

All Saints Catholic Primary School Strategic Plan 2018-2020

This strategic plan has been designed for a period of 3 years.

The strategies represent future direction of the school within the four domains that schools currently operate within which include Religion, Education, Community and Administration dimensions.

In this plan we have used the following headings to reflect those dimensions:

- Catholic Identity
- Improve Student Learning and Wellbeing
- Strong Partnerships
- Stewardship





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Deliverables

- 1.1 Develop and implement Enhancing Catholic Identity Plan.
- 1.2 Develop and implement a Staff Religious Formation Plan.
- 1.3 Implemented the updated Crossways Religious Education Curriculum.
- 1.4 Enhanced parish partnership.

Deliverables

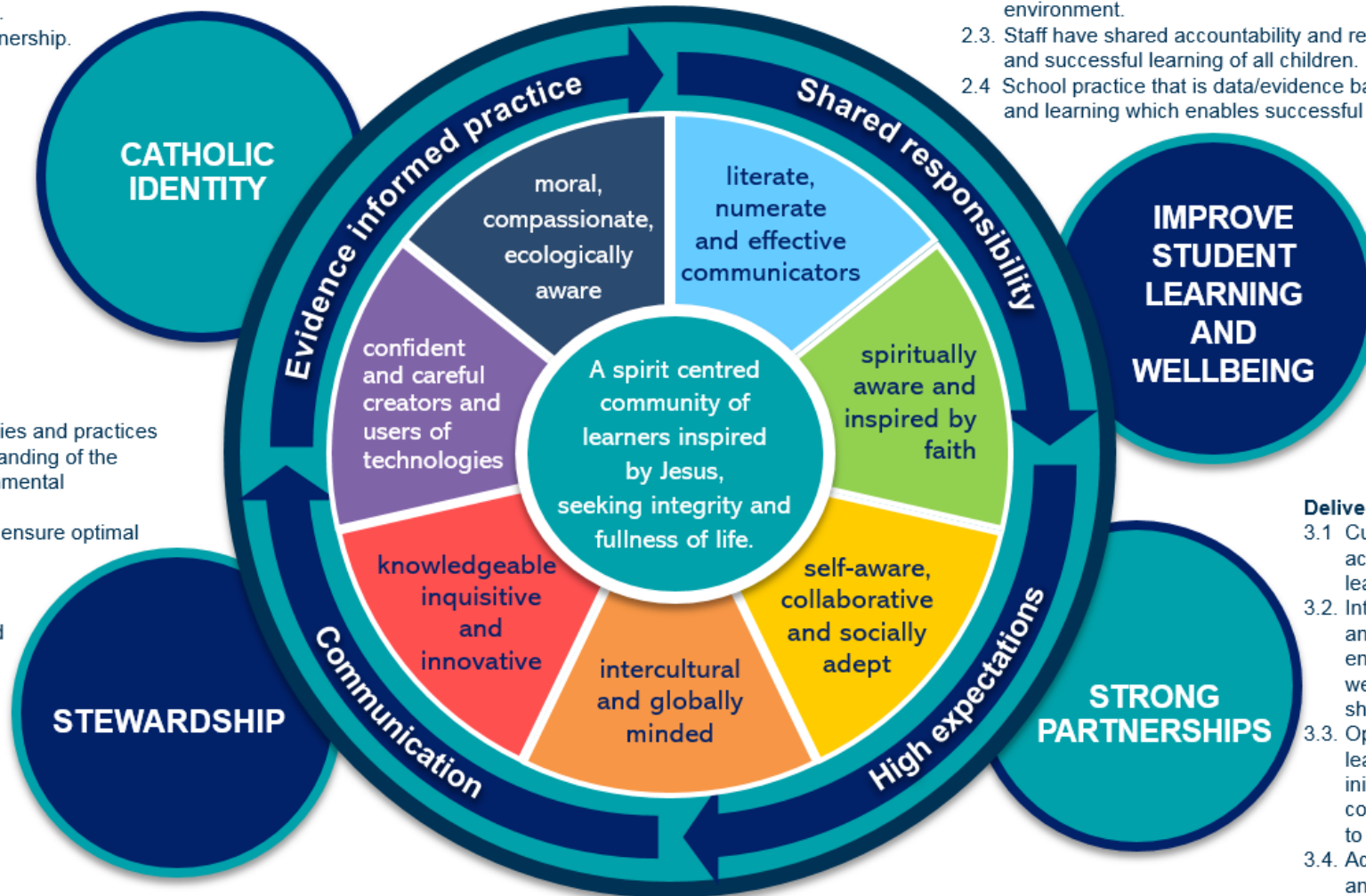
- 2.1 A consistent school approach to learning and wellbeing.
- 2.2 School community promotes and sustains student wellbeing and positive behaviour in a safe and supportive learning environment.
- 2.3 Staff have shared accountability and responsibility for the care and successful learning of all children.
- 2.4 School practice that is data/evidence based to inform teaching and learning which enables successful student outcomes.

