



ST JOSEPH'S CATHOLIC SCHOOL HINDMARSH

# *Strategic Plan*

*2018 - 2020*

# Catholic Identity

The Catholic Identity of St Joseph's is articulated in our vision statement. Our motto, "In all things love" guides us as we give witness to our vision of building a welcoming and respectful school that is underpinned by the works of Mary MacKillop.

<b>Goals</b> <i>What are we trying to achieve?</i>	<b>Strategies</b> <i>What actions will we take in 2018 to achieve our goals &amp; targets?</i>	<b>Responsibility</b> <i>Who will lead this?</i>	<b>Resources</b> <i>What human and financial resources will we need?</i>	<b>Success Indicators</b> <i>How will we know we have been successful?</i>	<b>Evidence</b> <i>What data will we need to measure achievement of our goals?</i>
The whole school community will engage in exploring and reflecting upon our Catholic identity in the light of the Archdiocesan Renewal programme.	Continued development of Sacrament programme as a genuine way of connecting our families with the Church. Look for ways to align school and parish vision. Promote the values of the Archdiocesan Renewal programme. Continue to promote family Masses and to seek greater involvement in the life of the parish. Work with families of reception children, re Catholic Identity	APRIM Principal Parish Priest & Pastoral Council School Board Parent Body	As required	Family engagement in Sacramental programme, Family Masses, etc. Attendance at Parish masses. Family Masses are held in the Sacred Heart Church @ Hindmarsh.	
To provide high quality religious education programmes in line with contemporary pedagogies and competencies.  Engage all the community in our social justice outreach programme.	Review RE scope and Sequence and commitment to Crossways and MITIOG curriculum and Laudato Si. Develop units of work which connect children with the Gospel messages, and Church teachings. Promote regular and consistent liturgical celebrations. Promote Catholic Social Teaching through Social Justice initiatives. Introduce Christian meditation across the school and with parent groups	APRIM, Principal Teaching staff Parent body  APRIM	As required	Strong sense of social justice and environmental justice alive in the community. Children's engagement in Liturgical and faith life of the school. Staff engagement in learning around Social Justice principles. Staff using Christian meditation as a form of personal prayer.	RELAT Data Staff Appraisal Student Engagement
Staff Spiritual formation, drawing on the insights of the 'Mustard seed' resource.	Staff Retreat – Ongoing work on staff spirituality, connection with nature and formation.	APRIM Parish priests Personnel from the Faith Formation Team at CEO	Time allocation		
Continued emphasis on Ecological Conversion	Engage staff in professional learning and reflection to develop a School wide plan that addresses ecological sustainability throughout the school,	Sustainability Coordinator Key Teacher Sustainability Committee APRIM	Laudato Si Staff Meeting NRM Education	Staff develop an understanding of the moral imperative of being custodians of the natural environment as articulated in Laudato Si and impart this to students and wider community by providing opportunities that promotes this.	Teachers provide opportunities in the curriculum that lead students to develop an understanding of the importance of sustainability. Develop a whole school action plan of sustainability initiatives that involves all students in the school. A sustainability lens is used when making decisions in all areas of the school. Eg solar panels, type of airconditioner.

# Teaching and Learning

To provide high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices.

