

# Xavier Nguiu Secondary College STRATEGIC PLAN

## *‘Tomorrow’s Leaders Today’*

**OUR SCHOOL:** *“Tomorrows Leaders Today “ - With God all things are possible.*  
- Matthew 19:26

**Our Community:** Xavier Nguiu Secondary College (XCEC) is located 80km north of Darwin on the Tiwi Islands. The town of Nguiu is on Bathurst Island which has a population of approximately 1800 people. Xavier Nguiu Secondary College is a remote Catholic school that strives to develop our students’ educational, emotional and spiritual well being within a Christian community where individuals are valued. The community supports the development of business and industry in Retail, Hospitality, Art and Design, Building and Construction, Health, Education and Forestry.

**Our Students:** Our students come from the Nguiu community, where many students who get the chance move to a boarding school for their secondary education. This means that the teaching staff share many challenges with students who remain in the community. Xavier recognises very clearly that the students are very good at sport as well as creative in the arts. While this is encouraged, it is not seen as the only ability that they have. English is a second language for our students and this is seen as our biggest challenge.

**Our Curriculum:** Today our school is becoming a school that the Tiwi people can be proud to say belongs to the Nguiu community. Our curriculum is comprehensive, relevant, challenging, dynamic and innovative. A broad range of subjects, academic as well as practical and vocational is offered. This is possible because of the highly qualified and dedicated staff members at Xavier. Our staff changes regularly because of the nature of being remote, but our curriculum is becoming very stable in Religious Education, ESL and Mathematics, SOSE and Science, Indigenous Studies as well as Music and Art, PE and Health, Wood and Food Technology. Our curriculum challenge is to develop a Year 11 and 12 status for the school. As Principal of Xavier I feel privileged to be a visitor to the Tiwi islands and excited by the possibilities that our students can embrace.

### **VALUES:**

***Catholic faith, Dignity,  
Community, Success, Respect, Confidence***

### **VISION:**

Xavier is a community which will remain faithful in providing professional quality Catholic education within the Tiwi community, through our vision that, *“Our Tiwi students are the hope of the future”*. As one community, we will empower each other by sharing knowledge, skills, Christian values and Tiwi identity.

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Consult not your fears but your hopes and dreams. Think not about your frustrations, but about your unfulfilled potential. Concern yourself not with what you tried and failed in, but with what is still possible for you to do. ~John XX111

### MISSION:

The community of Xavier will:

- be strong in faith, kindness and compassion and will recognise that the love of God for every individual is expressed in respect and tolerance in the traditions of the OLSHS, MCS and the Christian Brothers organisations;
- provide excellent education through which all individuals realise their potential;
- value the dignity of every person;
- be respectful of the Tiwi language and culture;
- create a community of achievement and success; and
- empower students to cope with a modern world.

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KEY AREA	GOAL	CEO STRATEGIC PLAN LINK
<b>1. Catholic Identity</b>	1.1. Induct and provide ongoing opportunities for all members of our community to develop their understanding of contemporary Catholic identity.	<b>1.0</b>
	1.2. Provide ongoing opportunities for all members of our community to express our Catholic identity through liturgy, practice of social justice, respecting Tiwi culture and the dignity of each person.	<b>1.1</b>
<b>2. Teaching and Learning</b>	<p>2.1 Quality Teaching – defined, explicit and Tiwi focussed.</p> <p>2.2 Build evidence based practice in context to improve every student's literacy and numeracy learning outcomes.</p> <p>2.3 Develop and implement curriculum to promote real education pathways into real jobs including the Trade Training Centre with VET options.</p> <p>2.4 Develop best practice in teaching Religious Education.</p> <p>2.5 Prioritise, catering for the diverse needs of our students across our learning community.</p>	<b>2.0</b>
<b>3. Leadership</b>	<p>3.1 Create a Catholic Education precinct that aligns T-12 provision.</p> <p>3.2 Engage remote Indigenous students in clear leadership tasks</p>	
<b>4. Pastoral Care and Well-being</b>	<p>4.1 Provide professional support and care that recognises and values all staff.</p> <p>4.2 Engage remote Indigenous students through education in and clear knowledge of pastoral care issues.</p>	<b>4.0</b>