Deliverables

- 4.1. Development of policies and practices to ensure an understanding of the implication of environmental stewardship.
- 4.2. Strategic planning to ensure optimal service provision.
- 4.3. Structures and processes to enable the school to respond to current and future needs of all learners.
- 4.4. Strengthening and promoting the reputation of the school as a child focussed community of learners.

Deliverables

- 3.1 Culture of staff reflection, action, professional learning and collaboration.
- 3.2. Interaction with families and the wider community enabling a culture of welcome, inclusion and shared responsibility.
- 3.3. Opportunities to create, lead and support regional initiatives that embrace collaboration in preference to competition.
- 3.4. Active and visible OSHC and playgroup partnership





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Strategic Priority 1: Catholic Identity

1.1 Develop and implement an Enhancing Catholic School Identity Plan

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|--|--|--|--|
| By the end of 2020 we will have implemented a plan based on the Enhancing Catholic School Identity Plan (ECSIP) report received in 2017. | Assistant Principal – Religious Identity & Mission (APRIM) Deputy Principal & other staff | Create a plan to address recommendations from the ECSIP Report 2017. | Present the strengths and weakness highlighted in the ECSIP Report 2017. | Develop a plan for implementation within school. |
| By the end of 2020 we will have increased engagement of staff in weekly prayer. | APRIM and staff | Increased awareness of different types of prayer foci for staff to use individually and for classes. | Continued use of weekly prayer plan for classes. Review this and make changes as needed. | Continued focus on Friday staff prayer. |

1.2 Develop and implement a Staff Religious Formation Plan

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|----------------|--|--|--|
| By the end of 2020 there will be a whole school Religious Formation Plan. | APRIM | Identify and plan for future religious formation of staff. | Implement plan for 2020 and hold a staff formation day. | Plan for 2021. |
| By the end of 2020 there will be a whole school plan of liturgies with opportunities for parents and staff to engage in prayer and liturgies. | APRIM Staff | Create a school liturgical calendar to include seasons and special celebrations. | Staff surveyed in regard to practise in prayer within class. | Develop an agreed plan for the celebration of the Advent/Lenten seasons and opportunities for staff and families to participate in a variety of liturgies. |



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1.3 Implement the updated Crossways Religious Education Curriculum

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|-------------------------|---|---|---|
| By the end of 2020 the New Crossways Framework will be embedded into the RE teaching at All Saints. | APRIM Class Teachers | Have units created utilising the New Crossways Framework. | Staff meeting to go through step-by-step how to plan units of work using the New Crossways. | Will have attended PD on New Crossways – have another staff meeting to go through step-by-step how to plan units of work using the New Crossways. |
| By the end of 2020 teachers will have an enhanced understanding of the Mass and liturgies. | APRIM Class Teachers | Development of mass and liturgy planning documentation. | Support planning of class masses. | Staff meeting on planning masses and liturgies. |