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Develop a common and agreed understanding of the 'competent child'	Engage all staff in a staff formation day at the beginning of year, connecting the school vision to the notion of the 'competent child.'	Principal Curriculum Coordinator	Contextualising Reggio Emilia article.  Rating observation scale for inspiring environments resource.  'Making your environment the third teacher' article.	All staff have a common understanding of the 'competent child' that is reflected in their pedagogy, their interactions and the learning spaces they create.  Students have greater agency of their learning.	All staff see every child as a competent learners and work towards providing all students with learning opportunities that lead to success.  Students have agency in their learning.
Develop an agreed understanding of school wide pedagogy in Mathematics.	To involve staff in an Appreciative inquiry of Mathematics throughout Term 1 and 2.	Principal Numeracy Key Teacher	Numeracy consultant  Staff Meetings scheduled throughout the term	All teachers use the agreed pedagogy in teaching Mathematics.  Students are engaged, motivated and enjoying maths lessons and achieving the appropriate outcomes.	All teachers use the agreed practice in the teaching of Mathematics.
Introduce a school wide spelling programme with an emphasis on phonemic awareness.	Provide training at the beginning of Term 1, 2018 using the 'Words their Way', programme.	Literacy Coordinator	Personnel from Pearson to conduct the training at a Staff Formation Day.  Teacher handbooks.	All students are engaged and achieving success with their spelling and transferring the knowledge and skills gained across all areas of Literacy.	All teachers implement 'Words their Way' programme into classroom practice.
Develop a database that includes photos of students and their learning and behavioural needs of all students for class teachers and specialists teachers.	Identify all students that have additional learning, behavioural, or family needs, IEP, IBP – compile a report including photo of student and distribute to all class and specialist teachers.	Inclusive Education Coordinator	CESIS	A report is compiled and distributed to all staff.	Folder with the information easily accessible by all staff.
Develop a systematic collection of data.  Analysis and interpret data.	To introduce Scorelink across the school as an analysis tool to monitor student growth and identify students at risk.	Principal and ICT Coordinator	Teachers to be trained on how to input data and analyse the data.	Students at risk easily identified.  Scorelink analysis's communicated with parents during Learning conversations.	Student data is easily accessible to teaching staff and analysed to support student learning.
Build teacher capacity in ICT's and STEM pedagogy.	Organise professional learning for all staff.  ICT coordinator keeps abreast of new initiatives and coaches staff in implementing new technologies into their classroom practices.	ICT Coordinantor	Teachers meet with Project Officer from Computer Science Education Research Group to develop their understanding of the difference between ICT capability and Digital Technologies.  Borrow resources  Purchase resources	Teachers provide learning opportunities that include ICT's and an integrated approach to STEM.	Students are provided with opportunities that assist them gain the appropriate outcomes as outlined in the ACARA Technologies curriculum.

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Early Years classes to continue to engage with Inquiry Based Learning and using principles of Reggio Emilia; including links to sustainability.	Continued development of Reggio Principles and Inquiry based approach through EY team sharing and attending PD. Participation in Re-Imagining Childhood Projection.  Continue to inform parent community of the Reggio Emilia principles and importance of play through EY Newsletters, Displays and Learning Journeys  Create inspiring, quality class environments.	Principal/Deputy  Curriculum Coordinator Educator  Teachers	Curriculum Coordinator  Involvement in CESA Re-Imagining Childhood project – various.  Furniture and resources budget to reflect intent  'Inspiring spaces for young children'	Students active engagement in Inquiry topics to develop knowledge, skills, problem solving, critical and creative thinking  Classrooms to reflect principles of Reggio – 'the environment as the third teacher'. The classrooms are creative learning environments that engage all students.  Parent community have an understanding Principles of Reggio Emilia and importance of play.  Parents engaged in children's learning through documentations and Learning Journeys.	Reggio Principles embedded throughout the Early Years.  Classroom environments are deinstitutionalised and are warm, inviting and provoke interest, curiosity and learning.
Provide opportunities for students to reflect, self-assess and monitor their goals.	All students set goals that are reviewed regularly and monitored.  Continue to offer Learning Conversations, Learning Journeys to support and celebrate student achievement.	Class Teacher  Student  Parents	Structured time is organised to facilitate 'Learning Conversations.'  Learning Journeys are organised for students and parents to visit the classrooms and share in the learning 'process.'	All students have annual SMART goals that help guide their learning.	SMART goals are developed by every student and referred to throughout each year of learning.
Consolidate practices and pedagogies introduced in the "Learning Process" project.	Learning Competencies taught throughout the school with support provided by Curriculum Coordinator.	Curriculum Coordinator  Teacher	Structured organised time to meet with the Curriculum Coordinator.  Mark Treadwell resources, articles, Youtube and books.	Students develop the competencies for ongoing learning and success.	Students have well developed competencies for participation and success throughout life.
Review the Homework Policy	Examine research from John Hattie and other educators to understand the current research and benefits of homework for students.	Leadership Team  Staff  School Board	John Hattie – Visible Learning meta analysis publication and other current research.	Homework policy is reviewed to reflect best practices to support student learning.	Ratified School Policy on Homework.
Staff to continue to work in learning teams	Learning Teams to meet regularly.  Staff meetings to include time for staff to work in Learning teams on focus areas.	Year level Coordinators  Teachers	Timetabled time together + NIT and staff meetings	Staff working collaboratively in Learning Teams - engage in discussions to plan and implement effective learning	Streamlined, consistent approach throughout learning teams.

