Stella Maris School, MAROOCHYDORE

Strategic Plan (2018 - 2018)

School mission

To achieve the school Vision..... ⬚ Students progress confidently and happily to their potential through self-discipline, diligence and kindness; ⬚ Staff commit to working in partnership with parents, students and each other and to actively pursue professional excellence; ⬚ Learning and Teaching is holistic, rigorous, visible, well-resourced and responsive to student needs; ⬚ Parents and Caregivers support each other, all students and staff in living out the Catholic ethos as involved and valued partners; and ⬚ The school environment is inviting, well-maintained and meets the needs of the community.

School vision

We aim to be an inclusive, high quality learning community in which faith inspires action. (School Vision an Mission Statements are due for review in 2018 through the School Board)

School values

COMPASSION (God's love shining through us) ⬚ I bring love, understanding and kindness rather than judgement; ⬚ I feel empathy or others and have the desire to help; ⬚ I enable others to be successful. COMMITMENT (Holding strong to our faith and beliefs) ⬚ I support worthy cause and purposes; ⬚ I am faithful and trustworthy; ⬚ I demonstrate effort through concentration, persistence and practice. CREATIVITY (Using God's spark within us) ⬚ I bring new ways and new ideas into the world; ⬚ I use my ideas and imagination to respond for the greater good; ⬚ I accept 'what is' and

step forward in new and positive ways. CONFIDENCE (Acting with strength, assurance and humility, as children of God) ⬚ I respond to the possibilities for growth in all that life brings; ⬚ I welcome challenge, and progress with purpose; ⬚ I know when to speak and act and when to listen and wait. COURAGE (Demonstrating the inner strength to act out of God's love) ⬚ I am hopeful and resilient in the face of fear and doubt; ⬚ I do what is right, good and kind; ⬚ I know God is there to help.

Strong Catholic identity

Objective 1   The school community focusses on building a learning culture built upon inclusive, respectful, trusting and supportive relationships.

Indicators:
- Increased parent participation in classroom learning and attendance at class and whole school events.
- Reduction in data entries in SBSS for student disrespect and disruption.
- Significant decrease in late arrivals and early departures.
- Supportive social media conversation by parents about teachers.
- The staff survey achieves a score of at least 4.3: 'Staff consistently treat each other with respect' and 'Staff agree on what constitutes appropriate behaviour among staff.' and 'I am able to develop positive relationships with even the most difficult students.'

Strategies:
- Discuss and model honouring the dignity of every student, parent and staff member at every opportunity.
- Raise parental awareness around attendance and impact upon learning and wellbeing.
- Strengthen the school's Catholic Identity through authentic dialogue across this diverse community.

Objective 2   The school community focuses on the relevance and inseparable nature of faith, life and learning in the re-contextualised Church.

Indicators:
- School community is responsive to issues of social justice within the local and global communities.
- Student voice and staff/parent discussion indicate community members articulate the faith/life/learning connection.

Strategies:

- Plan for and increase opportunities for authentic dialogue about matters of faith and life, in RE lessons and the everyday events.
- Teach the importance of symbol and story in meaning making and linking past and present.
- Teach the relevance and transformative nature of the Presentation Charism and the life of Nano Nagle to life in Australia today.

Objective 3   The school community focuses on its Catholic identity through formation processes that support the individual's (staff, parent and student) spiritual journey in ways which are holistic, inclusive and personally meaningful.

Indicators:
- On average at least 60% of staff attend weekly staff prayer.
- Professional learning to support formation is evident in budget priorities.
- Staff survey indicates at least a 4.3 score for questions "Gathering for prayer, liturgy and religious celebrations are important parts of the culture.'' 'Staff support each other's spiritual growth or faith development.' and 'Staff are encouraged to participate in faith formation activities and experiences.'

Strategies:
- Engagement in Dialogue Schools Project.
- Identify and engage facilitation of spiritual formation for staff.
- Multiple and diverse opportunities for reflection and connection through retreats, prayer, discussion groups..

Objective 4   The school community focuses on connecting with our world; collaborating, making meaning and contributing in faith, hope and love.

Indicators:
- Increased number of students, parents and staff participating in Parish activities.

- Increased number of visits to school and classrooms by Parish personnel .
- Increased opportunities for authentic learning contexts result in a higher percentage of SM students being more active and visible in the wider community.
- Students use the language of the 5 Core values to articulate the connection between what they do, how and why they do it and how they contribute to the greater good.

Strategies:
- Develop a communication strategy to facilitate sharing, out-reach and in-reach.
- Grow authentic community partnerships in support of student learning and school development.
- Integrate and embed a re-contextualised Catholic perspective across all learning areas.
- Seize teachable moments in the everyday life of the school to raise student, staff and parental consciousness to enact the 5 Core Values.

