

# St Joseph's Primary School

## Kangaroo Point

### Strategic Plan 2018 - 2020



**150** YEARS  
OF  
*Living and Learning*  
IN **2020**

**St Joseph's**  
**Primary School**  
KANGAROO POINT

*Honouring*  
THE PAST

*Celebrating*  
THE PRESENT

*Embracing*  
THE FUTURE

## **Introduction**

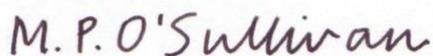
St Joseph's Primary School Kangaroo Point is a Brisbane Catholic Education School established in 1870 by Australia's first Saint, Saint Mary of the Cross Mackillop. Located on the traditional land of the Turrbal people, for the past 148 years we have held a significant place in the history of the Catholic Archdiocese of Brisbane, it is one of the oldest Primary Schools in the Brisbane Catholic Education System.

In 1870, however, the Parish was populated by migrants, arriving by boat and landing at Kangaroo Point. This brought with it a great need to establish a School and Church. The Sisters of St Joseph under Mary MacKillop's leadership began teaching in a house in Herbert St Woolloongabba. In 1880, the Sisters of Mercy began teaching in our Parish. At that time, the weatherboard Church served as both Church and School and the Sisters walked daily from All Hallows to Kangaroo Point.

Our Catholic identity is central to all that we do at St Joseph's in opportunities for faith, mercy and service to flourish; our commitment to enrich the wellbeing of our students and staff through our focus on providing a safe, inclusive and positive culture during a time of rapid global social change; active and engaged participation in challenging intellectual, academic and co-curricular pursuits; generous contributions by our staff and parents to create a community of warmth and support; our heritage and traditions coupled with our superb location and contemporary facilities; and our ongoing commitment to enrich the potential of each student.

This Strategic Plan has been created at a time of significant change in our society. Recognising the need to respond to rapid change in our internal and external environments, our Strategic Plan outlines a three-year vision that will be refreshed in 2020 and then continue to serve the School for a further three years. This three-year time span will support pivotal and transformative change.

This Strategic Plan is guided by our commitment to live authentic lives based on Gospel values in the tradition of both the Sisters of St Joseph and the Sisters of Mercy. We commend this plan to you as a guide for the achievement of our Mission, Vision and Values in the years ahead.



M. P. O'Sullivan

**Micheal O'Sullivan**

**Principal**



**St Joseph's  
Primary School**  
*Kangaroo Point*

## **Our Vision**

**Together In God's love we...  
Learn • Grow • Thrive**

## **Our Mission**

**In God we strive to educate  
all to embrace challenges with...  
Faith • Confidence  
Compassion**

## ST JOSEPH'S PRIMARY SCHOOL VALUES

*St Joseph's Primary School is a Christ-centred learning community founded in the Mercy tradition. It invites us to take up the challenge – one that encourages us to develop fully our own God given talents. At the same time, it enkindles within us a desire to assist others, so that they too 'may have life, and have it to the full'. John 10:10*



**St Joseph's  
Primary School**  
*Kangaroo Point*

# Mercy Values

*The vision and mission of the School serve to promote the dignity and uniqueness of each human person. Their aim is to foster the intellectual, spiritual, emotional, physical and social wellbeing of all members of the School community within a safe, healthy, caring and sustainable environment.*

*St Joseph's seeks to live out the following Mercy Values which underpin all that takes place at the School:*



MERCY



COMPASSION



JUSTICE



DIGNITY



EXCELLENCE



HOSPITALITY



STEWARDSHIP



SERVICE

## **Strong Catholic Identity**

Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community

### **Three Year Strategic Focus**

**St Joseph's school will seek to strengthen its capacity to lead, engage and teach with a re-contextualised Catholic world-view by sustaining Catholic identity and the inclusive formation of students and staff that reflects Catholic Social Teachings and includes the charisms, values and traditions of the Mary MacKillop and Catherine McAuley. Student data will be used to enhance the teaching and learning of religion, with improved assessment aligning with the achievement standards, and a greater understanding of deep and surface knowledge being used for learning intentions and success criteria**

#### **Objectives - Mission**

*Sustain Catholic identity by delivering a planned and integrated approach to leadership for mission*

#### **Strategies**

- Religious Education, faith and spiritual formation and Catholic identity is prioritised
- School life, school liturgy and Religious Education are inclusive of all students

#### **Improvement Indicators**

- Religion resources for teacher background and planning are improved
- Resources for students, which enhance the religion curriculum, are developed

