Strategic Plan
St Emilie’s Catholic Primary School
2015-2017

Growing in Grace

Learning, growing, succeeding together
VISION

St Emilie's promotes life-long learning in a safe and nurturing environment for students, staff and families. We build upon the example of Jesus and use the Fruits of the Holy Spirit to ‘Grow in Grace’ as individuals and as a whole school community.

MISSION

Our Mission is to courageously and prophetically strive to inspire, nurture and support all those in our community to grow as confident and capable learners and as authentic Christian people relating to an ever changing world.

VALUES

Our school is built on a strong foundation of: respect, integrity, resilience, responsibility, persistence, kindness, compassion, cooperation, Christian service.
FOREWORD

Background

St Emilie’s is a vibrant, double stream Catholic Primary School nestled in the heart of Canning Vale. Our school is known for quality conversations, hard work, authenticity, and a genuine desire to make a difference in the learning and the lives of the children in our care.

Gospel values form the foundation upon which we seek to serve one another. We work closely with our local parish community and greatly value the rich opportunities that this relationship offers.

We strive to identify, draw out and celebrate individual gifts and talents and we give much time, energy and dedication to the identification of specific needs of children – spiritually, socially, emotionally, physically and academically.

A holistic education seeks to call forth from students an intrinsic reverence for life and a passionate love of learning. St Emilie’s seeks to help children to progressively learn more and more about themselves as a learner and as a unique individual.

The educational experience we offer involves nurturing self-respect and self-worth, while at the same time also learning much about the value of fostering respectful relationships with others. In learning more about what it takes to build respectful relationships and friendships with others, there is a strong focus on social and emotional literacy.

As part of an integrated academic curriculum, children are immersed in the rich opportunities that art, music, drama, cultural studies and investigations into our natural world provide them.

St Emilie’s School aims to assist children to nurture a sense of wonder and awe in the God-given beauty of one another and of the world around them. It is a privilege to work in close partnership with all our families.

We assist each student to realise their true potential and we enjoy and take great pride in, watching our students gradually move out into the world as hope-filled global citizens, ready to use their learning gifts and talents for the greater good.

Our Strategic Plan

St Emilie’s Strategic Plan outlines aspects of the future direction of our school over the next three years, detailing our Vision, Mission and intended key goals. The plan is organised around the same four driving elements as those used by the Catholic Education Commission of Western Australia (CECWA):

LEARNING
ENGAGEMENT
ACCOUNTABILITY
DISCIPLESHIP

The process for formulating our plan has been a collaborative and inclusive one involving a number of key stakeholders. Together we have reflected on what our data from multiple sources is showing us and articulated some of the opportunities we plan on delivering to all key stakeholders over the next few years. With the child at the centre of our decision-making, we have creatively examined potential challenges, discussed multiple ideas and harnessed the collective imagination of staff, board members, families and parishioners. The Strategic Plan is supported by Annual Improvement Plans. St Emilie’s Catholic Primary School has an exciting and promising future, thanks to the dedication, professionalism and energy of a dynamic, committed and very positive school community.
Learning

Learning is what we do – we are committed to learning at every level.
**Goal**

To continue to improve literacy and numeracy opportunities and outcomes for every student.

**Strategies**

- Provide Parent Workshops and introduce a Speech and OT Screening service in Kindy as of Term 2 2015 (QCS Links 306; 307; 201;301).
- Provide clear expectations in relation to the teaching of grammar and punctuation in the Early Years (QCS Links 307; 308; 306).
- Engage in professional development that promotes Hattie's high effect size strategies including - Explicit Teaching, Quality Feedback and Establishing High Expectations for student learning (QCS Link 308).
- Revisit the essential elements of a quality Literacy and Numeracy Block and ensure ongoing alignment across the school (QCS Link 308).
- Create improved avenues for communication in regard to each student’s literacy and numeracy progress between class teachers, specialist and support staff and the Leadership Team (QCS Link 306).
- Use our available data (Naplan Numeracy, Reading and Writing) as the impetus for effectively differentiating literacy and numeracy learning for more able students across the school, with a particular focus on students Years 4-6 (QCS Link 307).
- To maintain the use the services of Luke George from ‘Best Performance’ to facilitate shared analysis of Naplan Data each year 302

**Success Indicator**

- A partnership with a Speech and Language /OT provider is established and a plan for the screen and follow up sessions is implemented.
- Explicit numeracy teaching is aligned to growth point indicators across the school.
- Partner teachers, cluster teachers, support staff, specialist staff and the Leadership Team are communicating more seamlessly in regard to individual student progress in literacy and numeracy.
- Expectations are more explicit and classroom practice is more aligned in Literacy and Numeracy blocks across the school.
- Whole school Measurement stations are being used to ensure the opportunity for quality ‘hands on’ learning.
- Their is evidence of teachers establishing High Expectations for students and using Reciprocal Teaching and Feedback Strategies in daily planning and lessons.