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<b>5. Community and Culture</b>	<p>5.1 Create and sustain educational partnerships with key providers of quality education in the community.</p> <p>5.2 In collaboration with key providers:</p> <ul style="list-style-type: none"> <li>• create aligned (with school values, vision and mission) and shared goals; and</li> <li>• develop a range of partner activities that benefit and enhance the learning of our students.</li> </ul>	<p><b>5.0</b></p> <p><b>5.1</b></p>
<b>6. Finance, Facilities and Resources</b>	<p>6.1 Create and sustain effective learning technology environments/spaces for all learners in our community teaching and learning and administration.</p> <p>6.2 Create and sustain excellent resource management practices (policies and systems) that will achieve and sustain effective and best practice learning environments in our school.</p> <p>6.3 Create, maintain and improve our facilities and work areas so as to sustain high quality, healthy, safe and welcoming learning environments for all members of our community.</p>	<p><b>6.0</b></p> <p><b>6.0</b></p>
<b>7. Catholic Education Office Support</b>	<p>7.1 The CEO will support the school through the provision of an Indigenous Catholic Community Schools Service Team</p> <p>7.2 The CEO will help build local teaching capacity by providing onsite academic teacher preparation to Indigenous assistant teachers</p> <p>7.3 The CEO will support the development of improved leadership capabilities of school leaders.</p> <p>7.4 The CEO will facilitate an ongoing consultative process, Discourse and Discernment, to identify and monitor key school and community priorities.</p>	<p><b>2.0</b></p> <p><b>3.1</b></p> <p><b>3.0, 3.1</b></p> <p><b>3.1</b></p>

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	<p>7.5 The CEO will provide leadership development and support across the range of school operations through the employment of a Senior Educational Consultant.</p> <p>7.6 Access support to allow the principal to focus on instructional leadership in driving whole of school reform via the development of Strategic and School Improvement Plans.</p>	<p><b>1.0, 1.1, 2.0, 3.0, 3.1, 4.0, 4.1, 5.0, 6.0, 6.1</b></p> <p><b>3.1, 6.0, 6.1</b></p>
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Strategic Theme:	Actions/Strategy	KPIs	Accountability / Time-frames	National Partnership Reform Agenda
<b>CATHOLIC IDENTITY Goal</b>				
<p><b>1.1 Catholic Identity Induction</b></p> <p>Induct and provide ongoing opportunities for all members of our community to develop their understandings about contemporary Catholic Identity.</p>	<p>New Staff:</p> <ul style="list-style-type: none"> <li>Emphasise Catholic identity during interview and employment process</li> <li>CI is an explicit part of school induction program.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>All new staff, not currently identifying as Catholics, participate in professional learning around Catholicism. Orientation to the school.</p> </div> <p>Specifically, people who come during the year should have this induction also.</p>	<p>All staff work within the Catholic Identity of the school</p> <p>At island orientation one session ½ day</p> <p>Tiwi Beliefs</p> <p>CEO – Orientation</p>	<p>Principal – for each new induction</p>	
<p><b>1.2 Expressing our Catholic Identity</b></p> <p>Provide ongoing opportunities for all members of our community to express our Catholic Identity through</p>	<p>Identify a yearly plan for when liturgical celebrations will take place. One mass per term with MCS.</p>	<p>Plans completed and enacted</p>	<p>At the end of every year in planning for the following year. REC</p>	
	<p>The school will organise the focus of each liturgical celebration to include: social justice, respecting Tiwi culture and the dignity of each person.</p>	<p>Plans highlight key foci</p>	<p>At the end of every year in planning for the following year. REC/CCC</p>	

