



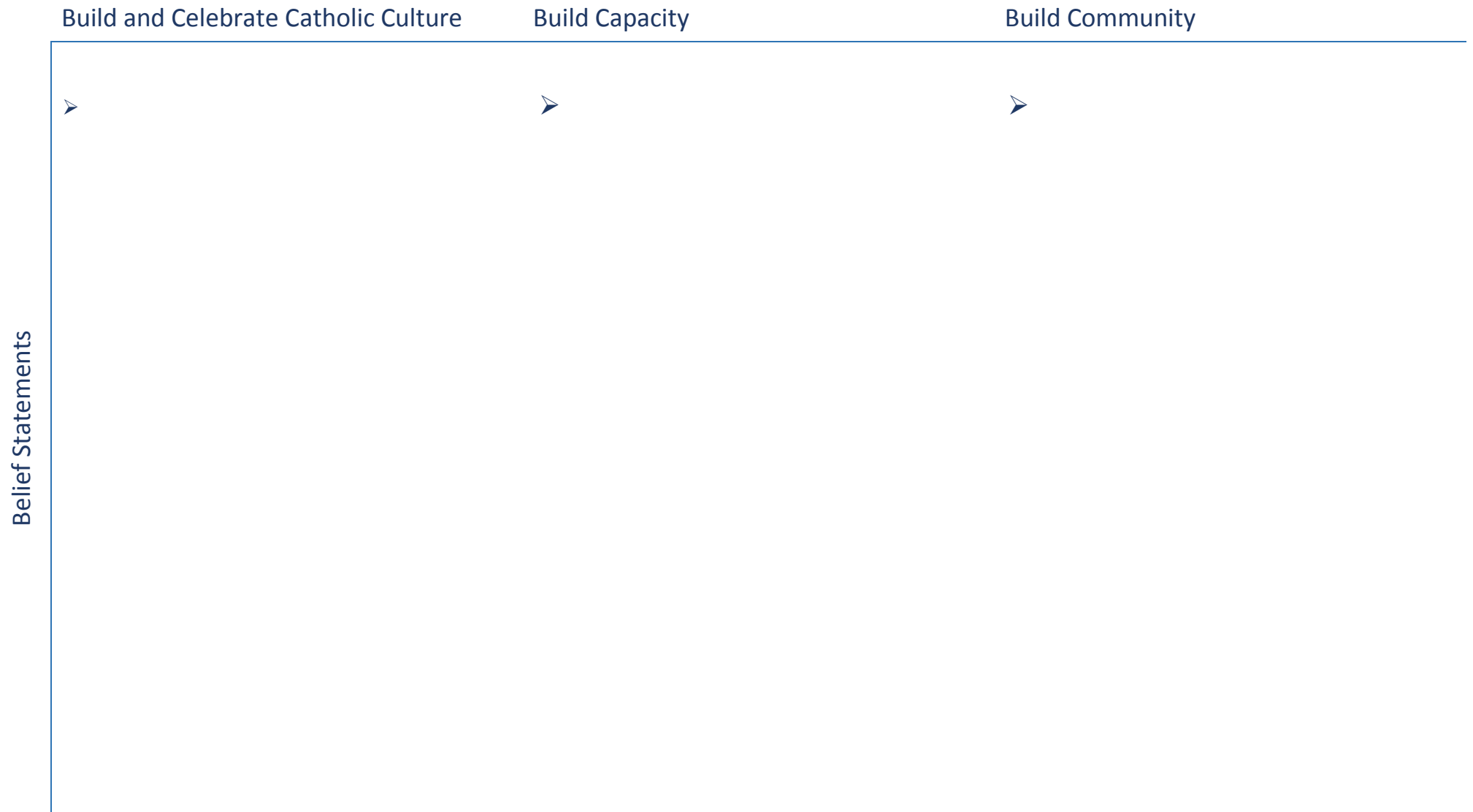
St John the Apostle Primary School, FLOREY