**Goal**

To use technology as a powerful tool for teaching and learning.

**Strategies**

- Collate the research, professional development learning, observations and experience from other schools, as well as the professional insights and experience of Winthrop Australia and ICT staff from Corpus Christi to create comprehensive presentations and deliver a proposal to the School Board and to staff, in regard to introducing a 1:1 program from Year 4-6 (QCS 301;303,201).
- Provide an informative and well-planned Parent Information Night to deliver the 1:1 proposal to the community (QCS Links 201;303).

**Success Indicators**

- Collated resources were used effectively to present the 1:1 proposal to the Staff and School Board.
- Staff are familiar with the ICT Capability and the teaching and learning demands and working as partners and as clusters to discuss and plan for the authentic use of technology for improved student outcomes.
- Staff are using technology in ever increasingly effective and integrated ways, to enhance opportunities for student learning.
- All staff are proactively engaging with the ICT Education Support Person in our school to continue to develop their ICT knowledge and skills and to discuss ideas for harnessing the power of ICT across the curriculum.
- Staff, the Board and families have used the opportunities made available to them to share their feedback in relation to the proposed 1:1 program.
- The majority of stakeholders surveyed were in favour of the 1:1 program being established and those who were not had opportunities to meet and discuss their concerns with the Leadership Team.
- The parent and student ‘Bootcamp’ feedback was positive and helpful for ongoing planning purposes.
- Classroom practice in Year 4 reflects a seamless integration of the 1:1 MacBooks into teaching and learning opportunities.
- Student engagement in Years 4-6 has increased.
- Staff, student and parent knowledge, skills and confidence continues to increase in the area of ICT.

**Goal**

To support highly able teachers to take a more active role in promoting and sustaining professional improvement.

**Strategies**

- Identify the difference between mentoring and coaching using AITSL resources(QCS Link 306).
- Identify highly able teachers and prepare them for a mentoring/coaching role with individual staff and with clusters of staff (QCS Link 305).

**Success Indicators**

- Staff are clear about the difference between mentoring and coaching. Key staff have been identified for coaching/mentoring roles.
- Selected staff are familiar with the AITSL resources available to support them in these roles.
- Mentors, coaches and staff are positive about the outcomes of the support and learning being given and received.
Engagement

Engagement is essential – we are committed to Catholic Education’s Mission through relationships with all.
**Goal**
To support families to engage with their children’s learning at home, by broadening the definition of homework and by reducing the time commitment involved with homework.

**Strategies**
- Look at the work of Ian Lillico (and others) in relation to Homework and primary school students. (QCS Link 308)
- Provide opportunities for staff to examine, discuss and collaborate in regard to our Homework Policy and make changes as necessary to reflect research findings (QCS Link 303).
- Align our Purposeful Practice (Homework) to a Grid system from Years 1-6 incorporating three two-week grids per term, with no homework on Weeks 1, 6 or 10 (QCS Link 402).
- Discuss, share and support one another to create authentic and purposeful tasks that are respectful of family time (QCS Link 301;303;306;308).

**Success Indicators**
- Staff are familiar with the research of Ian Lillico in regard to Homework in the primary years.
- The St Emilie’s Purposeful Practice Homework Policy has been updated.
- All staff and families understand ‘homework’ to include family based activities as well as school based tasks.
- All class teachers from Years 1-6 collaborated to create alignment in the PP Grids from Years 1-6.
- All staff have a clear understanding of the purpose of homework and a shared understanding of our whole school goals in relation to our PP grids.
- PP tasks reflect the classroom program and our policy guidelines.

**Goal**
To work closely with staff and families to run a St Emilie’s School Fete as a fundraiser for upgrading our JP Undercover Area to a modern multi-purpose teaching and learning space.

**Strategies**
- Support and work collaboratively and cooperatively with our Fete Committee (QCS Link 201).
- Form organisational teams.
- Communicate regularly and work closely with families to achieve our goal.

**Success Indicators**
- Members worked cooperatively, collaboratively, respectfully and efficiently as a committee and in smaller teams.
- The school community supported the Fete in a variety of ways that maximised and harness individual gifts and talents.
- The Fete was financially successful and brought the community together in spirit of cooperation to achieve a shared goal.

**Goal**
To showcase some of the valuable community partnerships St Emilie’s school has established over the past few years.

**Strategies**
- Collate photographs, articles and web posts detailing the various outside partnerships and opportunities our community has accessed over time, detailing the specific benefits to student learning (QCS link 301).
- Create a summary article, liaising with CEO Media Department to include this article in a system publication. (QCS Link 202).
- Share the article with the school community (QCS Link 201).