#### **Objective - Formation-**

*Grow the holistic and inclusive formation of students and staff*

#### **Strategies**

- Induction processes of new staff which includes the charism, values and traditions of St Mary of the Cross MacKillop and Venerable Catherine McAuley
- Attendance at spirituality days which focus on the schools charism and Mercy Values
- Immersion days (eg, St Pauls Woodridge, street retreats) for staff
- Establish charism retreats for Yr 5 (MacKillop) and Yr 6 (Mercy)
- Familiarisation of the encyclical Laudato Si and formation of staff and students in regards to the principles of Laudato Si
- Develop a Junior Associates of Mercy Works with senior primary students in line with Catholic Social Teachings

#### **Improvement Indicators**

- Staff can articulate the charism, values and traditions of St Mary of the Cross MacKillop and Venerable Catherine McAuley
- Staff attend spirituality days and immersion experiences
- Yr 5 and 6 students attend retreats
- Protocols and procedures for sustainability reflect the teachings of Laudato Si

- A Junior Associates of Mercy Works is developed and assisting with fund raising and community projects which support Catholic Social Teachings

### **Objective - Teaching and Learning-**

- Embed a contemporary Catholic perspective in identified learning areas
- Improve classroom teaching of religion through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story

### **Strategies**

- Identify contemporary Catholic perspectives and Catholic Social Teachings in learning areas, embedding Mercy values and links to scripture
- Acquiring and developing resources that focus on Catholic Social Teachings (identify the 6 Catholic Social Teachings (Caritas) and put into a three year timeline
- Data of religiosity and Dialogue Schools is used to inform the Religious Education Curriculum
- Continue to develop Scope and Sequence charts
- Development of assessment that aligns with the achievement standard
- Learning intentions and success criteria are made explicit in the planning stage of the Religion three week learning cycles
- Improve the hermeneutical approach to understanding scripture through increased knowledge and use of the Three Worlds of the Text

### **Improvement Indicators**

- Planning indicates where Catholic Social Teachings are relevant
- Unit Plans indicate where Mercy values are included and linked to scripture in religion
- Scope and Sequence charts reflects the teaching in the classroom
- Assessment aligns with the achievement standards
- Learning Intentions and Success Criteria are evident in planning cycles and used in classrooms as high impact teaching
- Students and teachers are using the language of the Three Worlds of the Text to explore and recontextualise scripture

### **Objective - Culture-**

*Sustain and enhance authentic contemporary expressions of Catholic identity by profiling and promoting re-contextualisation*

### **Strategies**

- Affirm the focus on prayer and liturgy as central to the practice of Catholic faith and Mercy Values
- Continue the establishment of recontextualised Catholic Christian symbols and spaces in the physical environment of the school
- Revitalisation of the gardening project-stewardship and sustainability

## Improvement Indicators

- Prayer spaces are maintained in each room and reflect liturgical seasons and religion themes
- Prayer and meditation are part of daily practice in all classrooms
- Sacred spaces and icons around the school reflect a recontextualised Catholic Christian symbols and spaces
- Gardens are established and being run efficiently and sustainably



## **Excellent Learning and Teaching**

Grow engagement, progress, achievement and wellbeing for each student

### **Three Year Strategic Focus**

**St Joseph's school will seek to ensure that by 2020, the language of learning dispositions, learning intentions and success criteria are firmly embedded and used as a natural part of pedagogy on a consistent basis. Individual goals for improvement in reading will also be embedded and used consistently within classrooms. Technology will be integrated as a tool for learning and teachers will be confident and collaborative in their implementation of technology across all year levels. Classrooms will be highly collaborative in nature and student learning will be relevant and purposeful.**

#### **Objective 1:**

- **Improved performance and engagement in reading and writing**

#### **Improvement Indicators**

- 95% of students in Prep – 2 at nominated benchmark level by 2020 (steady and progressive improvement on a yearly basis)
- 90% of students in Years 3-6 achieving above a 20 in the Writing Analysis (steady and progressive improvement on a yearly basis)
- Students and parents able to articulate reading goals and know what individuals need to do to improve

#### **Strategies**

- Professional development in the CAFÉ approach to reading and continued Professional development and collaboration in writing pedagogy
- Continued professional development and reflection around the Gradual Release of Responsibility
- Opportunities for teachers to engage in 4C's – co-plan, co-teach, co-debrief, co-reflect

#### **Objective 2**

- **Improved resourcing in technology and STEM**

#### **Improvement Indicators**

- Greater capacity and confidence in technology and e-learning management systems across the year levels
- Opportunities for robotics, programming and 3D printer access in all classes

#### **Strategies**

- PD opportunities for Technology/STEM

- Implementation of Technology breakfasts to enhance collaboration and improve teacher capacity
- Continued commitment to resourcing of STEM

