with clarity and ensure effective communication and alignment of priorities across the school
	Teacher Confidence; Quality Teaching and Engaging Practice Indicators in Insight-SRC strengthen	Leaders support a focus on teacher impact through the development of collective efficacy and team-based culture
Leadership capacity is developed across all levels of leadership in the school	Graduates of the Masters of Evidence-based practice transacting their learnings to build capacity in others	Principals and senior leaders identify current and emerging leaders; providing formation and appropriate opportunities for leadership
	Increased number of staff applying for and gaining positions of leadership	
School leaders create the conditions in which expert teacher practice is developed	The Insight-SRC Teaching Climate continues to improve	School leaders prioritise the implementation of the agreed upon school-wide expectations (ROCKS) ensuring they are consistently applied by all staff
<b>Improvement Dimension - Child Safety</b>		
<b>PRIORITY OBJECTIVE:</b> DOSCEL and its schools continue to plan for and provide a safe and suitable environment for all students and staff Child safe and vulnerable adult practices are embedded within the culture of DOSCEL and its schools		
<b>GOAL:</b> Child safety policies and procedures are embedded into practice to ensure a culture of safety is experienced by all young people.		
<b>STRATEGIES</b>	<b>MEASURES OF SUCCESS</b>	<b>ACTIONS</b>
Monitor and support policy implementation; procedures and practice in relation to child safety	The school has evidence that: e.g. all employees, pre-service teachers and contractors have WWCC; all teachers have valid VIT registration; 100% of school employees complete mandatory reporting training on an annual basis	Develop and implement a Child Safety Professional Learning and Development Plan for staff
	A child friendly version of child safe policy and procedures is evident in the school	
	The school maintains an up to date child safe risk assessment register and implements appropriate procedures	Audit and review Child Safe practice in line with legislative standards on an annual basis
<b>Improvement Dimension - Resources</b>		
<b>PRIORITY OBJECTIVE:</b> DOSCEL and its schools continue to plan for and provide a safe and suitable environment for all students and staff All parts of DOSCEL use effective systems that manage compliance and risk.		
<b>GOAL:</b> Develop human and physical resources inclusive of sustainable processes to mitigate risk and to enhance the provision of modern facilities and effective practices.		
<b>STRATEGIES</b>	<b>MEASURES OF SUCCESS</b>	<b>ACTIONS</b>
A professional culture is developed and sustained within the school that meets and exceeds all legislative requirements	The school successfully completes all ongoing VRQA widget testing	Develop quality mentors and professional development programs to support teacher and support staff development.

School building design and master planning reflects the research into effective learning environments	There is an up to date and evidence based - School Education Brief; School Technology Brief; School Master Plan	Work in partnership with School Leadership Consultants; School Finance; Building and Facilities and Industrial Relations / Human Resources to ensure all compliance benchmarks and legislative requirements are met
A formal plan for school promotion in the community is developed	Achieving projected student enrolment	Implement a promotion and marketing plan to sustain and improve student enrolment
Student outcomes drive the allocation of school resources	There is a documented plan to monitor and review each resourcing initiative	Develop a process for the allocation of school resources based on the needs of the students; including evidence and review of school resourcing initiatives
Risk management processes and procedures across the school are monitored and enhanced where required to ensure the safety and security of staff, students and the community in general whilst on the College grounds or at officially sanctioned school activities	Business operations are not compromised, and the incident register demonstrates that staff and students and the community in general, are safe from harm whilst on the College grounds or at officially sanctioned school activities	The Leadership Team, along with the Compliance Officer, meet each semester to review processes and procedures
Ensure staff and student access to technology as a tool for teaching and learning	Improved capacity to meet student computer technology needs	Formalised digital technology plan

