

St Gerard Majella School



STRATEGIC RENEWAL PLAN 2019-2023

MISSION OF ST GERARD MAJELLA SCHOOL

St Gerard Majella School will be a place where relationships with God and within the community will be fostered.

An education will be offered to develop the whole child spiritually, academically, socially, culturally and physically. All students will be challenged to develop and achieve their potential.

Parents will be involved and share in policy making.

Values on which this Mission Statement is based:

Faith - Compassion - Inclusion - Justice - Respect



FAITH



COMPASSION



INCLUSION



JUSTICE



RESPECT

SCHOOL VISION

St Gerard Majella students will follow the SGM Way by being faith-filled, respectful community members who act with justice, inclusion, and compassion, to reach their full potential.

Shared Beliefs

Students and their families are made to feel welcome at St Gerard Majella School and there is a strong sense of community.

The staff of St Gerard Majella School are collaborative, dedicated and caring.

St Gerard Majella School provides a safe and nurturing environment.

St Gerard Majella School provides an engaging, innovative and supportive educational environment.

St Gerard Majella School values its Catholic ethos, teaching of core values and social emotional learning.

1

Lived and celebrated catholic identity

Evidenced by:

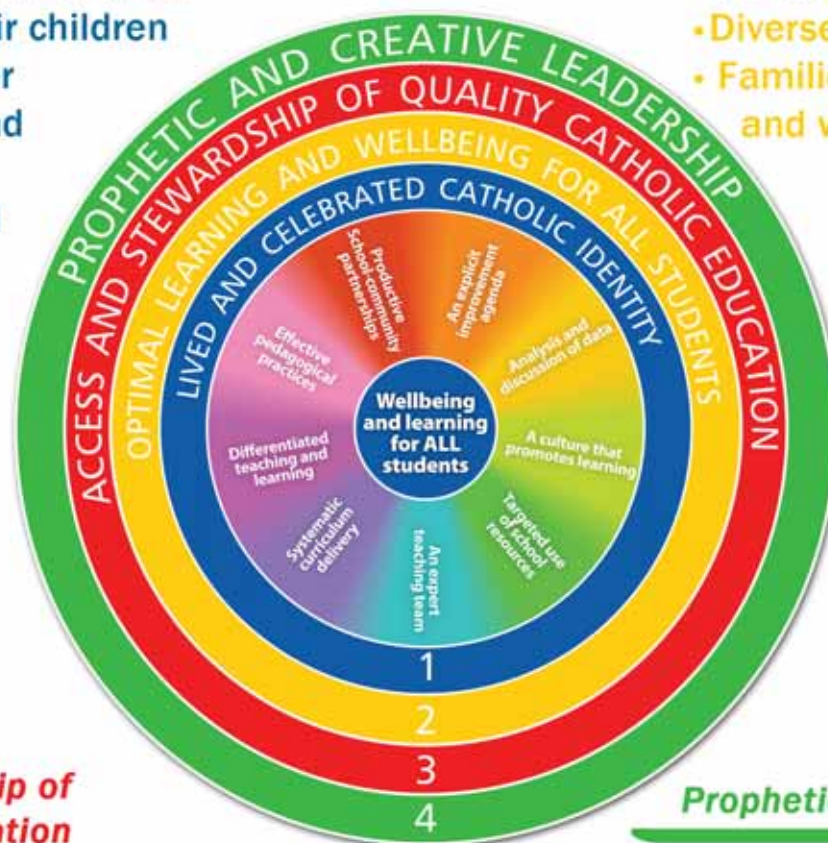
- Families engaged and empowered in the identity and mission of the Catholic school within the Parish and the spiritual development of their children
- Staff invited and engaged in a deeper understanding of Catholic identity and expression of Faith
- Young people inspired by the Gospel actively making a difference in the world

Optimal learning and wellbeing for all students

2

Evidenced by:

- Inclusive, innovative and futures directed educational practice grounded in research
- Diverse learning opportunities for all students
- Families as partners in student learning and wellbeing



3

Access and Stewardship of Quality Catholic Education

Evidenced by:

- Preference for the poor and marginalised
- Future needs and analysis of Catholic Education provision enabling access and equity
- Responsible capital and recurrent allocation which promotes equity and environmentally sustainable practices

Prophetic and Creative leadership

4

Evidenced by:

- Capacity building partnerships and processes
- Community partnerships which enhance the opportunities for students, families and schools to contribute to the common good.
- Quality staff recruitment and retention through emphasis on wellbeing, growth, renewal and collaboration