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Consolidate and continue to develop the Teaching and Learning Cycle across the school.	Work with Literacy Consultant – Sharyn Clyma to introduce and demonstrate how to use the Teaching and Learning Cycle in the teaching of written language.	Principal Leadership Team Literacy Consultant Teachers	Literacy Consultant Composing Written Text	Teachers use the text and explicitly teach grammar and writing skills.	Student literacy skills are well developed.
Involvement in the Re-Imagining Childhood Project	To register interest with the CESA Early Years consultants to be involved in the Re-Imagining Childhood Project. Involve both the Early Years Coordinator and Lead Educator from the Preschool to the project.	Principal Early Years Coordinator Lead Educator from Preschool	Release time	Curriculum Coordinator and Lead Educator have opportunity of meeting with other educators in developing their understanding of and implementation of Reggio Emilia learning principles in both the Preschool and Early Years classrooms.	Seamless transition for children from Preschool to school Preschool is seen as an integral part of the school.

# Community and Partnerships

To engage in authentic partnerships with families, parish and wider community by creating a culture of welcome, inclusion and shared responsibility for student learning and wellbeing to fulfil our vision of 'In all things love.'

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Continue to engage with families, building stronger partnerships.	Continue to have community events that build relationships amongst staff, students and families.	Principal School Board Parent Voice Staff	Calendar of events to ensure that events are evenly organised throughout the year.	Greater participation at all events.  A positive culture of respect and trust between families and school.	Collect data at each of the events.
There is a consistent and co-ordinated whole school relating to promoting positive student behaviour and reporting / documenting incidents.	Train staff and introduce Restorative Practices throughout the school, including Preschool, OHSC and school.	Principal Behaviour Education Consultant Staff Student Wellbeing Coordinator	Restorative Practice script  School Policy and Procedures developed	All staff and students are confident and capable in addressing behaviour issues using the Restorative Practices script.	Students develop social responsibility and capability.  Staff are more effectively able to assist students develop their social capacity, in dealing with their peers and their social interactions.
To implement Child Protection Curriculum across the school.	Develop a scope and sequence for the whole school addressing all the components, requirements and expectations outlined in the Child Protection Curriculum.  Have this articulated as part of the New Staff Induction.  Inform staff and provide training where needed	APRIM Staff	CESA consultant  Child Protection Curriculum	The Child Protection Curriculum is taught across the school.	Every student identifies their safety network annually. This information is recorded.  Every student feels safe at St Joseph's.
Celebrate the cultural diversity of school community.	To continue to hold events such as Cultural Day and Cultural Dinner annually.	Languages Teacher Staff Parent Voice	A day designated for Cultural Day and evening for the dinner.	Students gain an appreciation of the diverse cultures that exist at St Joseph's and society in general.  Students from different cultures feel valued, a sense of pride and respected and connected to our community.	St Joseph's is a strong, dynamic and inclusive environment where every child, parent, family member and visitor feels valued and respected.
To further develop the Parent participation in the school.	To use the 6 pillars of Parent connection developed by the Parent Voice group to direct the focus of the work undertaken by Parent Voice group.  To introduce class representatives	Principal/Deputy Chair – Parent Engagement Group	School Board Manual Federation of Catholic Parents.	Parent Voice group working collaboratively with the School Board and staff in the continual development and improvement of the school.  Community Notice Board.  An induction package to be provided to all new families to assist with transition to school.	The goals of each of the parent groups are contributing to the growth and development of the school.  An induction package that is produced and provided at the Transition meeting before school commences.
To introduce Parent Representatives from each class to help build strong links between home and school.	Invite parents to undertake the Class Parent Representative role  Involve teachers in this process.	Class Teachers and Parents Principal Deputy Principal to help coordinate	Parent Volunteers  Time to meet and formation	Every class has two parent representative that can assist with 'community building' initiatives and building stronger links between other parents and the school.	Gather at the end of the year to receive feedback and review.

