



# St Martin's Catholic Primary School Strategic Plan 2019-2021

**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

## How to read this document

- This document has been built around four (4) **Pillars of OLSH Education**.
  - Each Pillar 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 goals
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: Faith Filled****We are heart people who are faith filled**

- To provide education in the Catholic tradition
- To offer opportunities for faith development
- To care for our earth and God's creation
- To create a safe, respectful and inclusive learning environment

<b>Strategy</b> <i>(What we will do)</i>	<b>Action</b> <i>(how we will do it)</i>	<b>Responsibility</b>	<b>Timeline</b>	<b>Resources</b> <i>(Funding &amp; personnel implications?)</i>	<b>Measures of success</b> <i>(How will we know we have reached our goals?)</i>	<b>CEO Domain</b>
1.1 Continue and strengthen whole school liturgical celebrations	<ul style="list-style-type: none"> <li>• Construct a yearly liturgical roster that:               <ul style="list-style-type: none"> <li>- highlights feast day / special days as whole school events</li> <li>- marks Catholic Education Week celebrations</li> <li>- advertises through the Parish bulletin</li> </ul> </li> <li>• Encourage / foster frequent class liturgies</li> <li>• Continue with liturgical singing, liturgical dance sessions, Transition liturgy, Welcoming Staff Mass and Beginning of Year Mass, Multi-faith whole school / class celebrations</li> </ul>	APRIM Whole staff Parish Priest Parish Associate  Performing Arts Teacher	Ongoing	Multi-faith resources and symbols  Staff support in preparation of celebrations	Participation of whole school celebrations in meaningful Masses, prayer and liturgies	1, 4
1.2 Continue to develop staff spiritual and religious formation through meditation, retreats and multi-faith experiences	<ul style="list-style-type: none"> <li>• Undertake a Staff Retreat every 2 years</li> <li>• Provide staff professional learning on Meditation and involve whole school on the implementation of Meditation</li> </ul>	Whole staff	2019 – Meditation focus	Meditation resources (including singing bowls and texts)	Whole school undertaking weekly Meditation time	1, 4, 5

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1.3 To familiarise and professionally develop teachers knowledge of the 'new' Crossways	<ul style="list-style-type: none"> <li>Whole teaching staff professional development</li> <li>Access of online material</li> <li>Trial in class</li> <li>Support of APRIM and Learning Teams</li> </ul>	APRIM Teaching Staff	2019-2020	Crossways	Student outcomes are achieved and evidence is provided	5
1.4 To explore Catholic Social Teaching as a whole school community	<ul style="list-style-type: none"> <li>Whole staff professional development</li> <li>Documented and a focus in the RE curriculum</li> <li>SRC supported through Outreach Program</li> <li>Parents informed via newsletters and information sheets on the App</li> </ul>	APRIM Staff Students Families	2020-2021	Crossways CST Resources Guest speakers	<p>Community understands the importance of giving without benefits attached</p> <p>Change of some Outreach events</p>	

**GOAL: Reverence Relationships****We are heart people who reverence relationships**

- To value the competence and uniqueness of every child who we believe is made in the image of God
- To engage with families to build a strong community

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2.1 Continue to provide stimulating and safe learning environments that promote learning and positive relationships	<ul style="list-style-type: none"> <li>• Continue to develop the learning environments to enable pedagogies that elicit student engagement.</li> <li>• Have staff 'walk throughs' during the year to allow staff to peruse other learning spaces in the school.</li> <li>• Conduct workspace WHS inspections</li> </ul>	Teaching staff         WHS inspector	Ongoing	Furniture budget line         Learner Manager course	Stimulating and engaging learning environments throughout the school.         Learner Manager undertaken by all staff  KPIs met	5
2.2 Maintain, improve and re-establish gardens and livestock around the school	<ul style="list-style-type: none"> <li>• Allocate teachers and year levels to specific gardens areas and ensure there is a gardening program set up involving Sustainability Officer, Groundsman and Volunteers</li> </ul>	Groundsman  Sustainability Officer  Volunteers  Sustainability committee	Ongoing	Grants  Sustainability budget	Gardens maintained, used and visually noticed by community.	7
2.3 Ensure sustainability and ecological conversion activities are occurring throughout the school.	<ul style="list-style-type: none"> <li>• Reduce rubbish to landfill with improved bin system and by educating the students.</li> <li>• Having air-conditioning set at correct temperatures.</li> <li>• Workplace inspections undertaken, and Maintenance book maintained.</li> </ul>	Groundsman  WHS Officer  Sustainability Officer	Ongoing	Contractors utilised when necessary.  Correct equipment and tools utilised.	Cleaner grounds, less landfill and appropriate use of bins.  WHS Committee and Learning Manager recording ongoing matters.	2, 7