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Aug. 12

<p>liturgy, practice of social justice, respecting Tiwi Culture and the dignity of each person.</p>	<p>All daily activities start with a prayer/ Reflection – at start of every day,</p>	<p>All daily activities start with a prayer. Morning - staff meetings 1<sup>st</sup> period / students</p>	<p>Daily All staff Principal Classroom Teachers</p>	
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Strategic Theme: <b>TEACHING &amp; LEARNING Goal</b>	Actions/Strategy	KPIs	Accountability / Time-frames	National Partnership Reform Agenda
<b>2.1 Quality Teaching</b>  Quality Teaching – defined, explicit and Tiwi focussed	At least three times a week, planning and programming meetings will be scheduled between teachers and teacher assistants.  Curriculum planning sessions are supported by leadership as a central and key strategy for improving student learning outcomes. They will be supported through: <ul style="list-style-type: none"> <li>• the development of a whole school approach to curriculum innovation;</li> <li>• identification of priorities for each term; and</li> <li>• participation by all staff in all innovations</li> </ul>	All staff work in teams and partnerships In same staff room ESL / Maths Remote schools Curriculum/NTCET meetings	Team Leaders Weekly ESL Maths Curriculum Co-ord TAs	<b>Teacher Professionalism and Performance – Quality Teaching, Valuing Our Staff</b>
	Each year there will be a professional learning audit. Based on this audit, curriculum innovation, strategic plan goals and individual staff needs will form the basis of the year professional learning plan.	Annual Perception survey of all staff – increased sense professional learning capabilities	Teaching and Learning Team Leader with the CCC to coordinate professional learning diary for the year + keep records of attendance. TTC Manager DP	
	A group inquiry project is undertaken and the journey is shared with the staff as a model linked with professional	Increased capability as	Teaching and Learning Team	



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	<p>teaching standards. Ideas integrating learning RSC/TTC/ Yr 11 &amp; Yr 12 Eg: Halfway house community involvement</p>	<p>assessed through Australian /NT Teaching Professional Standards</p>	<p>Leader  2011 Principal TTC Manager</p>	
	<p>Implement a project with the aim of developing a shared language, understandings and practices around effective teaching and learning with community.</p> <ul style="list-style-type: none"> <li>• Create aligned (with school values, vision and mission) and shared goals;</li> <li>• Develop a range of partner activities that benefit and enhance the learning for our students</li> </ul>	<p>Increased alignment between community and school re learning – perception survey; increased attendance and retention; increased number of parents participating in school life.</p>	<p>Project team leader  Semester 2 2010 + 2011 Elite Managers T&amp;L Team Leader Community Involvement</p>	<p><b>Family &amp; Community Engagement – Shared Understandings About Learning, Community Partnerships</b></p>
	<p>Implement a schedule of staff bringing a professional learning focus for each staff meeting.</p>	<p>Every staff meeting an focus is discussed.</p>	<p>Teaching and Learning Team Leader Principal/DP  Immediate implementation</p>	
	<p>Embed ESL learning in all subjects – explicit in every teaching program.</p>	<p>Evidence in every</p>	<p>Teaching and Learning Team</p>	

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		program	Leader + all teachers Immediate implementation	
	All staff are participate in ESL professional learning (More ESL than AL) Offer explicit teaching of ESL Grad Cert in ESL	100% participation	Teaching and Learning Team Leader + all teachers  CCC to coordinate professional learning diary for the year + keep records of attendance.	
<b>2.2 Improved Literacy &amp; Numeracy Outcomes</b>  Improve every student's literacy and numeracy learning outcomes.	Maintain the ongoing development of strategies to improve student lit/num learning outcomes within: <ul style="list-style-type: none"> <li>• Remote Schools Curriculum Yr 7-9</li> <li>• NTCF Year 10-12</li> <li>• Accelerated Literacy for ESL Learners</li> <li>• English Curriculum for ESL learners</li> <li>• Maths – NTCF, Remote Schools Curriculum</li> <li>• VETs (TTC)</li> </ul>	Increased NAPLAN outcomes	Learning Team Leader + all teachers	
	To accelerate lit/num learning outcomes we will trial innovative uses of ICT. We want to embed the successes in all curriculum areas, eg, programs for ESL learners in all subjects  Where funding allows we will develop literacy through a range of programs eg: Media – Movie, Powerpoint	Increased usage of learning technologies.  Increased student	Learning Team Leader + all teachers	

