St Martin's Catholic Primary School Strategic Plan
2022-2024

VISION: To be a school that recognises the uniqueness of every person, nurturing faith and wellbeing, and pursuing excellence in education.

MISSION: To provide quality education and opportunities in a respectful and inclusive environment.

Values:

Respect

Honesty

Service

Responsibility

Acceptance

Safety

Friendliness

Pride

This document has been built around four (4) **Pillars of OLSH Education** and the **Living Learning Leading Standard.**

Each Pillar and LLL Performance Standard has been described in an overarching statement representing what the school does and what it aims to achieve.

The intersection with the nine (9) **Domains** from the Catholic Education South Australia **Continuous Improvement Framework (CIF)** are noted in the final column of each table.

The charism of ST MARTIN'S CATHOLIC PRIMARY SCHOOL is based on the 4 Pillars of OLSH education:

- **FAITH FILLED:** We are heart people who are faith-filled

- **REVERENCE RELATIONSHIPS**: We are heart people who reverence relationships

- **PURSUE EXCELLENCE**: We are heart people who pursue excellence

- **TOUCH THE HEARTS OF OTHERS:** We are heart people who touch the hearts of others

CONTINUOUS IMPROVEMENT FRAMEWORK (CIF) DOMAINS

1. Catholic identity
2. Focused vision and gaols
3. Strong leadership
4. High expectations of all
5. High quality teaching and learning
6. Effective use of data
7. Orderly and safe learning environments
8. Strong home, school, community engagement
9. Effective administration and resourcing

DEFINITIONS:

- **GOAL / Pillar:** *A concise aspirational statement of what we want to achieve*
- **STRATEGY:** *A process / practice to move us towards the Goal – what we will do*
- **ACTION:** *What activities will we take to achieve Strategies – How we will do it*

GOAL: Catholic Identity - Faith Filled

We are heart people who are faith filled

- To provide education in the Catholic tradition and faith through prayer and liturgy
- To provide a rigorous Religious Education curriculum which allows thriving, capable and confident learners and leaders
- To improve ReLAT Data
- To offer opportunities for faith development
- To care for our earth and God's creation
- To create a safe, respectful, compassionate, and inclusive learning environment

Strategy *(What we will do)*	Action *(how we will do it)*	Responsibility	Timeline	Resources *(Funding & personnel implications?)*	Measures of success *(How will we know we have reached our goals?)*	CEO Domain
1.1 To strengthen the use of prayer and Scripture in our work and play	• Provide Professional learning about prayer and scripture with staff • Design Prayer Scope and Sequence from Crossways • Regular Scripture use in staff prayer and class prayer sessions • Align Scripture to 'Smiling Minds Program' • Engagement with Scripture in class learning • Engagement with prayer at Mass celebrations • Highlight Gospel values in our interaction with all • Provide opportunities for parents to engage with prayer (e.g. class, liturgies, readings) • Send links home of liturgical songs • Refine actions for songs at Masses and connect them to Liturgical singing. • Host class for assemblies, liturgies and masses emails songs to all classes that week • Staff spiritual retreat to be undertaken by all employees • Prayer room/space to be provided	• APRIM • Wellbeing Coordinator • Whole staff • Parish Priest • Parish Associate • Performing Arts Teacher	2022	Crossways Liturgical Songs Scripture Prayer space Retreat location	Strong engagement of liturgical experience for all members of our school community. Staff and students familiar with Scripture in a meaningful and authentic ways. Scripture is visible through its use in classrooms and in staff prayer.	1, 4 & 5

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1.2 To develop our Faith in Action as a whole school community	• Catholic Social Teachings through curriculum and whole school activities • Introduce Bread Roll Day • Continue success of current Outreach Program • Introduce Soctober for Catholic Missions • Invite Guest Speakers to talk about collections in the plastic Vinnies bags • Project Compassion stories – Justice Group promotion at Mass and Assembly • One child-focussed charity a year (e.g. Diabetes, Canteen, Smith Family) • Fun afternoon with stalls to raise money for a particular group • Each year level responsible for an area of service (e.g. Rec – Frog Ponds, Year 1 – Tom Boy, Year 6 - Soup Kitchen) • SRC and Justice Group supporting Outreach Program • Book Week Book Swap activity.	Whole staff	Ongoing	Guest speakers Old socks Donations Advertising	Money raised. Student awareness of the varying charities. Each year level dedicated to an area. Generous donations.	1 & 8
1.3 To enhance and maintain strong Ecological Sustainability and Conversion principles at St Martin's	• Soup making • Implement new commingle bin project to encourage no landfill by 2024 • Establish gardens • Less paper usage/photocopying – to aim towards becoming a paperless community • No paper towels in Staff toilets • Develop an Indigenous Garden • Develop a Butterfly Garden	• Sustainability Officer • Classes • Staff • Families	By 2024	Veggie gardens Bin posters Gardening tools and materials Plants	No landfill by 2024. Established gardens and nature play areas.	1 & 3