1.4 Enhancing Parish Partnership

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|---------------------------|--|---|---|
| By the end of 2020 there will be connection and correlation of the Sacramental Program to the school RE program that engages all children specifically Year 3 & 4. | APRIM and Principal | Review of the sacramental program. | Working with Sr. Bernie Pastoral worker from parish on sacramental program. | Continued. |
| By the end of 2020 there will be promotion of the monthly family mass and encouragement for children and staff to attend. | APRIM and class teachers | Enhanced communication of these special mass occasions. | Report of the Parish Mass involvement in school newsletters and communications. | Continued. |
| By the end of 2020 the school community will have a heightened awareness of parish life and outreach opportunities. | APRIM and Leadership Team | Working with the cluster and parish school on a Just Leadership Day for the Year 6s. | Just Leadership Day with Caritas held. | Establish a plan of outreach programs to focus efforts. |



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Strategic Priority 2: Improve Student Learning and Wellbeing

2.1 A consistent school approach to learning and wellbeing.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|---|--|--|--|
| By the end of 2020 we will have a consistent approach to the teaching and learning of synthetic phonics across R-2. | Principal Deputy Principal Literacy Coach | Literacy Learning Improvement Team (LLIT) will have established the learning commitment and entitlement to learning for synthetic phonics at All Saints. | LLIT to work with PLCs and Literacy Coach to develop a scope and sequence. SEAPART and Phonics Screening completed and data analysed. | Scope and sequence trialled for rest of Semester 2 2020. SEAPART and Phonic Screening repeated to show improvement. |
| By the end of 2020 we will have a consistent approach to the way we use the language of learning in EDI (Explicit Direct Instruction.) | Principal Deputy Principal Literacy Coach | Development of an R-2 shared language of learning for EDI. | R-2 work with Principal and Literacy Coach to trial EDI lessons, especially in Literacy and Maths. (Complete EDI PL 22.1.2020.) | Assessment of the use of EDI and an improvement in AC grades. |
| By the end of 2020 we will have a consistent approach to the use of assessment, recording and reporting. | Deputy Principal | Analysis of data from mid/end semester reports. | Meet with each year level to examine data from reports. | Comparison of aspirational benchmarks to actual data. |
| By the end of 2020, All Saints will be recognised as a Be You School. | Director of Wellbeing (DOW) and staff | Action Team established and meet regularly. TO REVIEW | Action Team established. | Meetings carried out on a regular basis during the semester. |
| By the end of 2020, All Saints will implement a whole school Social and Emotional Learning Program. | Principal & DOW | All classes using Friendly Schools consistently throughout the school. | Evaluate feedback and measure success of using Friendly Schools. | A school wide scope and sequence for SEL to incorporate Child Protection Curriculum, Berry Street Domains, Friendly schools and the elements of Personal and Social Capabilities with accessible resources. COMPLETED |



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| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|---|---|---|---|
| By the end of 2020, All Saints will implement strategies from the Berry Street Education Model. | Principal DOW | To embed agreed strategies from the Berry Street Modules inclusive of morning greeting, focus plans and expected routines. ESTABLISHED | Staff will implement classroom and whole-school strategies to promote an understanding of the five domains of the Berry Street Education Model: Body, Relationship, Stamina, Engagement and Character. New staff mentored and PL provided. Exemplar school for 2020 – hosting visits. | Year group peer observations across classrooms of the strategies used and implemented. Evaluation of program and strategies by DOW. |
| By 2020 we will have developed a clear understanding of the connection between the philosophical concepts and practical actions of teaching at All Saints using the Guiding Principles developed during 2019. | Principal Deputy Principal Literacy Coach APRIM DOW | Use the All Saints Guiding Principles to connect our learning principles to our pedagogical approach. | Complete PL during Staff Day 23.1.2020. Connecting the All Saints Learning Principles with the Living, Learning, Leading Framework to our Guiding Principles. | Embedding the All Saints Guiding Principles within all learning across the school. |