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	Computers in classroom	learning outcomes as a result.		
	We will determine our whole school approach/strategies re Lit/Num, eg, scope and sequence – linking with other subjects and integrated.	All staff are aligned.	Learning Team Leader + all teachers	
	Use current data to make decisions about future strategies.	Evidence-based decision making evident in every decision. Assessment	Principal with all staff  Immediate implementation	
<b>2.3 Real Pathways to Real Jobs</b>  Develop and promote real pathways into real jobs through education and training which will include the TTC with VET options	Any transition to work program will have a significant literacy component – this includes an initial assessment of literacy, a program that builds on where they are to where they need to be re work. TTC Cert Courses.	Student literacy outcomes continue to increase	Project team leader + TTC Manager teachers  2010 – Dec 2011	<b>Student Attendance and Engagement</b>  + <b>Flexible and innovative remote delivery –</b>  <b>Real Pathways to Real Jobs</b>
	Introduce and develop further opportunity for Year 11/12 age students to complete the NTCET.  Develop a sport, artistic, musical, academic excellence centre which will recognise sporting talent, artistic, musical and academic ability of our students through pastoral care, fitness, health and nutrition and academic support.	Increased attendance and retention through 10 – 12	Project team leader + T&L Co-ord TTC teachers  2010 – Dec 2011	
	Employ qualified staff to run and develop the Trade Training Centre as a pathway within NTCET.	Staff employed +	Project team leader +	

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		Increased attendance and retention through 10 – 12	teachers Community meeting Land Council Shire Council. 2010 – Dec 2011	
<b>2.4 Best Practice RE Teaching</b>  Develop best practice in teaching Religious Education.	We will support all teachers to develop best practice religious education through ongoing professional learning.	Ongoing attendance in PL	RE Coordinator with CCC to coordinate professional learning diary for the year + keep records of attendance	
	Develop a scope and sequence for RE at Xavier.	Scope and Sequence used by teachers	RE Coordinator/teaching staff By end of 2011	
<b>2.5 Catering for Individual Needs</b>  Prioritise, catering for the diverse needs of our students across our learning community.	Professional learning will be always focussed on catering for individual differences within the classroom.	Increased student learning outcomes	Learning Team Leader	

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Strategic Theme: <b>LEADERSHIP Goal</b>	Actions/Strategy	KPIs	Accountability/ Time-frames	National Partnership Reform Agenda
<b>3.1 Aligned T-12 Curriculum</b>  Create a Catholic Education Precinct that aligns T-12 provision.	Develop and implement transition programs from one year to the next (continue the transition program from MCS to Xavier) – further develop the current MCS to Xavier transition program.	Increased retention	Project Team Leader Teaching and Learning Team	<b>Principals Leading Whole School Reform in Partnership with Communities – T – 12 Educational Precinct</b>
	Develop and implement a 5 year change strategy/master plan – incremental approach	Increased retention + increased student learning outcomes	Precinct Leadership Project Team Leader	
	Develop a shared vision, human and physical resources, formation of a cross school leadership approach, systems, structures that work.	Effective working together – perception survey + reduced number of issues	Precinct Leadership CCC Principals Duty	
	Consolidate and streamlining shared financial resourcing.	Timely completion of compliance requirements.  Alignment with the master plan	Precinct Leadership + CCC	