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	• Develop an Aussie Bush Tucker Sensory Garden.					
1.4 Full implementation of Crossways and assessment tasks	• Whole school interactive learning – walk throughs • Professional development for teaching staff • Access of online material • Looking at Performance standards in RE • Scriptural Scope and Sequence.	• APRIM • Teaching Staff • Students	Ongoing	Crossways CESA related documents	Crossways CESA related documents	1, 5 & 6

GOAL: Community Engagement - Reverence Relationships

We are heart people who reverence relationships

- *To explore and implement ways that we can re-energise and reconnect the community at St. Martin's following the devastating impact of COVID*
- *To provide opportunities for parents to feel included in the school community.*
- *To be more inclusive of all cultures in our school community.*
- *To provide opportunities for our students' grandparents and our elderly parishioners to be involved in our school community.*
- *To provide opportunities for students to engage in lunchtime 'clubs' of interest.*
- *To develop our Community Garden as a place for all the groups in our school and local community to meet and work together.*
- *To encourage more volunteers in our school community.*
- *To connect with our school neighbours and Parish through information sharing.*
- *To promote and further develop our Playgroup.*
- *To develop staff cohesiveness and morale.*

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2.1 We will provide opportunities and events to welcome people back into our school**.**	**We will host an event(s) for the school community from the list below:** • Beginning of school year - evening to welcome people back. • A Wine & Cheese Night • An Art & Wine showcase night • BBQ or picnic on the oval • During the Parent Transition Conversations, host a BBQ sponsored by local businesses • Parents involved in gardening activities	• Parent Network • Staff • Class Parent Reps	Throughout 2022 with the first event being held early in the 2022. Tentative Date: Fri 25/3 or Fri 18/3	A committee formed to co-ordinate this.	At least one event held from the list before the end of 2022 and then regular community celebrations as often as practicable/ allowed.	8
2.2 We will hold events to engage parents in networking and having fun together.	**Have a plan for social events for the year including** • Mother's Day / Father's Day Breakfast	Parent Network	By the end of 2022 and then yearly	Parent Network to	We will have hosted events to engage parents in networking	8

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	• Quiz Night • Bingo Night • Family Fun Night • Evening on the Green Whole School Picnic • Host an Aussie Bush Dance & BBQ or Multicultural Food & Dance Evening	Class Parent Reps Staff	Term 3, 2022	produce a plan for each year. Funding would be required to pay for some events (eg, food for Mothers' Day and Fathers' Day breakfasts)	and having fun together each year.	
2.3 We will be inclusive of all cultures in our school community and actively seek ways we can do this.	• Consider offering food from different cultures in our canteen • Host an International Food Festival • Reinvigorate our 'Cultural Day' or 'Cultural Night' • Multi-Faith Prayer Group for families. • Further develop cultural interaction – cookbook, music, singing, choirs	• Canteen Committee • Cultural Committee (including parents) • APRIM and interested staff members, parents • Performing Arts teacher • Parent Network • Leadership Team	Ongoing	We may need to explore cultural variety in our canteen volunteers or at least explore ways of offering food from different cultures in our canteen. We will need someone to form a committee for a 'Cultural Event'.	Food from a variety of cultures will be offered in our canteen An International Food Festival / Cultural Day and Cultural Night in our community. A multi-faith prayer group established that meets regularly. A variety of cultural opportunities for people to engage in.	4 & 8

