

St Joseph's Primary School, NAMBOUR

STRATEGIC PLAN

2018 – 2022



Strong Catholic Identity

Objectives	Indicators	Strategies
<p>Our Catholic identity is reflected in the school-wide approach to the formation of staff, students and parents that is holistic, inclusive, personally meaningful and supports each individuals spiritual journey.</p>	<ul style="list-style-type: none"> • Accreditation status of staff • The Dialogue Schools Project recommendations and identified strategies to strengthen the school’s Catholic identity. • The formation and professional learning of staff is clearly evident in budget priorities. 	<ul style="list-style-type: none"> • APRE and Leadership team to regularly engage with religious demographic data in BI tool to respond appropriately to the needs and religious backgrounds of students. • Engage facilitators from BCE or other organisations to hold regular sessions that focus on spiritual formation for staff. • Participate in the Catholic Dialogue Schools Project. • Participation in Catching Fire Spiritual Formation Programs. • Professional learning opportunities are extended to staff to gain full accreditation. • Seek to optimise community involvement in celebrations, liturgies and outreach.
<p>Enhance the classroom learning and teaching of religion with a re-contextualised Catholic world-view through effective teaching practice and monitoring of student progress</p>	<ul style="list-style-type: none"> • Assessment tasks are linked to the achievement standards. • Consistent learning intentions and success criteria are evident across all year levels. 	<ul style="list-style-type: none"> • APRE and classroom teachers to use the RE Learning progressions during planning sessions. • APRE to meet with classroom teachers regularly to assist with high quality unit plans.

	<ul style="list-style-type: none"> • Staff identify that they are confident in engaging with the religious education curriculum. 	<ul style="list-style-type: none"> • Collect annotated student work samples for each achievement standard in religion for Prep-Year 6. • Effectively use short responsive planning cycles. • Embed learning intentions and success in the planning process.
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Excellent Learning & Teaching

Objectives	Indicators	Strategies
<p>The school maximises learning potential with strong parent and community partnerships to support each child and their learning.</p>	<ul style="list-style-type: none"> • Engagement of allied health professionals in supporting student learning progress. • Increased attendance at parent information sessions and workshops. • Increased attendance at parent teacher interviews and student led conferences. • Positive feedback from parents about school initiatives and activities. • Positive transitions from home to early year school settings. • Strengthened partnerships between home, school, parish and the wide community. 	<ul style="list-style-type: none"> • Connect with allied health services to support student learning needs. • Engagement of parents and families is actively encouraged through formal (School Board, P&F and Parent Contacts) and informal (volunteering) avenues. • Establish a network of community organisations to support families.

<p>The school community focuses on wellbeing to ensure a safe, inclusive and nurturing learning environment for all.</p>	<ul style="list-style-type: none"> • Staff, students and parents have a clear understanding and common language about Positive Behaviours for Learning. • The parent opinion survey indicates that 90% of parents believe that there is a clear process by the school for supporting and managing behaviours. • The parent opinion survey indicates that 90% of parents believe their child/ren are safe, included and supported at St Joseph's school. • The student satisfaction survey indicates 90% of students believe that they are respected by their teachers and peers. • The student satisfaction survey indicates 90% of students believe that they are safe, included and feel that they belong at St Joseph's school. 	<ul style="list-style-type: none"> • Apply the Positive Behaviour 4 Learning Framework. • Develop a school-wide Positive Behaviour Plan. • Engage with the Positive Behaviour 4 Learning Framework. • Implement a range of initiatives to support ongoing staff, student and parent wellbeing.
<p>Provide rich learning environments where pedagogy engages each student ensuring progress, achievement and wellbeing for our diverse learners.</p>	<ul style="list-style-type: none"> • Advance student progress and achievement by resourcing and providing professional support for effective & expected teaching practices in each classroom through the achievement of annual SMART Goals. 	<ul style="list-style-type: none"> • Build teacher confidence and competence through developing a deep understanding and consistent use of the effective and expected practices to move learning forward.

Building a Sustainable Future

Objectives	Indicators	Strategies
<p>Sustain the school's future through strategic planning for and stewardship of people, resources and facilities.</p>	<ul style="list-style-type: none"> • Accommodate the changing demographics and resultant implications on school enrolment and resourcing. • Promote continuous improvement and growth at individual, team and school levels. • Refurbish facilities and update resources. 	<ul style="list-style-type: none"> • Complete the Master Plan with the building of an Administration Block. • Draft and implement a new 5 year Master Plan for the continued refurbishment of the school's facilities and grounds. • Implement a marketing strategy to promote exposure of the school to the wider community. • Support the professional (performance and development) and social & emotional wellbeing of all staff.
<p>Provide secure and engaging digital environments that enable users to grow engagement, progress and achievement as digital citizens in a Catholic context.</p>	<ul style="list-style-type: none"> • The availability of appropriate and evidence-based digital tools and resources in each learning space. • The use of pedagogies for contemporary teaching in a digital age with a view to accelerating learning. 	<ul style="list-style-type: none"> • Collaborative opportunities for planning from the Australian Curriculum: Technologies to embed the use of technology as a catalyst for deep learning. • Continue to develop identified digital skills of staff so as to optimise learning opportunities for students. • Prioritise budget allocations to continue to implement and update digital devices, applications and technical support.