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		timeline.		
	Construct an explicit new aligned culture.	Perception survey re shared culture	Precinct Leadership  Annual	
<p><b>3.2 Student Leadership</b></p> <p>Engaging Remote Indigenous Students in clear leadership tasks</p>	<p>All students are coached in leadership that focuses on strength in identity, hope and opportunity through our:</p> <ul style="list-style-type: none"> <li>• “You Can Do It” program;</li> <li>• community service;</li> <li>• school excursions – leadership team building programs;</li> <li>• Excellence Centre;</li> <li>• Rock and Water; and</li> <li>• leadership camps.</li> </ul>	<p>Increased student demonstration of leadership capabilities – term records kept</p>	<p>All teachers + Collated by Learning Team Leader</p>	

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Strategic Theme:	Actions/Strategy	KPIs	Accountability/ Time-frames	National Partnership Reform Agenda
<b>PASTORAL CARE &amp; WELL-BEING Goal</b>				
<p><b>4.1 Valuing our Staff</b></p> <p>Provide Professional support and care that recognises and values all staff.</p> <p>See Safe and welcoming learning environments.</p>	<p>Each year there will be a professional learning audit. Based on this audit, curriculum innovation, strategic plan goals and individual staff needs will form the basis of the year professional learning plan.</p> <p>Outside person empathetic to our situation, visits on a regular basis and has the ability to facilitate change.</p> <p>Staff welfare POR</p>	<p>Annual perception survey of all staff – increased sense professional learning capabilities</p>	<p>Teaching and Learning Team Leader with the CCC to coordinate professional learning diary for the year + keep records of attendance.</p>	<p><b>Teacher Professionalism and Performance – Quality Teaching –Valuing Our Staff</b></p>
	<p>Conduct:</p> <ul style="list-style-type: none"> <li>• exit interviews; and</li> <li>• develop a range of strategies that support staff mental health.</li> </ul>	<p>Semester interviews for welfare of staff</p>	<p>Principal</p>	
	<p>Develop a school based approach that supports staff through providing regular forums for pastoral support.</p>	<p>Annual Perception survey of all staff – increased sense professional well-being CEO &amp; XCEC/MCS staff together for meeting</p>	<p>Deputy Principal + CCC to coordinate professional learning diary for the year + keep records of attendance.</p>	

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		dinner		
<b>4.2 Engaging our Students to Self Manage Behaviours</b>  Engaging Remote Indigenous Students through education in and clear knowledge of pastoral care issues	Continue to implement and build on the “You Can Do It” program as an overarching framework for behaviour management.  Provide training on how to implement the program properly.	Decreased number of unacceptable behaviour incidents.	Deputy Principal All staff beginning of each year	
	Implement a range of other aligned strategies to grow a safe learning environment for all students, eg: <ul style="list-style-type: none"> <li>• bus pick ups;</li> <li>• specific after school and holiday programs;</li> <li>• using local Tiwi person who knows the families and culture to support students and school on behavioural/pastoral matters; and</li> <li>• employing a welfare person between the two schools.</li> </ul>	Decreased number of unacceptable behaviour incidents.	Deputy Principal	



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Strategic Theme:	Actions/Strategy	KPIs	Accountability/ Time-frames	National Partnership Reform Agenda
<b>COMMUNITY &amp; CULTURE</b>  <b>Goal</b>				
<b>5.1 Educational Partnerships with Providers in Community</b>  Create and sustain educational partnerships with key providers of quality education in the community.	Implement a project with the aim of developing a shared language, understandings and practices around effective teaching and learning with community. <ul style="list-style-type: none"> <li>• Create aligned (with school values, vision and mission) and shared goals.</li> <li>• Develop a range of partner activities that benefit and enhance the learning for our students.</li> </ul>	Increased alignment between community and school re learning – perception survey; increased attendance and retention; increased number of parents participating in school life.	Project team leader  Semester 2 2010 + 2011	<b>Family &amp; Community Engagement – Shared Understandings about Learning, Community Partnerships</b>
	Develop community partnerships which enhance successful completion of NTCET. Partners can include: Red Cross Red Dust Blue Earth Local people B2M ,AFL Fred Hollows Foundation Skinnyfish	Increased alignment between community and school re learning – perception survey; increased attendance and retention; increased number of parents participating in school life.	Project team leader  Semester 2 2010 + 2011	

