

HOLY SPIRIT SCHOOL



Strategic Plan

2016-2019

VISION STATEMENT

Holy Spirit Catholic Primary School is committed to the pursuit of Christian truth and excellence. All members of the school community are encouraged to develop their true potential and special qualities in an environment centred on Christ.



SCHOOL PRAYER

Oh God, who has taught the hearts of the faithful by the light of the Holy Spirit, grant that by the gifts of the same spirit we may be always truly wise and ever rejoice in his happiness.

STRATEGIC DIRECTION

There are four key elements established by the Catholic Education of Western Australia (CEWA) that underpin the Holy Spirit Strategic Plan that will give the school direction over the next three years.

These are:

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

Engagement is essential – We are committed to Catholic Education's Mission through relationships with all.

Accountability is not optional – We have both personal and collective responsibilities for our system's success.

Discipleship is our calling – We are committed to deepening our relationship with Jesus.

The Holy Spirit Strategic Plan sought input and feedback from the teaching group and the parent community as a whole. This information forms the basis of this plan that seeks to engage students in their learning, improve outcomes and give clear direction for the future.

With our vision committing us here to the pursuit of Christian truth and excellence, this plan is designed to assist us as educators develop the true potential and special qualities of our students.

Steve Versteegen

Principal

Learning E AD

FOCUS AREA	GOALS	STRATEGIES	SUCCESS MEASURES
<p>LEARNING Enhance student achievement and well being. Increase student and staff engagement in their own learning and faith formation.</p>	<p>Provide a broad, balanced and developmentally appropriate curriculum that utilises best practice. Focus to be on Numeracy and Spelling.</p>	<p>Develop a Scope and Sequence for Numeracy. Develop a Scope and Sequence for Spelling using Sound Waves. Professional Learning for staff in Numeracy and use of Sound Waves. Identify the learning needs of students. Profiling Literacy and Numeracy gaps in their learning. Establish a plan to address individual needs for both extension and support. Readiness for the 21st Century Pearson Digital Learning BYO Device (IPads) Differentiated Curriculum More Literacy support Include: ICT, Literacy, Numeracy, Science, History, Geography.</p>	<p>The teaching and learning program will utilise 21st Century Learning, individual education plans, curriculum adjustment plans and acceleration learning as methods of differentiation.</p>
	<p>Support students to become independent and life-long learners who reach their full potential.</p>	<p>Investigate Differentiated Curriculum. John Hattie's Visible Learning. Use of transparent rubrics. Setting learning goals.</p>	<p>Student needs are identified through differentiated curriculum and all students are provided with appropriate opportunities to make gains.</p>

		<p>Finding evidence. Giving quality feedback. Moderation of grades across like schools.</p>	
	<p>To improve student engagement in their learning.</p>	<p>Inquiry learning – more engaging. Hands on - manipulative and play based K – 2. Cater for difference through smarter use of resources – share with other schools. Homework is related to learning and life and meaningful for the children, more holistic. Homework to value play and individual interests . Enhanced student voice. Collaborative learning spaces.</p>	<p>Student feedback. School Climate Survey is positive. Audit of resources used and where sourced.</p>
	<p>To have a motivated and engaged staff.</p>	<p>Utilise teacher interests and strengths e.g. Specialist teachers who work across classes. Use of contemporary teaching and learning practices. Teachers up skilled and informed about the skills required. Provide current and research based pedagogy from K – 6. More 'hands on' learning – fewer worksheets.</p>	<p>Observe highly effective practices across year levels K – 2, 3 – 6 through NQS, AITSL etc. Growth in teachers' professional capacity is evident through progress on the Australian Institute for Teaching and School Leadership (AITSL) Professional Practice Continuum. Staff working across grades in specialist areas.</p>

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FOCUS AREA	GOALS	STRATEGIES	SUCCESS MEASURES
<p>ENGAGEMENT Enhance parental engagement in their child's learning and faith formation. Develop our people to be leaders in Catholic Education's mission.</p>	<p>Provide a welcoming community where all children and families are respected and welcome.</p>	<p>Induction for new parents. Buddy system with established class parents. Morning tea for class reps every year where the role is explained.</p>	<p>Induction program is established. Communication with class reps at the start of the year.</p>
	<p>Communication to be a strength of our school.</p>	<p>More contemporary methods of communicating class programs with families e.g. Blogs, email, School Bag App, Buzzfeed App</p>	<p>Positive Climate Survey results. Communication guidelines are consistently followed and community satisfaction ratings are above 85%.</p>

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FOCUS AREA	GOALS	STRATEGIES	SUCCESS MEASURES
<p>ACCOUNTABILITY Increase understanding of our individual and collective responsibility for Catholic Education's mission. Ensure inclusivity, good governance and the resource allocation required to meet our mission.</p>	<p>To maximise the resources available.</p>	<p>Investigate the possibility of sharing resources with other school/s e.g. Psychologist, speech pathologist, O.T. Bus. Specialist teachers. Utilise parent skills - mini training program for parents when they are assisting in the classroom. A co-ordinated body of engaged community members connecting our school with skills throughout the parent body to assist and develop opportunities. Assess what other smaller schools do well – try to learn from this.</p>	<p>Staff report resources are able to meet their needs. Regional Group functioning.</p>
	<p>Undertake a strategic approach to marketing the school in order to increase enrolment and retain students until Year 6.</p>	<p>Develop our 'point of difference' – what are we experts in? Clear identity. Develop a prospectus. Tie into P.R. opportunities. Celebrate successes/alumni and share with parents and the wider community. Foster the Early Years culture – entry-level involvement. Induction for the Early Years.</p>	<p>Prospectus developed Level of staff and student retention. Enrolments increase. Level of parent, student and staff satisfaction.</p>
	<p>Information Technology is integrated into classroom</p>	<p>Ensure the hardware is up to date. Up skill staff in I.T. management and</p>	<p>The It Plan is reviewed and followed by</p>

	practice.	use. Refurbishment of I.T. Lab and Junior classes Yrs. 1 – 3.	teachers. Research has been completed. Classrooms have space and capabilities for I.T. within the classroom.
	Ensure we are an inclusive school.	An audit of where we are. Communicate relevant and appropriate enrolment information to parents.	Audit completed and recommendations made.

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FOCUS AREA	GOALS	STRATEGIES	SUCCESS MEASURES
<p>DISCIPLESHIP Enhance opportunities for personal faith development, Increase enrolment of vulnerable, poor and marginalised as a visible sign of our faith in action.</p>	<p>A dynamic, engaged relationship between the school and the Parish.</p>	<p>Work with parish priest and council to develop strategies for greater involvement in the parish. Parish Priest to undertake a new visitation program for classrooms.</p>	<p>Strategies developed and implemented.</p>
	<p>Develop children who have strong Christian values and demonstrate a sense of social justice.</p>	<p>Actively teach skills e.g. how to treat friends, how to behave in 'tricky' situations. Investigate and implement a resilience program. Community service appropriate for primary age children. Raise awareness of the underprivileged. Each class undertakes at least one activity per year to support social justice goals. Communicate activities in which children are involved.</p>	<p>Student involvement in activities. Number and type of activities.</p>
	<p>Engage students, staff and parents in their own faith development.</p>	<p>Professional learning for staff . Implement strategies to support the goal.</p>	<p>P.L completed.</p>