Strategic Plan

2017 - 2019

# Strategic Intent

Over the three-year period our school community commits to:



# Three-year Strategic Plan

Years: 2017 - 2019

## Strategic Priority 1: PROMOTE CATHOLIC IDENTITY AND FAITH FORMATION

<b>3-year Strategic Goal/s</b> <i>What do you want to achieve by the end of three years?</i>	<b>Evidence</b> <i>What background data do you have as the basis for this Goal?</i>	<b>Key Strategies</b> <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	<b>Indicators of Success</b> <i>How will you know if/when you have achieved this Strategic goal?</i>
<ul style="list-style-type: none"> <li>• Be known as a Parish school with a charism of the Missionaries of the Sacred Heart.</li> <li>• Be a school where we are united in love, truth and courage.</li> <li>• Provide opportunities for faith formation for all staff and students.</li> <li>• Nurture the uniqueness of each person (staff and students). Be a school where we focus on and build each other's strengths.</li> <li>• Support all staff to attain appropriate RE accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>• ISR results</li> <li>• CE survey</li> <li>• Mypad and TQI goals</li> <li>• School vision and mission</li> <li>• Calendar of prayer, daily rituals and celebrations</li> <li>• Accreditation data from REC</li> <li>• Accreditation status of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Have a theme for each school year that supports the MSC charism.</li> <li>• Encourage staff to attend Parish Masses and celebrations.</li> <li>• Implement a school-wide Wellbeing Plan for staff and students.</li> <li>• Identify and promote professional development opportunities in faith formation each year.</li> <li>• Maintain staff qualifications and accreditation details.</li> <li>• All staff include in their professional learning plan details of their RE accreditation development.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual theme links with MSC Charism and is alive in the school.</li> <li>• Staff attend Parish Masses and celebrations.</li> <li>• Staff talk is generally positive.</li> <li>• Staff issues are dealt with by the appropriate person/people.</li> <li>• Staff teams work effectively and collaboratively.</li> <li>• Team charters are in use.</li> <li>• Qualifications and Accreditation list is held by REC and updated regularly.</li> <li>• All staff have a plan, shared with the REC, to gain and/or maintain their relevant level/s of RE accreditation.</li> </ul>

# Three-year Strategic Plan

## Strategic Priority 2: TRANSFORM TEACHING AND LEARNING

<b>3-year Strategic Goal/s</b> <i>What do you want to achieve by the end of three years?</i>	<b>Evidence</b> <i>What background data do you have as the basis for this Goal?</i>	<b>Key Strategies</b> <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	<b>Indicators of Success</b> <i>How will you know if/when you have achieved this Strategic goal?</i>
<ul style="list-style-type: none"> <li>• Improve learning outcomes of all students in all areas.</li> <li>• Promote best practice in pedagogy, especially the use of inquiry learning, including in the core area of Religious Education.</li> <li>• Relevant data on student learning is appropriately collected and used wisely.</li> <li>• Incorporate technologies into learning and teaching.</li> <li>• A consistently implemented student discipline practice which rewards positive behaviour and is restorative in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• SMART data</li> <li>• Epart data</li> <li>• STARS data</li> <li>• Class profiles</li> <li>• Programs</li> <li>• Assessment book recording scales and not yet consistent</li> <li>• Personal Plans are not reflected in people’s programs, the actual PP document is not useful or used effectively across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a whole-school inquiry approach.</li> <li>• Implement a research based STEM model.</li> <li>• Develop classroom programs that equally engage boys and girls in all year levels.</li> <li>• Address areas of low achievement, specifically spelling and numeracy.</li> <li>• ELI Literacy.</li> <li>• ELI Numeracy.</li> <li>• Effectively implement the new RE curriculum (when appropriate).</li> <li>• Provide all staff with information on how to access STARS, SMART Data, ePART Data.</li> <li>• Have staff workshops on analysing and using student data to inform teaching and learning.</li> <li>• Professional development on new technologies in the school.</li> <li>• Explore the use of Google Docs.</li> <li>• Regularly review and revisit student discipline policy, ensuring all staff are consistent in their approach.</li> <li>• Review and revisit student award program.</li> <li>• Class teachers meet with Principal each term to share the progress of each student in their class.</li> <li>• Moderation and specific language needed to be agreed upon and regularly discussed</li> <li>• Implementation of new archdiocesan semester reports</li> <li>• Continued focus on unpacking achievement standard</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Year 3</u></li> <li>• NAPLAN Spelling and Numeracy cohort achievement is at or above ACT.</li> <li>• Relative achievement of boys is equal that of girls.</li> <li>• <u>Year 5</u></li> <li>• Cohort achievement at or above ACT in all areas of literacy and numeracy.</li> <li>• Relative achievement of girls equal to that of boys.</li> <li>• Greater representation in the top Achievement Bands in Literacy and Numeracy.</li> <li>• <u>Year 3 and 5</u></li> <li>• Increased growth Y3 to Y5 in Spelling; Grammar &amp; Punctuation (especially bottom end); Numeracy.</li> <li>• Increase growth Y5 to Y7 in Numeracy.</li> <li>• Teachers use data to inform teaching and learning.</li> <li>• Student behaviour is consistent with school expectations.</li> <li>• Programs reflect that data collection ie conferencing, is driving the planning of activities and therefore assessment</li> </ul>