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Strategic Theme:  <b>FINANCE, FACILITIES &amp; RESOURCES</b>  Goal	Actions/Strategy	KPIs	Accountability / Time-frames	National Partnership Reform Agenda
<b>6.1 Learning Technology Environments</b>  Create and sustain effective learning technology environments/spaces for all learners in our community teaching and learning and administration.	Implement the existing ICT plan.	Increased usage of ICT  Increased student learning outcomes	Learning Team Leader TTC Manager Principal 2010	
<b>6.2 Excellent Resource Management</b>  Create and sustain excellent resource management practices (policies and systems) that will achieve and sustain effective and	Develop a shared vision, human and physical resources, formation of a cross school leadership approach, systems, human resources, structures that work.	Effective working together – perception survey + reduced number of issues	Precinct Leadership CCC	
	Develop systems for effective management of resources.	Effective working together –	Precinct Leadership	

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<p>best practice learning environments in our school.</p>		<p>perception survey + reduced number of issues</p>	<p>CCC</p>	
<p><b>6.3 Safe and Welcoming Learning Environments</b></p> <p>Create, maintain and improve our facilities and work areas so as to sustain high quality, healthy, safe and welcoming learning environments for all members of our community.</p>	<p>Develop and implement a 5 year change strategy/master plan – incremental approach.</p> <p>This needs to include an OH&amp;S strategy and a clear policy.</p>	<p>Increased retention + increased student learning outcomes 1 per year bring CEO &amp; XCEC/MCS staff together for meeting dinner</p>	<p>Precinct Leadership Project Team Leader + CCC  2011</p>	

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Strategic Theme:  CATHOLIC EDUCATION OFFICE SUPPORT  Goal	Actions/Strategy	KPIs	Accountability / Time-frames	National Partnership Reform Agenda
<p><b>7.1 Provision of an Indigenous Catholic Community Schools Service Team</b></p>	<p>The ICCS Service Team will build the capacity of catholic schools with students living in <u>prescribed</u> areas in ESL and literacy, special learning needs, health and well-being, numeracy, early years and secondary/VET/transitions. On-site support will be delivered within the scope of each individual school’s improvement plan.</p>	<p>ICCSST members regularly in schools.</p>	<p>Ongoing support  ICCSST members provide Visit Reports after each visit.  SEC-ICCS monitors ICCSST performance</p>	<p><b>Site Based Professional Learning – ICCS Service Team</b></p>
<p><b>7.2 Onsite academic teacher preparation to Indigenous assistant teachers</b></p>	<p>The ‘Growing Our Own’ project is developing an authentic ‘two-way’ model of teacher preparation, learning and professional growth for Indigenous staff in Catholic schools with students living in prescribed areas. The program will continue to support existing participants through to their completion and be extended to additional personnel. It is anticipated that the first completions will be in 2010. The program provides creative and accessible pathways for Indigenous staff to train as teachers in their local communities. Academically-supervised professional learning for mentors in cross-cultural awareness and Indigenous</p>	<p>Satisfactory attendance at lectures and at school.  Successful graduation of GOO students.</p>	<p>School Based Coordinator  CEO Project Manager</p>	<p><b>Education Career Pathways – Growing Our Own</b></p>