Strategic Renewal Plan 2019 - 2023

Our Vision: St Gerard Majella Students will follow the SGM Way by being faith-filled, respectful community members who act with Justice, Inclusion and Compassion to reach their full potential



1

Lived and celebrated catholic identity

Improvement Priorities:

- To identify, renew and enhance our Catholic Identity
- To strengthen the Franciscan ethos and charism of the school
- To provide opportunities for students, staff and parents to be involved in class and school Eucharistic celebrations
- To provide opportunities for students to actively make a difference in the world through social justice and outreach
- To increase staff participation in the OLVOC parish

3

Access and Stewardship of Quality Catholic Education

Improvement Priorities:

- To further enhance the teaching and learning facilities to meet current and future educational needs
- To review the school's ICT Implementation Plan on an annual basis
- To develop a plan for the implementation of Innovative Learning Environments

2

Optimal learning and wellbeing for all students

Improvement Priorities:

- To regularly review whole school approaches to effectively manage student behaviour
- To review the school's data plan to inform the explicit improvement agenda
- To use the Professional Learning Team (PLT) process to build teacher capacity in using data to inform improved student progress and impact on teaching practice
- To develop an explicit implementation plan for flexible learning
- To implement classroom targets in line with school targets
- To refine the role of the PLT to measure the improvement in teaching and learning
- To review the school's pedagogical framework to ensure it reflects agreed pedagogical strategies
- To strategically plan, implement and review the processes used to enact intervention and extension programs across the school
- To support teachers further to establish classroom practices and strategies to differentiate learning experiences for all students
- To develop a quality assurance process to ensure the implementation of the Australian Curriculum is locally contextualised and delivers balance and coverage against content descriptors and achievement standards
- To refine the role of the PLTs to build the capability of staff in delivering quality teaching and learning
- To develop a whole school coaching and mentoring model across the school
- To develop staff capability in the effective use of technology in learning
- To further develop relationships with local secondary schools to establish curriculum links and smooth transitions into the high school years
- To further develop relationships with early childhood providers and feeder kindergartens

4

Prophetic and Creative Leadership

Improvement Priorities:

- To strengthen parent engagement to improve student learning and wellbeing outcomes
- To provide opportunities for staff to engage in leadership support within the school community
- To provide opportunities for student leadership within the school community



Improvement Priority	School Effectiveness Dimension	Smart Goal	Strategies
To identify, renew and enhance our Catholic Identity	Celebrated and Lived Catholic Identity	By the end of 2019 the SGM community will have participated in a review of the ECSI survey data. This will be measured by: 1. Participation in the staff and parent meetings 2. Monthly communication of ECSI information in the school newsletter	<ul style="list-style-type: none"> * Continue to publish newsletter articles which explain and promote our Catholic ethos and traditions * Continue to invite family participation in school and parish celebrations * Analyse ECSI data * Staff meeting devoted to sharing of outcomes of data analysis in Term 1 2019 * Parent workshop during Term 2 2019 to share outcomes of data analysis and provide information on the project * 2023 – ECSI Survey repeated to provide data on progression towards becoming a Recontextualised Catholic Dialogue School
To strengthen the Franciscan ethos and charism of the school	Celebrated and Lived Catholic Identity	By the end of 2019 the SGM community will have engaged in Professional Learning in the Franciscan Charism. This will be measured by: 1. Staff articulation of our Franciscan Charism 2. Monthly communication of Franciscan Charism information in the school newsletter	<ul style="list-style-type: none"> * Continue with our staff formation in their understanding of the Franciscan Charism and how that impacts on current practice at St Gerard Majella School * Provide students and parents with the opportunity to deepen their understanding of our Franciscan charism.
To provide opportunities for students, staff and parents to be involved in class and school Eucharistic celebrations	Celebrated and Lived Catholic Identity	By the end of 2023 the SGM community will have reached the goal of a year level liturgy or Eucharistic celebration each term and a whole school Eucharistic celebration each term	<ul style="list-style-type: none"> * Each year level to have a class Liturgical/Eucharistic celebration each term * One whole school Eucharistic celebration each term
To provide opportunities for students to actively make a difference in the world through social justice and outreach	Celebrated and Lived Catholic Identity	By the end of 2019 all students in the upper year levels will be involved in a social justice or outreach group	<ul style="list-style-type: none"> * Continue to promote the work of the Justice Squad within the school community * Have a planned approach to fundraising and awareness activities with a particular focus on Catholic organisations such as Caritas, Catholic Missions and St Vincent de Paul * Social Justice and Outreach Groups
To increase staff participation in the OLHOC parish	Celebrated and Lived Catholic Identity	By the end of each year each staff member will have attended one school parish mass	<ul style="list-style-type: none"> * Ensure that a staff member from the school is on each of the Parish committees – Parish Council * Encourage staff participation in the regular school parish mass