# Three-year Strategic Plan

## Strategic Priority 3: STRENGTHEN LEADERSHIP

<b>3-year Strategic Goal/s</b> <i>What do you want to achieve by the end of three years?</i>	<b>Evidence</b> <i>What background data do you have as the basis for this Goal?</i>	<b>Key Strategies</b> <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	<b>Indicators of Success</b> <i>How will you know if/when you have achieved this Strategic goal?</i>
<ul style="list-style-type: none"> <li>• Grow leaders.</li> <li>• Each staff member understands their role within the school and has a professional learning plan.</li> <li>• School wide policies and procedures are known and consistently implemented by all.</li> <li>• Have consistent and effective communication channels amongst staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of staff meetings are currently run by exec members</li> <li>• There is confusion amongst staff regarding their role and its requirements.</li> <li>• Professional learning plans, currently, do not reflect or wholly support the direction of the school</li> <li>• Communication between staff and leadership can at times be ineffective due to misunderstanding of requirements and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify leadership opportunities for all staff and be open to creative directions.</li> <li>• Develop and publish role descriptions for all staff.</li> <li>• Strengthen and embed the role of PLCs in our school.</li> <li>• Staff share their professional learning plan with school leadership each term.</li> <li>• Dedicate staff meetings so that staff know CE and school policies and are aware of their implications.</li> <li>• Embed use of school electronic calendar.</li> <li>• Agreed practice on school internal and external communication channels.</li> <li>• PLCs program enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of staff presenting staff meetings and taking responsibility for whole school initiatives.</li> <li>• Consistent understanding of and following of protocols set by the CE.</li> <li>• PLC discoveries and results are shared with whole school and evident in teaching programs.</li> </ul>