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	<p>education will enhance this program. This ‘two-way’ approach to teacher preparation builds on the skills and expertise of indigenous persons currently employed as teacher assistants and Indigenous Education Workers (IEWs). Simultaneously, it will professionally support qualified classroom teachers in their growth in understanding of Indigenous cultures - ways of doing, being and knowing.</p> <p>The objectives of this project are:</p> <ul style="list-style-type: none"> <li>• To provide onsite academic teacher preparation to indigenous assistant teachers in our Indigenous Catholic Community Schools.</li> <li>• To work in partnership with our Indigenous Catholic Community Schools and Growing Our Own graduate teachers and provide:             <ul style="list-style-type: none"> <li>✓ Professional Mentoring</li> <li>✓ Professional Learning linked to curriculum</li> <li>✓ Professional Learning linked to the Graduate teaching standards</li> </ul> </li> </ul> <p>Support as graduates prepare to apply for full teacher registration</p>			
<p><b>7.3 Improved leadership capabilities of school leaders.</b></p>	<p>Programs available to schools will include capacity building for current and aspiring leaders, to provide effective leadership in complex school communities and hard to fill schools. These will be determined through appropriate consultation and identification of individual needs.</p> <p>Programs will be developed in association with an external organisation to ensure the delivery of leading edge programs that develop capacity.</p> <p>Activity may include:</p>	<p>PD Plans developed and implemented.</p>	<p>SEC – ICCS</p> <p>Principals and Leadership Members</p>	<p><b>Enhancing School Leadership – Indigenous School Leadership</b></p>

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	<ul style="list-style-type: none"> <li>• Initial analysis and data gathering of PD needs of Indigenous leaders;</li> <li>• PD plans developed to address the needs identified through initial consultation phase;</li> <li>• GARMA;</li> <li>• ACEL or similar consultation;</li> <li>• Appraisal of all Principals and Deputies;</li> </ul> <p>Develop professional learning plans for all school leaders.</p>			
<b>7.4 Discourse and Discernment</b>	<p>Identify key priorities for inclusion of schools operational schools; Ongoing monitoring of how schools needs are being addressed.</p> <p>Activity includes:</p> <ul style="list-style-type: none"> <li>• Conference in Darwin;</li> <li>• CEC visit to the communities;</li> <li>• CEO leadership team visits to communities;</li> </ul> <p>external consultant to chair meetings.</p>	<p>D &amp; D days occur.</p> <p>Priorities identified</p>	<p>Director</p> <p>SEC – ICCS</p>	<p><b>Principals Leading Whole School Reform with the Community – Discourse and Discernment</b></p>
<b>7.5 Senior Educational Consultant.</b>	<p>To employ an experienced educator whose role will encompass accountability for:</p> <ul style="list-style-type: none"> <li>• ICC Schools performance</li> <li>• Teaching and Learning Team performance in the service ICC Schools</li> <li>• ICC School Principal performance</li> <li>• Staffing ICC Schools and ICC School Teaching and Learning Support</li> <li>• Australian Government Projects relevant to ICC Schools</li> <li>• Operational Support – finance, facilities, resources</li> </ul>	<p>SEC – ICCS employed</p> <p>School visits</p> <p>Performance Appraisal</p>	<p>SEC – ICCS</p> <p>Director</p>	<p><b>Principals Leading Whole School Reform with the Community – Leadership Development and Support</b></p>
<b>7.6 School Improvement Support</b>	<p>The school will produce and publish a medium to long term strategic plan and an annual implementation plan.</p> <p>The process will analyse the current situation through</p>	<p>Plans completed and published</p>	<p>Principals, Leadership Team, by end of Term 3,</p>	<p><b>Principals Leading Whole</b></p>

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	<p>consultation with staff and community. Identified needs, critical issues and goals will be discerned, prioritised and documented. Annual implementation plans will identify strategies and accountabilities for ensuring that issues are addressed and goals achieved. This will enable schools to have a focused approach to addressing the educational needs of students and community.</p> <p>Support the implementation of the strategic and school improvement plans.</p>		<p>2010</p>	<p><b>School Reform in Partnership with the Community –School Improvement Support</b></p>
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