Improvement Priority	School Effectiveness Dimension	Smart Goal	Strategies
To regularly review whole school approaches to effectively manage student behaviour	A culture that promotes learning	By the end of each year each staff member will have attended professional learning on Essential Skills Management and the School Wide Positive Relationships Framework	<ul style="list-style-type: none"> * Annual Essential Skills Management Professional Learning for all staff * Annual Classroom Profiling opportunity for all staff * Professional Learning for staff on the School Wide Positive Relationships Framework – The SGM Way
<p>To review the school's data plan to inform the explicit improvement agenda</p> <p>To use the PLT process to build teacher capacity in using data to inform improved student progress and impact on teaching practice</p>	Analysis and discussion of data	<p>By the end of 2019 teachers will be involved in data analysis discussions</p> <p>This will be measured by:</p> <ol style="list-style-type: none"> 1. Staff articulate the data collected by the school 2. Teachers engaged in PLT discussions on student progress through data analysis 	<ul style="list-style-type: none"> * Teachers will be able to articulate the data collected by the school and its purpose to measure the improvement in student learning * Teachers will be confident to engage in data discussion to inform improved student progress and impact on teaching practice
<p>To develop an explicit implementation plan for flexible learning</p> <p>To implement classroom targets in line with school targets</p> <p>To refine the role of the PLT to measure the improvement in teaching and learning</p>	An explicit improvement agenda	<p>By the end of 2019 the school's Master Plan will be completed with stages of refurbishment identified.</p> <p>By the end of 2019 teachers will be able to articulate the role of the PLT in improving student learning. This will be measured by the articulation of class targets in reading</p>	<ul style="list-style-type: none"> * Implementation Plan, as part of the Strategic Plan, to be shared with school community * Annual School Improvement Plan to consist of stages in Innovative Learning * PLT sessions will involve class teachers setting class targets and adjusting the reading data wall and electronic writing wall appropriately * PLTs to be part of weekly noncontact schedule * Teachers will be able to articulate the role of the PLT to measure the improvement in student learning
To review the school's pedagogical framework to ensure it reflects agreed pedagogical strategies	Effective pedagogical practices	By the end of 2019 a review of the school's pedagogical framework will be completed	<ul style="list-style-type: none"> * Classroom observation and feedback process developed to provide timely support and advice on classroom practice



<p>To strategically plan, implement and review the processes used to enact intervention and extension programs across the school</p> <p>To support teachers further to establish classroom practices and strategies to differentiate learning experiences for all students</p>	<p>Differentiated learning and teaching</p>	<p>By the end of 2019 a written intervention and extension plan will be developed. This will be measured by teachers being able to articulate how they provide differentiation for students in their class and show it in their planning</p>	<ul style="list-style-type: none"> * Written intervention plan for whole school developed * Written extension plan for whole school developed * Professional Learning opportunities in differentiation provided to staff through PLTs, staff meetings, coaching and mentoring
<p>To develop a quality assurance process to ensure the implementation of the Australian Curriculum is locally contextualised and delivers balance and coverage against content descriptors and achievement standards</p>	<p>Systematic curriculum delivery</p>	<p>By the end of 2019 teachers will have a PLT meeting once per term devoted to moderation and once per term devoted to review of units of work and assessment</p>	<ul style="list-style-type: none"> * Provide time for teams of teachers and school leaders to plan and review curriculum units and assessment tasks (PLTs) * During PLTs develop a formal moderation process across year levels
<p>To refine the role of the PLTs to build the capability of staff in delivering quality teaching and learning</p> <p>To develop a whole school coaching and mentoring model across the school</p>	<p>An expert teaching team</p>	<p>By the end of 2019 teachers will have one opportunity per semester to observe, coach and mentor another teacher utilising effective teaching strategies</p>	<ul style="list-style-type: none"> * PLT sessions will involve class teachers discussing teaching strategies which support student achievement * Provide teachers with the opportunity to observe, coach and mentor each other in the area of strategies for quality teaching and learning
<p>To develop staff capability in the effective use of technology in learning</p>	<p>Targeted use of school resources</p>	<p>By the end of 2019 teachers will attend a professional learning session each term on the effective use of technology in the learning program</p>	<ul style="list-style-type: none"> * Regular staff meeting professional learning opportunities for staff to engage with technology * Continue to use Teacher Librarian as a coach/mentor for staff to utilise technology in the learning program.
<p>To further develop relationships with local secondary schools to establish curriculum links and smooth transitions into the high school years</p> <p>To further develop relationships with early childhood providers and feeder kindergartens</p>	<p>Productive School-community partnerships</p>	<p>By the end of each year a plan for opportunities for engagement between St Mary's and SGM is developed</p> <p>By the end of each year a plan for the transition program from Kindy to Prep is developed</p>	<ul style="list-style-type: none"> * Regular meetings between SGM and St Mary's principals on strategic direction of both schools * Transition meetings between Year 6 teachers and Year 7 teachers at St Mary's * Explore opportunities for secondary teachers to provide expertise in areas such as Science, HPE and Home Economics to enhance the learning of students * Develop a transition program for new students coming into Prep each year * Host a pre-school playgroup once a month