### **Objective 3**

- **Embedding of learning intentions, success criteria and Kangaroo Point Climb of Success Language**

#### **Improvement Indicators**

- Teaching staff and school officers actively engaged in the language of learning and improved collaboration in planning, assessing and moderating phases
- More effective goal setting and reviewing practices for both students and staff
- All teachers to implement BCE's model of pedagogy within classrooms – focus, establish, activate, respond, evaluate
- Students able to talk about the learning intentions and success criteria in their own words and apply them accordingly

#### **Strategies**

- Climb of Success language to be used throughout all classrooms as part of reflection on student learning
- Regular Learning Walks and Talks to continue to highlight the importance of learning intentions, success criteria and learning dispositions
- 3 weekly planning cycles during ELT time and regular planning built into Professional Collaborations to ensure that attention is given to learning intentions and success criteria
- Consistent visual cues and anchor charts to be placed in all classrooms to ensure common language
- Consistent review of pedagogy during ELT time
- Consistent review of data to inform teaching practice
- Opportunities for class teachers to share and present ways of working during professional collaborations

### **Objective 4**

- **Collaborative classrooms that embrace learning with and through others**

#### **Improvement Indicators**

- Flexible furniture to be injected into all classrooms
- All students and teachers working collaboratively within and between classrooms

#### **Strategies:**

- Flexible furniture injected into all classrooms

- Opportunities to share best practice and to collaborate amongst staff.



## **Building a Sustainable Future**

Build sustainability through people and capability  
Ensure stewardship of resources with transparency, accountability and compliance

### **Three Year Strategic Focus**

**St Joseph's school will seek to ensure that by 2020 sound innovative and agile systems and practices are implemented to support exceptional educational experiences and outcomes for its students. Overall, St Joseph's will continue to develop, implement and communicate sustainable environmental policies and practices, maintain and continue to enhance integrated ICT systems that will deliver and support current and future teaching and learning, communication, process management and business continuity. Sustainable financial performance through the sound management of enrolments, responsible and dynamic stewardship of resources, and leverage of business intelligence and data analytics. St Joseph's will optimise planning and management of the School's facilities to promote innovative and effective teaching and learning and to encourage wellbeing, while respecting and preserving our heritage.**

### **Objectives**

- Establish a strong culture of continuous professional improvement
- Engage with others, with and beyond the school community to provide a high-quality learning environment
- Ensure the School has an explicit improvement agenda grounded in evidence
- Ensure stewardship of resources and practices with transparency, accountability and compliance
- Ensure inclusivity, good governance and the resource allocation required to meet our mission

### **Strategies for Improvement**

- Yearly Strategies are developed as part of a School Annual Improvement Plan
- Targets and timeframes are established to achieve yearly goals/actions
- Targets and timelines are monitored and movement where appropriate is celebrated
- Develop a Maintenance and Renewal of Resources Plan that spans a 3 to 5 year period to ensure that facilities and resources are developed and maintained systematically and in keeping with the requirements of system expectations.
- Learning Space furnishings are considerate of a wide variety of learners and learning
- Develop a committee of Board Members who collaboratively develop a Finance Plan that ensures continued responsible management and prioritisation of resources against the Strategic Plan and other school priorities.
- The School Board has input into the setting of the yearly budget
- Consultation with the School Board occurs when considering how targeted funds are used
- Budget data is presented to the School Board which shows the schools actuals against the BCE benchmarks for schools
- A three to five-year financial forecast is prepared and shared with the School Board
- Increases in School fees are aligned directly to resources with targeted use of the family unit of fees across schools
- Student needs have the highest priority and resources and expenditure are targeted to needs
- Targeted resources to effectively to meet the learning and wellbeing needs of all students

- Records are maintained to show funds directed to support the learning needs of specific students are used in accordance with funding guidelines
- The DAXEAM (maintenance) system is operational
- Establish induction and orientation processes for all staff which include the Catholic Christian identity of the school

## Improvement Indicators

- All teaching staff identify and review personal formation goals as part of their annual goal setting
- All teachers engage in reflective practice through observations and feedback
- An explicit improvement agenda is grounded in evidence is developed and published each year
- Appropriate maintenance, contract, marketing, risk, compliance strategies are in place
- The School Budget aligns with the strategic intent of school planning and objectives set, and is consistent with the communities needs
- The School explores ways of utilizing its resources effectively and sustainably
- Resources are provided through the collection of fees, and fees are calculated in conformance with the BCE indicators of effective practice
- Learning space furnishing support contemporary rather than traditional learning modes
- School buildings and grounds are appropriately maintained