Excellent learning and teaching

Objective 1   The school community focuses on the conscious use of effective teaching practices, systematic planning, preparation, assessment and monitoring to inform targeted instruction in order to ensure the success of all learners.

Indicators:
- Achieving the annual targets as stated in the yearly goals related to the critical challenge.
- Differentiation will be evident in teacher planning and preparation documentation and delivery.
- Learning is deep, meaningful and shared.
- Reduction in SBSS data entries for disengagement and disruption.
- Staff and students apply effective habits of thinking and doing through modelling of SM Learner Dispositions.

Strategies:
- Effective teaching practices are shared through multiple forums.
- Staff and students seek, receive, act upon and provide feedback.
- Students set, review and achieve their learning goals - monitoring, tracking and reflecting on their learning across the curriculum.
- The High Yield Strategies are operationalised.
- The Model of Pedagogy practices and Stella Maris Learning Process are used to plan, prepare, delivery, assess and evaluate learning and teaching.

Objective 2   The school community focuses on a strong improvement agenda to grow student engagement, progress, achievement and well-being, honouring staff, student and parent partnerships.

Indicators:

- Achievement of SMART goals for literacy - reading, writing - and numeracy.
- Parent and student surveys indicate increasing satisfaction with learning and teaching approaches and outcomes.
- Reduced SBSS data entry - student disengagement, disruption and reluctance to start work.
- Reduction in number of students at or below NMS and growth in numbers at NMS +3 and above - NAPLAN.
- Review and Response is increasingly embedded in team planning processes.
- Rise in annual student attendance to 95%.
- Staff survey achieves a score of at least 4.3 for the questions: 'Our school has clear goals for the future.' 'Our school has an exciting vision for the future.' and 'Staff are all committed to the school's vision for the future.'
- Students confidently respond to the 5 questions 'Where am I going?' 'How am I going?' 'What can I do to improve?' 'Where to next?' and 'Where do I go for help?'

Strategies:
- Continue with Literacy focus, extending to Numeracy and Science.
- Grow parent curriculum and pedagogical understandings in order to improve authentic learning partnerships.
- Learning walks and talks provide feedback re growth in student learning competence and confidence.
- Prioritisation of professional learning and professional support teams in budget and staffing processes.
- School-wide Review and Response processes are operational.

Objective 3   The school community focuses on collection, analysis and interpretation of data in order to position, communicate and improve learning and teaching.

Indicators:
- Increased number of hits within the BI Tool.

- Rigorous analysis and discussion of learning, behaviour and well-being, informed by data, at whole school, individual, year and inter-year levels.
- The data plan directs collection and targeted use of data and stakeholder communication requirements.

Strategies:
- Effective processes for sharing data across year levels.
- To develop and implement a whole school data plan.
- To develop staff data literacy skills through professional learning opportunities.

Building a sustainable future

Objective 1 The school focuses on developing and retaining highly competent and confident teaching professionals who accept shared responsibility for student success and building a culture of continuous improvement.

Indicators:

* Parent and student surveys indicate high degree of satisfaction with the work of Administration, Teaching and Ancillary staff.
* Professional learning logs indicate digital literacy focus and achievement.
* Staff survey achieves at least a 4.3 score in the following areas of school life: Job Satisfaction, Engagement, Role Clarity, Job-efficacy, Recognition, Participative Leadership and Leadership Opportunities.
* Teachers actively engage with the Stella Maris capacity building processes.

Strategies:

* Expand and formalise Induction, Coaching and Mentoring processes.
* Leadership is recognised as everyone's business, promoting staff contributions and ongoing study.
* The Stella Maris capacity building processes support staff development and professional well being.

Objective 2 The school community demonstrates responsible stewardship of human, financial and material resources to maintain, develop and improve the school physical and learning environment.

Indicators:

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* Frequent teacher and team use of BI Tool to inform decisions about resourcing to support individual students, cohorts and whole of school.

- Learning spaces are flexible and responsive to student needs.
- Parent and student surveys show high level of satisfaction with school environment, maintenance and resourcing.
- Reduction in work place incidents and work cover notifications.
- Staff survey achieves at least 4.3 score on the questions: 'Staff have the resources needed to do their job to the best of their ability.' 'We have the staff required to manage the administrative demands of our school.' 'We have the specialist teaching staff required to meet the educational needs of our students.'
- The school works within the scope of available financial resources.

Strategies:
- The technology plan directs the digital resourcing of 21st century learning.
- A maintenance plan and replacement schedule informs budget planning.
- A safe working environment meets legislative and system requirements.
- Budget and Staffing Schedule prioritise identified goals.
- Contemporary pedagogical practices result in flexible learning environments.
- The BI Tool is used effectively to gain student and cohort information and insight and to inform decisions.