Improvement Priority	School Effectiveness Dimension	Smart Goal	Strategies
To further enhance the teaching and learning facilities to meet current and future educational needs	Targeted use of school resources	By the end of 2019 the school's master plan will be completed	* Finalise the development of the School's Master Plan
To review the school's ICT Implementation Plan on an annual basis	Targeted use of school resources	By the end of 2019 the ICT plan will be reviewed and presented to the school board	* Yearly plan to present to school board for expenditure of school funds as part of school budget
To develop a plan for the implementation of Innovative Learning Environments	Targeted use of school resources A culture that promotes learning	By the end of 2019 the school's plan for Innovative Learning will be communicated effectively to the school community	* Finalise the development of the School's Master Plan * Engage a proactive school engagement program to foster shared communication and continuous improvement



Innovative Learning Environment Implementation Plan

Capital Works	Other	Communication	Professional Learning
*2018 Initial meetings to prepare for Master plan		*Parent information session *Strategic Plan 2019-2023 published including ILE Implementation Plan	*Teachers to visit and observe at St Joseph's and MacKillop *Teachers to attend either National Future Schools Conference or Innovative Learning Environment Conference (immersion experience)
<ul style="list-style-type: none"> * 2019 – Master Plan * 2020 – Year 5/6 ILE * 2021 – Year 4 ILE * 2022 – Year 2/3 ILE *Master plan development *Appoint architect *Tender/ Contractor *Staging of refurbishment – start with Yr 5/6 and work down year levels *Transition plan OSHC movement 	<ul style="list-style-type: none"> *Furniture and equipment *Storage *Staff work area *Break out spaces *IPads *IT plan *Classroom Resources *Explicit student behaviour expectations *Staffing – future staff with specific skill set in ILEs 	<ul style="list-style-type: none"> *Community sharing – newsletter, parent sessions, social media (videos, etc), board and P&F *Classroom communication – SeeSaw, social media, newsletters *Question/Answer box in office – respond in newsletter 	<ul style="list-style-type: none"> *2019 Staff Presentation – Carolyn Marino -Why? -Inquiry approach - Personalised - develop student agency - challenge teacher mindset *Team building/Collaborative Skills *Staff Meetings *Professional Reading *Professional Learning Teams (PLTs) *Pedagogy to support innovative learning (PLTs) *Expert coaching/ mentoring of teachers within school context *Learning tours – new staff visit St Joseph's and MacKillop *Yearly professional learning plan in line with Strategic Plan and SAIPs

4

Prophetic and Creative Leadership

Improvement Priority	School Effectiveness Dimension	Smart Goal	Strategies
To strengthen parent engagement to improve student learning and wellbeing outcomes	Productive School-Community Partnerships	By the end of each year the school board and P&F will have a yearly parent engagement plan for the following school year	* Consult with school board and P&F to develop a parent engagement plan
To provide opportunities for staff to engage in leadership support within the school community	Productive School-Community Partnerships	By the end of 2019 undertake a process of restructuring the school's leadership team	* Re-structure of the school leadership team through the new Diocesan Position of Leadership Structure to provide additional opportunities for staff to undertake leadership roles within the school * Engage staff undertaking post graduate study in Innovation and Change as lead teachers in the Innovative Learning Environment Implementation
To provide opportunities for student leadership with the school community	Productive School-Community Partnerships	By the end of each year all students in Year 5 will attend a Leadership Day and have opportunity to nominate for formal leadership roles	* Annual review of Student Leadership Day and process to ensure equitable opportunities for all students * Provide opportunity for student leaders to have regular meetings of student council * Provide opportunities for all students in Year 5/6 to be part of a social justice action group * Continue to promote Indigenous Leaders of the Future opportunities for Aboriginal and Torres Strait Islander students