**Success Indicators**
- Key community partnerships established here at St Emilie’s over the past few years have been highlighted in an article, published for both our school community and the wider community.
Accountability

Accountability is not optional – we have personal and collective responsibility for our School and our Systems success.
**Goal**
To continue to support a culture of professional learning inquiry and improvement.

**Strategies**
- Create opportunities for K-Yr2 staff to engage in professional dialogue in relation to the NQS (QCS links 301, 303, 307, 304).
- Support staff in the process of self-review of the Early Years program and assist them to set targets for improvement and growth (QCS links 301).

**Success Indicators**
- Cluster meetings set aside for the purpose of shared conversations, brainstorming ideas, and auditing of NQS document for accountability purposes.
- New targets set and staff assigned to particular roles.

**Goal**
To participate in a ‘Staff Wellness Day’ as a way of highlighting and reinforcing the importance of healthy practices for sustained physical and mental health and wellbeing.

**Strategies**
- Create an organizing team to plan the Wellness day based upon identified staff needs (QCS Links 401).
- Diarize meeting times leading up to the day, to plan opportunities and outcomes.
- Advertise the goals of the day well ahead so as to encourage and accommodate as many staff as possible to attend and actively participate.

**Success Indicators**
- Good physical and mental health practices for staff have been reinforced.
- Staff feedback was positive and affirming and changes in practice are being observed.
- Staff relationships appear to be strengthened across the whole staff.
- Staff understand that they play a key role in sustaining a positive work environment in which to work.

**Goal**
To increase feelings of student well-being by decreasing the extent to which students perceive that other students are being disruptive in class.

**Strategies**
- ‘Teach Like a Champion’ resource to explore classroom strategies that build student engagement (QCS Link 402).
- Model TLAC strategies and staff to trial strategies within the classroom, sharing feedback in cluster/staff meetings (QCS Links 307; 402; 301; 305).
- Parent Presentation with Greg Mitchell to reinforce the role parents play in student engagement and well-being (QCS Links 201, 301).

**Success Indicators**
- Teachers familiar with the types of classroom strategies that create student engagement.
- Expectations in regard to the use of a positive, explicit, metacognitive approach in dealing with student behaviour in the classroom has been reinforced.

**Goal**
To continue to raise awareness of the poor and marginalized and the importance of authentically living out Gospel values in our daily lives and decision-making.

**Strategies**
- Explicit teaching of Catholic beliefs and a whole school emphasis on raising awareness of Social Justice issues and our Christian responsibility to respond to those in need from within and without our community (QCS Links 102, 101, 304).
- To continue building upon our integrated guided inquiry unit that deals with Social Justice from PP-Yr 6 on a 2 year cycle. (QCS Link 201, 303, 306).

**Success Indicators**
- Teacher RE programs, classroom walkthroughs and PEMS reflect explicit teaching of Catholic beliefs.
- Students confidently participate in and articulately share the goals and outcomes of the Social Justice Mappen units.
Discipleship

Discipleship is our calling – we are committed to deepening our relationship with Jesus.
Goal
To develop a new Evangelisation Plan for 2016-2018 (QCS Link 101).

Strategies
• Form an Evangelisation Planning team.
• Share the existing Evangelisation Plan and identify areas for growth.
• Involve key stakeholders.

Success Indicators
• Areas of focus and need were sought from key stakeholders and incorporated into the plan.
• The Plan is used as a reference document for all staff and the wider community.

Goal
To read and reflect upon the new St Emilie’s Evangelisation Plan 2016-2018, providing feedback and input by the end of Term 1 2016.

Strategies
• Schedule Cluster time for staff to read, reflect upon and provide feedback regarding the Draft Plan.

Success Indicators
• All staff are familiar with our Evangelisation Plan.
• All staff have had an opportunity to read, reflect, comment on and provide feedback.

Goal
To revisit our Faith, Story and Witness PD for new staff, documenting more of the history of our school and parish from key stakeholders (QCS Link 101,102).

Strategies
• Form a small team to collate existing resources.
• Organise guest speakers to share more of their stories of the early history of our school.
• Use technology in creative ways to harness personal recounts.

Success Indicators
• Existing FS&W resources have been collated.
• More of the St Emilie’s School and Parish history has been documented.
• A brochure has been created and printed to be included with Enrolment Information.

Goal
To discuss the idea of a St Emilie’s School Reunion in 2017 (QCS 202,201).

Strategies
• Form a small organizing team made up of the Leadership Team, staff and school and parish community members.

Success Indicators
• A decision was made by Term 2, 2016.
• An organizing team was established.
• The event has been advertised to past and present members of the community by the end of Term 4 2016.