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Continue to implement all the components of KidsMatter.	In 2018 train staff in Component 2 In 2019 train staff in Component 3 In 2020 train staff in Component 4	KidsMatter Action Team with staff and parent representation.	Kids Matter Portal that includes all resources. Programme Achieve.	Staff and Parents are working collaboratively to build a caring and cohesive community.  Staff have the skills and confidence to work with families in supporting students.	Student and Parent surveys.
Pre-entry transition and Transition to school programme.	To develop transition programmes for students transitioning into the Preschool, those graduating from Preschool into the school community.	Lead Educator Principal Deputy Principal	Early Years Consultants from CESA. ELF Framework Australian Curriculum Reggio Emilia learning principles.	All students feel a sense of connection at any they transition, ie Preschool or school.	Seek Feedback from parents and students.

# Resourcing

St Joseph's will administer school's resources in a targeted and equitable manner to maximise the learning and wellbeing of all students

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Complete the Master Plan	Engage an architect to develop concept plans to that encloses the plaza area and removes the transportable buildings.  Engage a quantity surveyor to cost the concept of the proposed development Work with CESA finance officer to develop 5 year plan.	Principal CESA Building and Infrastructure consultant.	Architect – Thompson Rossi Architects	Current Master Plan is completed to included a flexible learning space, a library and two classrooms.	The learning spaces are utilised to their full potential and students have outdoor spaces that engender a sense of curiosity and imagination.
School Board to review policies	Prepare a list of policies that need to be reviewed.	Principal/Leadership Team	Camp, Sports, Social Media, Policy	Policies are tabled and ratified.	Staff and Parents have an understanding of policy documents. Policy documents are placed on website.
School Budget aligns to the school's improvement requirements.	Budget allows for the factors listed on the improvement plan to be realised.	Principal Bursar	Quotes for the work to be undertaken to realise factors identified for school improvement.	School Improvements are completed within budget.	Factors identified on School Improvement Plan are completed or underway.
Review the delivery of the Student Intervention programme to include EAL students  Review the delivery of student intervention programme.	Literacy Coordinator assess students in Years 3-7 identified by teachers as students at risk or with specific learning difficulties, including EAL students. PAT-R data analysed to confirm needs of identified students.	Deputy Principal (in charge of Inclusive Education)  Together with Literacy Coordinator	Literacy Coordinator attending Understanding Dyslexia Course, <i>Reading Doctor</i>	Students identified with specific learning difficulties are provided with additional support to access curriculum, develop literacy skills and experience greater success.	Students experience greater success with their learning and experience a positive sense of well being.
Review Induction of new staff	Develop an Induction procedure and checklist for all new staff members.	Principal Deputy Principal WH&S School Officer	CESA KPI policies and procedures for employment	Staff are aware of the WH&S requirements, an understanding of the staff expectations, school strategic directions and their role within the school.	New staff members have the information to feel confident to undertake their work at St Joseph's in a safe and professional manner.
Review the WH & S procedures and practices.	Meet with WH&S Coordinator from CESA, WH&S Officer and Principal to review current practices and procedures and develop set of procedures and systems at the school level to address all WH&S requirements.	CESA WH&S Officer WH&S School Coordinator Principal Deputy Principal	WH&S resources from CESA	The school have the appropriate policies, procedures and commitment to fulfilling the WH&S regulations to ensure St Joseph's is a safe place to be.	Risk assessments, work place inspections and other WH&S regulations are adhered too.
Develop nature play spaces in the school	Involve students, staff and parents in a briefing session where a design brief is developed.	Principal Deputy Principal CESA Building & Infrastructure Consultant Sustainability Officer Parents & Student	Architect Planning Committee	A safe and sustainable school environment is developed to ensure students have many opportunities to explore, imagine and enjoy.	Collect photos and observe how students use this space.
Explore the introduction of Buy Your Own Device	Investigate with the School Board the introduction of a device that will be supported by the school in Years 3-4. Consulte with Parents at information sessions.	Principal School Board ICT Co-ordinator	ICT Personnel from CESA Cameron Technologies	Device programme introduced from 2019 in Year 3 & 4.	Students have greater access to ICT's across the school.