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2.2 School community promotes and sustains student wellbeing and positive behaviour in a safe and supportive learning environment.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|---------------------------------|--|--|--|
| By the end of 2020, All Saints will implement a consistent approach to Behaviour Education. | Leadership Team | Draft Student Wellbeing and Positive Behaviour Support Policy ratified and used within school. | Whole school processes around behaviour, consequences and restoration to be aligned to policy and practice. Emphasis on predictability and routines. Policy taken to the Board for ratification. | Whole School expectations or the 'consequence ladder' are followed. Each staff member has a fair expectation for sharing in consequence and restoration processes. |
| By the end of 2020, all staff to be using Restorative Practices successfully in classrooms and during play times. | DOW | Staff to receive training on Restorative Practices and successfully use processes in the classroom and playground. | All new staff to receive training. Staff meeting dedicated for staff refresher to practise training and clarify any processes. | Set up and run a restorative peer mediation program to provide children with the skills needed to nurture a climate of care and cooperation. |
| By the end of 2020 the school will have demonstrated a commitment to an orderly and safe environment for learning, engagement and wellbeing. | DOW, Deputy and Leadership Team | Staff build positive relationships with children as a critically important element to support effective teaching and learning. | All children entering the classroom quietly. Each class begins the day with a 'Welcome Circle.' A positive and orderly environment utilising Berry Street strategies | Carry out CCQ and Student Wellbeing Survey, analysing results and using information to further develop strategic goals. |



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2.3 Staff have shared accountability and responsibility for the care and successful learning of all children.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|---|---|---|---|
| By the end of 2020 we will have a shared responsibly and accountability for the successful learning of all children. | Principal Deputy Principal Class teachers | Development of whole class review meetings with Deputy/POC. | Deputy/POC to meet with every teacher to discuss class with use of Scorelink information and how it is used to improve teaching and learning. | Teachers use Scorelink and assessments to track the continued progress of all children in their class and cohort. |

2.4 School practice that is data/evidence based to inform teaching and learning which enables successful student outcomes

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|---|---|--|---|
| By the end of 2020 we will have improved scores in a range of assessment data – NAPLAN and PAT scores No NAPLAN 2020 due to COVID-19 | Principal Deputy Principal Class teachers | Analysis of data to improve teaching and learning across the school. | LIT to audit current assessments and their impact. Teachers trained in the use of Scorelink and PAT. | Teachers trained to analyse data to help create appropriate learning experiences for the children within their classes. |
| By the end of 2020 we will have a whole school approach to evidence based teaching and learning. | Principal Deputy Principal Literacy Coach Class teachers | Professional learning to increase knowledge of explicit teaching in English and Maths | Scope and sequence developed for the teaching of Mathematics across year levels. | Scope and sequence for the teaching of English across year levels. |
| By the end of 2020 we will have a whole school agreed practice for observations. | Leadership Team | Introduction of Learning Walks. | Leadership Team to develop a set of protocols for classroom observations. | Classroom observations carried out by individuals and feedback given. |



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Strategic Priority 3: Strong Partnerships

3.1 Culture of staff reflection, action, professional learning and collaboration.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|---|--|---|--|
| By the end of 2020 we will have professional learning teams working together to use action research to improve learning outcomes across the school. | Principal Deputy Principal Literacy Coach | PLCs established for all year levels lead by the Deputy and Principal. | Development of PLCs for improvement in English and Mathematics. | Focused PLC meetings on the improvement of outcomes for all children. |
| By the end of 2020 we will have developed processes and protocols for peer observation and coaching in order to improve our practice. | Principal Deputy Principal Literacy Coach | Classroom observations established. | Protocols and purpose set. | Volunteer Teachers invited to participate in classroom observations using protocols established. |
| By the end of 2020 we will have refined a process for induction and mentoring of new and graduate staff. | Leadership Team | Review mentoring document and processes. | Mentoring program in place for all new teachers. | All new staff have a mentor and use the rewritten mentor document. |
| By 2020 all children requiring additional supports will be identified by case management or IEP. | Principal Inclusive Education Coordinator | Children with complex needs moved to a case management approach. | Case management processes enacted for high needs children. | Review of case management and IEP documentation and requirements for NCCD. Movement to PPL document from CESA. |



