

# St Joseph's School, GAYNDAH

## Strategic Plan (2018 - 2022)



### School mission

St. Joseph's school mission states that..."through its ministry as a caring Christian community based on Gospel values, St. Joseph's strives to provide a holistic education for its students, recognising the uniqueness and potential of each child who is made in the image and likeness of God.

### School vision

St. Joseph's School, Gayndah, provides quality Catholic schooling. We are committed to nurturing and developing the faith and spirituality of individuals within the school community, and to providing a rich and meaningful learning environment. We are a community which embraces diversity and offers a place where staff and students feel that they belong and are valued. St. Joseph's School is committed to maintaining strong and authentic within our school and wider community.

### School values

The values we espouse at St. Joseph's Primary are influenced by the Order of the Good Samaritan Sisters and are taken from the Benedictine Rule, which the Good Samaritan Sisters identifies as being particularly significant to their order. These include; community, partnership, hospitality, stewardship, peace, balance, compassion, humility, healing, and listening. These values are underpinned by the Word of God and Prayer. The school values are expressed through the school song and practiced in the daily interactions between all members of the school community. These

values are often highlighted in assemblies and regular prayer celebrations.

## Strong Catholic identity

*Objective 1* The school community shares a deep understanding of a recontextualised Catholic world view

Indicators:

- The Catholic identity of the school is visible in the environment and reflected in all processes.
- The school community (teachers, parents, parish) have a common understanding of how Catholic identity is expressed through the school's Mission and practices.

Strategies:

- Provide professional learning for parents to deepen their understanding of a Catholic Christian world view .
- Symbols of Catholic identity created or purchased and visible in classrooms and school environment.

*Objective 2* St. Joseph's is a community where all faiths and cultures are respected and valued.

Indicators:

- Special celebrations for other cultures are recognised.
- St. Joseph's policies and processes reflect a Catholic anthropology.

Strategies:

- Identify opportunities and plan celebrations of special events for all religions and cultures.
- Policies, processes and practice are developed underpinned by a Catholic anthropology.

*Objective 3* St. Joseph's Catholic identity is developed and reflected through staff, student and parent formation.

Indicators:

- Catholic Dialogue Schools Project identifies strategies to strengthen Catholic identity of St. Joseph's
- Formation and induction processes reflect the school's vision, mission and Benedictine charism.

Strategies:

- Engage with data from Dialogue Schools Project survey.
- Identify and engage facilitation of spiritual formation program.

*Objective 4* Religious Education is planned, taught and assessed with rigour and integrated with other learning areas where possible.

Indicators:

- By the end of 2019, all teaching staff will have Accreditation to Teach Religion.
- Enhanced teacher competency and confidence in theological understanding

Strategies:

- Engage Education Officer Religious Education to provide professional learning for all and induction for new staff
- Professional learning to deepen theological understanding and its application in a diverse religious and cultural community

## Excellent learning and teaching

*Objective 1* Strong school, parent, parish and community partnerships that support student learning outcomes exist.

Indicators:

- 50% of families engaged in parent information and professional learning sessions.
- Effective communication systems in place.
- Increase in community engagement in school events.

Strategies:

- Develop calendar of events for across school networking (ST Joseph's, Gayndah State School, C & K and Burnett State College).
- Early engagement with parents to identify and respond to learning needs of students.
- Provide professional learning for staff and parents on Parent Portal as a means of effective communication.

*Objective 2* Staff share a common language for pedagogy.

Indicators:

- Common language for learning is evident in classrooms.
- Parents and students understand and use language for learning.

Strategies:

- Language of Learning (Learning intention, success criteria, goal setting) explicitly taught, modelled and shared with parents and community.
- Learning Dispositions developed and explicitly taught.

*Objective 3* High expectations for engagement, progress, achievement and well-being for each learners is clearly communicated and underpins all decision-making across the school.

Indicators:

- Brisbane Catholic Education Learning and Teaching Framework and Model of Pedagogy are adopted school-wide.
- Educational adjustments are used in curriculum planning and implementation.
- Embedded and consistent use of high yield strategies.

Strategies:

- Engage Education Officer Curriculum to provide professional learning around Effective and Expected practices from Model of Pedagogy.
- Explicit expectations with curriculum planning with follow up from leadership team.
- School plan developed at St. Joseph's for embedding High Yield Strategies.

*Objective 4* Each learner achieves their learning goals through effectively embedded literacy and numeracy strategies.

Indicators:

- 80 % of Year 3 to 6 students achieving BCE expected benchmark in writing.
- 80% of Prep to Year 2 students are reading at BCE expected benchmark or higher.
- Data from BCE Numeracy tools used to progress learners.
- Learning Intentions and Success Criteria are clear for students.

Strategies:

- Collaborative conversations and planning with PLL to develop clear Learning Intentions and Success Criteria.
- Provide professional learning to build teacher capacity in teaching phonics in context, PM Benchmark and writing analysis.
- Provide professional learning to build teacher capacity in use of, and planning from data obtained from, Numeracy Tools.

## Building a sustainable future

*Objective 1* Technology is optimized to support teaching, learning, collaboration and decision making.

Indicators:

- Expenditure on technology resources and support prioritised in school's budget and evident in P & F budget.
- Technology is effectively embedded in curriculum planning at all year levels.

Strategies:

- Collaborate with P & F to ensure technology is effectively resourced.
- Provide professional learning for teachers to support and enhance their digital skills.

*Objective 2* Stewardship of resources is achieved with transparency, accountability and compliance.

Indicators:

- Fees collected are strategically targeted to resource the school and are in line with BCE indicators of effective practices.
- Learning space furnishings support contemporary learning modes and are flexible to support learning needs of students.
- New school buildings delivered with compliance with BGA and Brisbane Catholic Education guidelines.
- School budget aligns with strategic plan with appropriate maintenance, contract and compliance strategies in place.

Strategies:

- Develop process and practices to ensure alignment between school needs, resource allocations and achievements.
- Develop processes and practices to ensure transparency and accountability with maintenance and contracts and other budgeting areas.

- Develop processes to ensure BGA and BCE guidelines are met in a timely manner.
- Provide professional learning around pedagogy to maximize contemporary and flexible learning spaces.