# 2018 EAL Annual Improvement Plan

## Domain 8: Strong Home, School Community Engagement

<b>Strategic Direction 1: Promote high quality teaching and learning practices</b> <b>Strategic Direction 2: Teachers engage in sustained EAL/Literacy practices, review &amp; adjust procedures</b> <b>Strategic Direction 3: High expectation for all students</b>			<b>Target: By end of 2018:</b> <ul style="list-style-type: none"> <li>To develop engaged, confident and successful learners</li> <li>Teacher engagement in specific PD, common language and practice</li> <li>Teacher programming</li> <li>Student outcomes</li> </ul>		
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Language and Literacy levels completed, analysed and reviewed	Further in servicing of Language and Literacy Levels for all teachers (L&LL) Data further analysed and reviewed IEP's informed Data recorded on Scorelink Continue teacher PD and professional discussions	Literacy/EAL teacher with support by Principal and Leadership  Literacy/EAL teacher Classroom teachers	Staff release time and Staff meetings Year level meetings School funded	Improvement of all students supported by explicit teaching within the Teaching and Learning Cycle	Acceleration of Language and Literacy levels  Teacher competence in using resource for all students
Teacher PD	Teaching and Learning Cycle - Ongoing Review, consolidate & plan Functional Grammar	Literacy/EAL teacher Outsourced ( <i>Sharyn Clyma</i> ) Literacy/EAL teacher Outsourced	Year Levels Staff Meeting Interest Groups School Funded	Teachers gaining confidence Explicit teaching and student skills Student work	Student progress Improvements in L&LL data and NAPLAN
	'Words Their Way' Spelling – whole day PD	Pearson Ed Literacy/EAL Curriculum Leaders	'Words Their Way' books Pearson (Full day) School Funded	Spelling Students Learning	Improvements in L&LL data, Spelling scores and NAPLAN
	Other PD as arises	Literacy/EAL Curriculum leaders	School Funded	Changes to practice	Improvements in L&LL data, NAPLAN and PAT-R
EAL support for identified students	Literacy/EAL teacher Coordinate EAL admin Submit CEO data Provide individual, small group and whole class support IEP's for high needs EAL students	Literacy/EAL Principal/Leadership	CESA funded School funded Literacy aspect	Improvement of student EAL levels Greater confidence of EAL students Scaffolding Explicit skills	Improvements in L&LL data, NAPLAN, PAT-R and other assessments

# *Catholic Identity*

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## **Comments**

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# *Teaching and Learning*

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## **Comments**

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# *Community and Partnerships*

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## **Comments**

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# *Resourcing*

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