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				APRIM to lead Multi-Faith Prayer Group A Cultural Advisory Committee		
2.4 We will connect with the elderly members of our community and parish to provide clubs at lunchtime for student participation	• Invite Grandparents and parents in to run lunchtime clubs such as: Card Games and Board Games, or learn skills such as knitting, crocheting, etc • Invite grandparents, parents & parishioners in to take a group in the Tinker shed to produce something for the community (e.g., planter boxes) • Tinker Shed to expand to include other local 'men' • Students provide workshops at lunchtime for other students on interest areas, (e.g. STEM, Maths). Skill teaching by older students, (e.g., shoelace tying, hair braiding)	Interested staff members / committee to co-ordinate Sustainability officer Leadership Team member Senior students Well- Being Co-ordinator	Ongoing	Well-Being Co-Ordinator Purchase of equipment as needed Sustainability Officer Interested Staff members	Elderly members of our community will be visibly present in our school. There will be a variety of lunchtime clubs offered for students.	7 & 8
2.5 Invite members of our school and local community to work together in a community garden	• Plan for, and allocate space for a community garden	Sustainability officer	To begin once our community garden is developed as part of our	Sustainability Officer	We will have a community garden which is used by school and community members.	4 & 9

Strategy (What we will do)	Action (how we will do it)	Responsibility	Timeline	Resources (Funding & personnel implications)	Measures of success (How will we know we have reached our goals?)	CEO Domain
			Stage 2 Development.	Explore funding for plants.		
2.6 Encourage more volunteers in our school community	• Facilitate sessions to help parents and other volunteers gain accreditation – RAN, WWCC, etc	Volunteer Co-Ordinator, WHS Officer Leadership Team	Offer sessions throughout year for new volunteers	WHS Officer Volunteer Co-Ordinator	A documented and easily accessible process available for applying for and completing the volunteer process at St. Martin's.	8
2.7 Connect with neighbours	**Through some of the following ways**: • Regular letterbox drops informing neighbours of school events or ways they might be interested in connecting with the school. • Have a lending library out the front of our school where school families and neighbours can swap books. • Host an Open Day just for our neighbours to invite them to see what happens at the school. • Messages of love as a letterbox drop. • Hanging displays on the school fences during special celebrations, (e.g., ANZAC Day, Easter, St Martin's Day)	Leadership Team Marketing & Communication Parent Network Sustainability officer	Ongoing Once our Stage 2 development is complete. As appropriate	Parents Staff Librarian or interested parent Leadership School Staff Maintenance staff Teaching Staff	More neighbours will hear from St martin's community regarding school events A lending library at the front of our school set up Neighbours attend an Open Day Messages of love letterbox drop undertaken. Relevant displays on our school fence photographed	3

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2.8 Provide students with the opportunity of Nursing home visits	• Students to visit local nursing homes and interact with the elderly for a purpose such as a choir performance or elderly community members are invited to attend a concert at the school.	Year 6 teachers Performing Arts Teacher	Yearly	Performing Arts teacher's time May need funding for a bus for transport	Visits a local nursing home undertaken or local elderly members have visited the school for a concert	8
2.9 Promote St Martin's Playgroup	• Letterbox drop around neighbourhood promoting Playgroup	Playgroup coordinator	6 monthly	School to finance resources for flyers and resources	Conducted a letterbox drop of Playgroup flyers	4
2.10 Principal for a day	• A student is chosen to be Principal for the day or students apply by writing a submission about what they would do as Principal for the day. The student wears the principal's badge, sits in on meetings, gets involved in routines and completes yard duty with the principal.	Principal	Once a term	Principal	Each term a student undertakes the task of being the principal for a day.	4
2.11 Increase Information Sharing in the Community and Parish	• Print some copies of the school newsletter for distribution to families, neighbours and parishioners.	• Front Office staff • Parish Secretary • APRIM	Weekly	Printing costs Newsletter co-ordinator	Some school newsletters printed and distributed to our neighbours.	1, 8

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	• Advertise School Masses in the Parish Bulletin.	• Parish Secretary • Communications & Marketing • ICT Co-Ordinator • APRIM	Weekly		A few School newsletters placed in each church every fortnight.	
	• Instagram page		Once personnel are prepared	A staff member to facilitate and manage this	A school Instagram page is fully utilised.	
2.12 Investigate having a Therapy Dog on site.	• We will need to research and conduct a feasibility study regarding having a Therapy Dog on site.	Interested Staff member	Research and feasibility study can begin as soon as we have a staff member prepared to take on this role.	Costs associated with purchasing a therapy dog and its upkeep	Time spent in investigating the feasibility and practicalities of having a therapy dog on site.	7, 5
2.13 Developing Staff cohesiveness and morale	• A collection of games to be kept in the staffroom for use by staff at recess, lunch and after school	Staff members	2022	Budget for games.	We will have games in the staffroom for staff use.	4
	• Welcome drinks for new staff members	Social Committee	At the end of Week 0 each year	Drinks and nibbles purchased by Social Committee	New staff welcomed at St Martin's at drinks on the last day of Week 0.	