# Three-year Strategic Plan

## Strategic Priority 4: BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

<b>3-year Strategic Goal/s</b> <i>What do you want to achieve by the end of three years?</i>	<b>Evidence</b> <i>What background data do you have as the basis for this Goal?</i>	<b>Key Strategies</b> <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	<b>Indicators of Success</b> <i>How will you know if/when you have achieved this Strategic goal?</i>
<ul style="list-style-type: none"> <li>• Support professional relationships amongst staff that encourage sharing and drive ongoing improvement.</li> <li>• Draw on the strength and wisdom of the Parish, Church and St Francis Xavier College.</li> <li>• Have an effective and dynamic Community Council that meets the needs of the school community.</li> <li>• Have consistent and effective communication channels between staff and families that makes best use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• We need more connection to Parish, work with other schools more, more outreach to the community</li> <li>• ISR results – we do not sit in strong and consistent in any areas</li> <li>• Be familiar with related CEO policies</li> <li>• School process for addressing and resolving issues of concerns – more information needed</li> <li>• Parent contacts and their role – a step forward and relationships for new families</li> <li>• Links to policies or other information on school website</li> <li>• Communication (skoolbag) information night</li> <li>• More people attending weekly awards</li> <li>• Informal social gatherings not to raise money</li> <li>• List of parents who are EALD and need assistance with communication</li> <li>• Community Council – other cultures, representatives for different areas</li> </ul>	<ul style="list-style-type: none"> <li>• Use Professional Learning Communities to encourage professional collaboration and promote a culture of improvement.</li> <li>• Identify opportunities that foster a sharing of resources with SFX.</li> <li>• Revisit the constitution for the Community Council.</li> <li>• Explore digital medias to further enhance school communication.</li> <li>• Define an effective process of communication that is best practice for St John’s.</li> <li>• Provide updates to the Parish Pastoral Council.</li> <li>• Develop a Christian outreach program for the marginalised members of our community.</li> <li>• List of parents who are EALD and need assistance with communication.</li> <li>• The opportunity for a broader range of parents, opportunities for other parents to attend Community Council.</li> <li>• More connections to other schools and working closely with other schools around curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• List of partnerships with the local community</li> <li>• PLC are effective and have driven a culture of success.</li> <li>• Partnerships with SFX is evident and is across multiple faculties.</li> <li>• Community Council is operating within its guidelines.</li> <li>• Parent survey show an increased satisfaction with school communication.</li> <li>• ISR survey show an increased satisfaction with school communication.</li> <li>• A Christian outreach program has been established an is known to the school community.</li> </ul>

# Three-year Strategic Plan

## Strategic Priority 5: STEWARD RESOURCES

<b>3-year Strategic Goal/s</b> <i>What do you want to achieve by the end of three years?</i>	<b>Evidence</b> <i>What background data do you have as the basis for this Goal?</i>	<b>Key Strategies</b> <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	<b>Indicators of Success</b> <i>How will you know if/when you have achieved this Strategic goal?</i>
<ul style="list-style-type: none"> <li>• Incorporate technologies into learning and teaching.</li> <li>• Update facilities and resources, ensuring they reflect the findings of the Schools for All Report.</li> <li>• Be sustainable.</li> <li>• Wise management of school resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Overflowing shipping container and full cupboards.</li> <li>• Implementation of calm sensory spaces.</li> <li>• Demountable classroom used ineffectively and for storage rather than learning spaces.</li> <li>• Enrichment programs need to encourage gifted and talented students across the school.</li> <li>• Resources are out of date and not well organised.</li> <li>• Due to our current timetable all literacy, numeracy, R.E, and sport resources are needed at the same time by all classes. This frequently means that resources are unavailable for lessons as other classes are using them.</li> <li>• Cluttered spaces throughout the entire school and excess furniture.</li> <li>• Out dated resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Next stage of school master plan: undertake and complete renovation project for school Hall.</li> <li>• Look at our enrichment programs to assess how we are catering to our gifted and talented students.</li> <li>• Develop a sensory garden</li> <li>• Catalogue resources so they can be found when required for teaching and learning experiences.</li> <li>• Sort and reflect on resources how they are used, are they current and relevant. Then redistribute, reorganise or recycle as needed.</li> <li>• Develop a process for the management of waste.</li> <li>• Continued updating and investment in IT across the school.</li> <li>• Whole school approach to declutter and maintain of shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources, both physical and virtual, are current and reflect our pedagogical practise.</li> <li>• All physical resources are catalogued correctly and are easily accessible.</li> <li>• Clear policies and log systems about the borrowing of equipment.</li> <li>• A wider range of children catered for by our enrichment programs in various areas of the curriculum</li> <li>• Completed sensory garden plan and beginning of the build.</li> <li>• Revitalised recycling and waste management program.</li> </ul>