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	<ul style="list-style-type: none"> <li>Introduction of Garbage Heroes.</li> </ul>					
2.4 Enable families to be active contributors to school decision-making processes.	<ul style="list-style-type: none"> <li>Invite parents through formal invitation to join specific committees (i.e. Class Reps, School Board, P &amp; F Committee, OSHC Management Committee)</li> <li>Conduct whole school survey</li> </ul>	Principal School Board P & F OSHC Director Class Reps	Ongoing  Deputy Principal	Include information in newsletters of parent involvement (Skoolbag app)	Greater numbers of parents on committees  Survey results	8
2.5 Be culturally aware of all families at the school.	<ul style="list-style-type: none"> <li>Build a Cultural Advisory Committee that has staff and parent representation reflective of all cultures at the school.</li> <li>Further develop the Cultural Week Committee.</li> <li>Continue providing PD on cultural awareness and knowledge for staff</li> </ul>	Pastoral Care Worker Staff Cultural Committee All staff parents	2019: Create a Cultural Advisory Committee.  2019: Explore parent involvement in Cultural Week Committee.  Staff meetings and in-service sessions	Access cultural groups and resources	Cultural Advisory Committee established and consisting of a cross-section of school cultures.  Cultural Week Committee consisting of parents and staff.  Greater awareness and understanding of all cultures.	4, 8
2.6 Ongoing development of support structures and protocols for families.	<ul style="list-style-type: none"> <li>Reapply for Pastoral Care Worker grant.</li> <li>Continue to provide counselling services for students and families.</li> <li>Investigate the 'Be you' Program</li> <li>Continue providing a vibrant OSHC/Vacation Care Program</li> </ul>	'Be You' focus team (made up of leadership, staff and parents)  OSHC Director	Ongoing	Funding for Pastoral Care Worker Seasons for Growth program.	Data collected on number of students and families who access Pastoral Care Worker and Counsellor  High number of enrolments in OSHC	8, 9

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		OSHC Management Committee				

**GOAL: 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

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3.1 Review school policies and procedures as per Policy Schedule through the lens of our school vision and school wide pedagogy	<ul style="list-style-type: none"> <li>• Over the course of two years, all policies and procedures are reviewed by staff and Board members, and respond to changes in society for improvement, innovation and excellence</li> </ul>	Learning Improvement team All staff School Board	2020-2021	Staff meetings School Board meetings	Policy review schedule up to date  Shared responsibilities with members of Learning Improvement team	2,6
3.2 Continue to build leadership capacity through professional learning, faith formation, leadership development and performance reviews	<ul style="list-style-type: none"> <li>• Staff given professional learning opportunities and then shared with staff</li> <li>• POR positions to provide teacher modelling and mentoring, and lead teacher status</li> <li>• Promotion of Grad Certificate in RE each year</li> </ul>	Leadership All teaching staff	Ongoing	Staff meetings Professional Learning days	Greater number of lead teachers on staff  Improved student outcomes	3,5
3.3 Students annually develop, assess,	<ul style="list-style-type: none"> <li>• Formalise and publish student learning goals for learning</li> </ul>	Class teachers	Ongoing		Students competently articulate their goals	3, 4, 5

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evaluate and where required develop new learning goals	<ul style="list-style-type: none"> <li>conversations – to occur across the school</li> <li>Each term, students revisit their goals and make adjustments according to their learning intentions</li> </ul>	Students			and record their growth in learning	
3.4 'Break open' the General Capabilities for planning and teaching as per 'Living, Learning, Leading' Framework	<ul style="list-style-type: none"> <li>Conduct professional development sessions to unpack the Australian Curriculum – General Capabilities and staff develop a common understanding</li> </ul>	LIT team Whole staff	2019 - 2021	Staff meeting sessions  'Living Leading Leading' Framework	Program documentation incorporates General Capabilities	5
3.5 Increase Professional Learning in the areas of STEM and ICT	<ul style="list-style-type: none"> <li>Establish a professional learning plan for the year highlighting sessions for staff PD, Reflective Practice and mentoring sessions</li> <li>Continue involvement in CESA / Uni SA Projects to gain further insight into contemporary practices</li> <li>All staff to be trained in OneNote and given further training in the use of SMART boards</li> <li>Personal and informal opportunities to be given to share strategies/learning</li> </ul>	POR personnel LIT Team Staff members Whole staff ICT coordinator CESA personnel	2019 – 2021	Budget lines for each curriculum focus area allocated.  Staff meetings allocated to curriculum areas  Professional learning time	School wide programs that incorporate effective teaching practices  Staff confidently using One Note and SMART boards effectively	5
3.6 Continue involvement in CESA Re-imaging Childhood Project	<ul style="list-style-type: none"> <li>Staff across the school continue being involved in CESA's Re-imaging Childhood Project and the design of Stage 1 Building</li> </ul>	Staff enrolled in the CESA Project	2019-2021	Release time to attend sessions	Implementation of Reggio inspired concepts throughout the school	1, 5