GOAL: Curriculum and Co-constructed Learning Design - Pursue Excellence

We are heart people who pursue excellence

- To set high expectations of all community members
- To foster ongoing commitment to learning
- To provide stimulating and nurturing environments
- To provide a well-balanced curriculum addressing the needs of students
- To plan collaboratively and set goals for future learning
- To monitor student learning and provide feedback
- To gather and interpret data to assist in improving student outcomes
- To encourage student responsibility and independence

Strategy (What we will do)	Strategies / Action (how we will do it)	Responsibility	Timeline	Resources (Funding & personnel implications)	Measures of success (How will we know we have reached our goals?)	CEO Domain
3.1 **Implement CLARITY - (14 Parameters)** Learning Intentions Success criteria Student Action/Outcomes (Student Voice & Student Action) Students' interests Learning Dispositions Self-Directed learning Assessment – Self/Peer and Other Moderation (year levels and across year levels) Student Feedback Celebrating success	Stage One 2022 – Introduction to Clarity Stage Two 2022 – Expression of Interest for Clarity – early adopter group established Stage Three Develop a Mentoring Team of knowledgeable others. Stage Four Expansion of Clarity to all teachers - Learning Intentions, Success Criteria, Moderation	QPT team Leader of Learning CESA System Coach	Full Day March 2022 July 2022 ongoing July – Dec 2022 August 2022 - 2024	All teachers involved Meeting to discuss exploration team expectations and commitment. TRT's TRT's	Completion of session. Implementation of the Exploration Team. List of teachers identified as Knowledgeable others and areas of expertise. Teachers embracing the language and strategies of Clarity. Visual signs – anchor charts, visible learning and Data.	5
3.2 Promote Gifted and Talented Learning and identify G & T students	• Teachers engage with the new policy.	Teachers, Inclusive Education Coordinator	Ongoing	ESO G & T resources	Outline range of options for G&T students.	5

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	• Teachers identify possible Gifted and Talented students using the checklist. • Identify options and projects for Gifted and Talented students. • Identify possible ESO time for Gifted and Talented students. • Teachers action adjustments in teaching and learning plans. • Re-design current individual Student Profile.	and Leader of Learning			Student outcomes in projects, competitions and PAT M, R and NAPLAN Data, First Years of Schooling Assessments, Phonics Screen, Other subject areas.	
3.3 Continue to build leadership capacity through professional learning, faith formation, leadership development and performance reviews	• Staff given professional learning opportunities and then shared with staff • POR positions to provide teacher modelling and mentoring, and lead teacher status • Promotion of Grad Certificate in RE each year	Leadership All teaching staff	Ongoing	Staff meetings Professional Learning Days	Greater number of lead teachers on staff Improved student outcomes	3, 5
3.4 Increase Professional Learning in Mathematics	• PMA workshops provided to teaching staff • Parents to be invited to participate in a Maths Workshop with PMA facilitator (Explore possibility of a day and evening Parent workshop). • ESO PD Training with PMA facilitator	Leader of Learner and staff PMA facilitator Parents ESOs	2022 & 2023	PMA facilitator Maths resources Space for the workshops	Feedback from teachers, ESOs and parents via a reflection sheet	5
3.5 Establish a EALD facility for students and parents	• Explore options for engaging in EALD facility for parents and students on site	EALD coordinator CESA personnel	Ongoing	Funding from CESA	A fully functioning facility that caters for EALD students and their families	2, 5