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3.2 Interaction with families and the wider community enables a culture of welcome, inclusion and shared responsibility.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|-------------------------------|---|--|---|
| By the end of 2020 the school will have enhanced and clear communication about learning and wellbeing to parents, staff and children. | Leadership Team | Embed the use of online tools Seesaw and Facebook, update website and audit the community use of School Star and email. | Continued update of website, creation of school 3D video | Monitor usage and access of school newsletter, email and School Star. |
| By the end of 2020 parents will be active contributors to school decision making and future planning. | Principal Deputy Principal | Survey parents using PACS | Trained on use of PACS by Curtin University. | Administer and analyse results in preparation for strategic planning. |
| By the end of 2020 opportunities will be created for parents to learn and work together with staff on areas of wellbeing. | Leadership Team | Introduce parent seminars on different areas of wellbeing. | ICT information night held. | Berry Street parent information session. |

3.3 Opportunities to create, lead and support regional initiatives that embrace collaboration in preference to competition.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|----------------|--|--|------------|
| By 2020 the school will have established collaborative connections and joint regional initiatives with Cardijn, Emmaus, Galilee, St John's and Antonio. | Principal | Support cluster collaboration opportunities for Maths, Inclusive Education, Berry Street, Digital Technologies, Music and Sport. | Attend PL Cluster Meeting on Mathematics. Attend SRACS IEC. | |



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3.4 Active and visible OSHC and playgroup partnership

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|-------------------------------------|---|--|--|
| By 2020 'Little Saints' Playgroup will be established as an integral component of the All Saints learning and faith community. | Principal and Playgroup Coordinator | 4 days of Playgroup in new space and participate in the Supported Playgroups in Catholic Education (SPiCE) program. | Continued participation in SPiCE. | Transition to school program run in Term 4. Eight weeks in duration ½ day each week. ESTABLISHED |
| By 2020 OSHC will be established as a financial licenced service with a contract renewal in 2020. | Principal and Business Manager | To establish a new contract with SDCCCC. | Meetings with OSHC to commit to partnership. | New contract negotiated. COMPLETED |

Strategic Priority 4: Stewardship

4.1 Development of policies and practices to ensure an understanding of the implication of environmental stewardship.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|---------------------------------|--|---|------------|
| By 2020 the school will have enacted key strategies form a renewed policy of environmental sustainability. | Principal, School Board & Staff | Establish updated policy and procedures. Audit environmental impact and opportunities for improvement. | Meet with consultant and local council representative from KESAB. | |

4.2. Strategic planning to ensure optimal service provision.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|--------------------------------|--------------------------------------|--|--|
| By 2020 each area of the strategic plan will be budgeted and resourced. | Principal and Business Manager | Identification of unaccounted costs. | Audit of curriculum resources, human resources and physical resources. | Preparation of budget according to and recognising additional costs. |
| By 2020 staffing will be aligned with funding allocation and school need. | Principal and Business Manager | Staff costs monitored. | Spreadsheet established to monitor additional staff costs. | Review of staffing costs to ensure realistic identification of needs moving to 2021. |



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4.3. Structures and processes to enable the school to respond to current and future needs of all learners.

| DELIVERABLE | RESPONSIBILITY | 2020 GOAL | SEMESTER 1 | SEMESTER 2 |
|---|--|-------------------------|--|--|
| By 2020 a renewed master plan will have been enacted. | Principal Building Committee School and CESA | Stage 1 of Master Plan. | Engagement of architect and tender process for build | Build begins by Term 4 in preparation for completion before School begins in 2021. |

4.4. Strengthening and promoting the reputation of the school as a child focussed community of learners.

| DELIVERABLE | RESPONSIBILITY | 2019 GOAL | SEMESTER 1 | SEMESTER 2 |
|--|--|--|---|---|
| By 2020, a clear educational, wellbeing and faith vision will have been established and communicated consistently. | Principal, Leadership Team and staff | Reflection of previous principles, professional learning and restating of key principles and vision. | Engagement with market research company. | Continued. COMPLETED |
| By 2020 the school practices and processes will have been communicated to the All Saints community. | Principal and Leadership Team | Establishment of infographs explaining routines and practices. | Infograph for Anti bullying practices and processes developed. School expectations, attendance infograph and communication infograph created. | E newsletter, new website and Facebook and Instagram consistently used to communicate with community. COMPLETED |