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	Program to compliment the pedagogy.					
3.7 Retain current intervention programs and introduce 'Funastics'	<ul style="list-style-type: none"> <li>Review and maintain Social Skills Program, EAL and Fine Motor skills Program for students.</li> <li>Beginning of year test all Reception students. Those with gross motor skills concern, to complete 20 week 'Funastics' program (3 x ½ sessions a week)</li> </ul>	Inclusive Ed Co-Ordinator  Curriculum ESOs  Teachers who have students involved in the programs	Ongoing	ESO training  Photocopying allocation  Replacement of resources	Observations and assessment tests on skills	5, 9
3.8 Implement a Data team to review the current collection of data and find what is missing and what needs to be added.	<ul style="list-style-type: none"> <li>Set up an Effective Data team to review current data collected and what data collection is missing. Explore further use of Accelerus as a reporting tool.</li> </ul>	ICT Coordinator  Curriculum Coordinator  Admin staff  Staff members	By the end of 2021	Setting up times to meet after school.	Updated assessment schedule and then added to the online system for collection.	6
3.9 Improve teacher capacity in how data can be analysed and used to improve student outcomes.	<ul style="list-style-type: none"> <li>Focus on the areas of Literacy, Numeracy and STEM.</li> <li>Meet with year level teachers to provide training in how to analyse data and how to build that into future planning.</li> </ul>	Curriculum Coordinator  STEM Coordinator  Numeracy Coordinator  Key teachers	By the end of 2021	Provide release for year level units.	Teachers being confident to  Use data to reflect on their own teaching practice.  Using data to set learning goals and implement into year level and term planning.	5, 6
3.10 Facilitate effective stewardship of finances, resources and facilities focussed on	<ul style="list-style-type: none"> <li>Master planning to be undertaken to ensure clear vision of school infrastructure and physical resources.</li> <li>Building Committee formed for Stage 2 Development.</li> </ul>	Principal/Deputy Principal  Business Manager  School Board	Ongoing	Loans  Budgets	State 1 will be completed.  Stage 2 will be well underway.	9

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meeting the identified needs and future demands.	<ul style="list-style-type: none"> <li>Financial planning and budgets implemented to maximise income to allow the school to accurately plan for the future.</li> </ul>	Stage 2 Building Committee	<p>2019</p> <p>Ongoing</p>			

**GOAL: 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

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4.1 Maintain our focus on being an inclusive, welcoming community.	<ul style="list-style-type: none"> <li>• A record of cultures given to each class yearly and various cultures celebrated each year.</li> <li>• Cultural Art / Craft group (adopt an elder / grandparent) to be set up to include different generations.</li> </ul>	APRIM Staff Italian Teacher  Art teacher	2019 – 2021  2019	Murals updated to showcase cultural diversity.  Plaques in garden to showcase plants/symbols.	Data illustrating all cultures in the school and yearly calendar highlighting cultural celebrations at the school.  Establish a Cultural Craft / Art group	5, 8
4.2 Support provided to individuals and families	<ul style="list-style-type: none"> <li>• Leadership, Pastoral Care Worker and Business Manager to support students / families and their needs</li> </ul>	Leadership Pastoral Care Worker  Business Manager	Ongoing	Financial support	Families in need are practically supported.	4, 8
4.3 Market the school effectively for potential enrolments	<ul style="list-style-type: none"> <li>• To continually update our Website and Prospectus.</li> <li>• Promote our Open mornings through Kindys and Childcare centres, pamphlet drops and Greenacres Library.</li> <li>• Database to provide information about enrolment inquiries</li> <li>• Continue streamlining the enrolment/ tour process whereby paperwork is lodged first</li> </ul>	Leadership Registrar	Ongoing    Ongoing		Waiting list Surveys Open Mornings Questionnaire Open Morning Statistics Enrolment numbers – amount of prospectus sent out	8, 9

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	<ul style="list-style-type: none"> <li>Ensure a Facebook and social media focus are implemented</li> </ul>	ICT Committee Key Person	Ongoing			