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3.6 Continue professional learning in the areas of SEQTA, STEM and ICT initiatives	• All staff to be trained in all components of SEQTA and given time for implementation of all aspects of SEQTA • Continue involvement in CESA projects to gain further insight into contemporary practices • All staff to participate in STEM initiatives	ICT co-ordinator Staff members Stem Coordinator CESA personnel	2022 - 2024	Budget allocated for each curriculum focus area Staff meetings allocated to SEQTA, STEM and ICT initiatives Professional learning time	School wide programs that incorporate SEQTA and STEM activities	5
3.7 Retain current Intervention Programs	• Review and maintain all intervention programs (Oral Language, Funastics, What's the Buzz, EALD Phonetic Awareness, etc)	Inclusive Ed Coordinator Curriculum ESOs Teachers who have students involved in the programs	Ongoing	Replacement of resources ESO training Photocopying allocation	Observations and assessment tests on acquired skills	5
3.8 Implement effective strategies for overseeing student wellbeing	• Review each term Pulse check-in data and follow up on students at risk • Implement social and emotional learning strategies for all students	Wellbeing coordinator Teaching staff	Ongoing	Wellbeing budget for resources Space for students to feel safe	Observations and pulse check-in results	4, 5
3.9 Parent voice in the curriculum	• Explore options on how to hear parent voice and share with them the curriculum (e.g. Maths and STEM workshops)	Leader of Learning STEM Coordinator	Ongoing	TRT for staff to run workshops Space for parent workshops		8

Prepared by St Martin's Quality Improvement Team

GOAL: Student Agency, Identity, Learning and Leadership - Touch the Hearts of Others

We are heart people who touch the hearts of others

- To encourage service to others
- To provide outreach to the wider community
- To include everyone, especially those less fortunate than ourselves

Strategy (What we will do)	Strategies / Action (how we will do it)	Responsibility	Timeline	Resources (Funding & personnel implications)	Measures of success (How will we know we have reached our goals?)	CEO Domain
4.1 Develop a common language used by students daily to reflect, self-assess and revise their learning goals and show evidence of their achievement to track and measure and co-construct their own learning growth. (e.g., Dispositions/traits etc).	• Staff need to develop a common language throughout lessons on: · What is our learning intention? · How can we achieve this goal? · What does it look like when you have achieved success? • Use modelled work from previous students to show students the ABCD level of achievement. • Learning teams to work together to construct learning intentions from the curriculum & students co-construct what they can do to achieve these goals. • Encourage parent engagement in sending home goals and how students feel they will be able to achieve it.	• Leader of Learning • Leadership • Teachers • ESO's • Students • Parents	Ongoing	Staff meeting time CESA lead support	Students are able to identify, reflect and celebrate their goals. Can they also identify what is next?	4
4.2 Support and guide students to lead discussions in developing an inclusive outdoor play and learning spaces that can	• SRC to work with Well-being co-ordinator. • Classes submit ideas for possible playground area. • Revamp and extension of the Mud Garden learning space. • Work with Playground construction Group.	Students Well-being Co-ordinator Principal Staff Jason Peter Nature Play committee		Playground builders (Adventure Plus) Student voice Money PD on nature play space ideas	Observation of student engagement Outdoor play spaces are used for classroom learning opportunities.	9

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continuously be reviewed based on student interest and needs	• Flexible learning spaces for playful learning opportunities.			(butterfly, bush tucker, sensory etc)		
4.3 Embed "Smiling Mind" curriculum into our weekly learning cycle to foster the well-being of all students creating capable, thriving, problem-solving citizens of our world and develop positive relationships with others.	• Staff PD making staff aware of the program. • Introduce the Smiling Mind curriculum in each classroom as a regular weekly 2x 20minute sessions for the year. Plan to be one topic each week and revisit in Semester 2. • Relate scripture to each lesson	Well-being co-ordinator to conduct PD Classroom teachers ESO's Leadership APRIM	By the end of 2022	Smiling Mind Program. Smiling Mind App on devices.	Student's debrief / reflection after each session. Students more aware of their ability to calm and self-regulate Observations of student interactions with others Students verbalise and define what the importance & purpose of Mindfulness is and demonstrate this daily.	5
4.4 Increase student involvement in making decisions towards how they relate to others and give back to our community to provide positive relationships with not only our school community but our wider community.	• Working with year levels students to have a social justice focus on how they can work together to help those in our community. • Letter drops • Using house teams as a focus group? • Fun-raising days for each year level.	APRIM Justice group Student voice Classroom teachers Students families	Ongoing	Community service presenters Catholic social teaching document Crossways	An increase in Student engagement in service to others. Students can identify the purpose and affect that their actions have on the lives of others and their own. Growing capable and compassionate people of the world.	3