



St Paul's Catholic School

ANNUAL REPORT 2022

ANNUAL SCHOOL COMMUNITY REPORT

Year: 2022
School Name: St Paul's Catholic School
Suburb/Town: Bridgewater
Address: Paice Street, Bridgewater, 7030
Telephone: 03 62636482
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Email: stpauls@catholic.tas.edu.au

Principal: Mrs Jo-Anne Clark

School Facts:

School Sector: Non-Government
School: Primary
Year Range: Kindergarten - Grade 6.
School ICSEA value: 898
School SES: 78
DMI: 85
Total Enrolments: 175 (Prep - Grade 6) 30 (Kindergarten)
Girls: 77 15
Boys: 98 15
Full time equivalent Enrolments: 193
Indigenous Students: 24%
Language other than English
Students 0.5%
Student Attendance Rate: 93%
Teaching Staff: 16
Full time equivalent Teaching Staff: 15.7
Non-Teaching Staff: 20
Full Time equivalent Non-Teaching Staff: 10.0

SCHOOL PROFILE AND HISTORY

St Paul's Catholic School is located approximately 20km north of Hobart in the outer suburbs, and was first opened in 1984. The school's original founding orders are the Sisters of Mercy and the Christian Brothers. The school caters for students from Kindergarten to Grade 6 and has a current student



enrolment of 205, including Kindergarten. In 2022 Ludo was opened in our newly renovated Early Learning Centre. Ludo is care for 3 to 5 year olds and is run by the service provider, Catholic Care. Our Kindergarten and Ludo programs operate in conjunction with each other and they share the spaces and combine their programs.

The core values and mission of the school include a strong emphasis on promoting the value of each child in the school as well as a very recognisable culture of caring and supporting all students and families. The school aims to provide an educational foundation for each individual to reach his or her full development as a person, intellectually, spiritually, physically, morally and emotionally. The school also provides an excellent extra-curricular program which for 2022 included Sport, Physical Education, Digital Technology, Music and Art.

St Paul's Catholic School has a relatively short history being built in 1983 for the start of the 1984 school year. We continually celebrate the two founding orders (Sisters of Mercy and the Christian Brothers) who took on the caretaker role of the school. The traditional culture, set by the religious order

principals in the early years, have been continued by the first lay Principal, appointed in 2002 and subsequent principals.

While St Paul's Catholic School is usually operated as a single stream school with one of each class, it was decided that in 2022 our year 3/4 classes would combine in to two year 3/4 classes – red and blue. There were only 14 students in year 4 and 28 in year 3. This was decided after much discussion and community consultation. The decision was made to support student wellbeing and behaviour and to allow teachers to work together. It also meant equity in numbers of students in classes.

VISION and MISSION STATEMENTS

Vision

St Paul's Catholic Primary School continually strives to fulfil the Gospel ideals and values based on the belief, 'We are God's work of Art' (Ephesians 2:10)



Mission

We aim to develop and nurture all of our school community to reach their full potential by:

- invoking the charism of the Sisters of Mercy and the Christian Brothers to encourage faith and a spiritual journey with Christ.
- providing rich learning experiences that develop the whole child, that are valued and promoted within all aspects of school life.
- developing a welcoming school community built on relationships based on mutual respect.

GOVERNANCE

Catholic Education

The Archbishop of Hobart has ultimate responsibility for Catholic Education in Tasmania. The Archbishop receives policy advice from the Tasmanian Catholic Education Commission (TCEC). Policies, approved by the Archbishop, are enacted by the Director of Catholic Education. At the local level, the Principal is responsible for the leadership and management of the school, in accordance with overall Archdiocesan policy objectives and the advice of the Board.

Systemic Catholic Schools Governing Council

The SCSGC governs the System of Catholic Schools in collegial partnership with the Director of Catholic Education, Principals and Boards. The Council assumes final responsibility for all decisions and actions of members of the System of Catholic Schools acting on its behalf.

The Council's role is primarily one of overseeing, supporting and monitoring the operation of the System of Schools.

Catholic Education Tasmania (CET)

Catholic Education Tasmania, under the guidance of the Director, implements the policies developed by the Tasmanian Catholic Education Commission and the Share-funded Catholic Schools Governing Council. The Office also provides a wide range of professional and management services to all Catholic schools, including Archdiocesan and Congregation Colleges. These services are provided generally using Commonwealth recurrent and targeted funds, or through levies contributed by all Catholic schools. They cover a range of areas including Catholic Culture and Ethos, Learning and Achievement, Curriculum and Pedagogy, Learning Environment and Leadership. Catholic Education Tasmania is the contact point for a range of Tasmanian and Australian Government and education agencies.

Leadership within the school:

The Archbishop of Hobart appoints the Principals of share-funded schools on recommendation of the Director in collaboration with the recommendation of an Appointment Panel. The overall leadership and management of St Paul's Catholic School for 2022 was entrusted to the school principal, Mrs Jo-Anne Clark.

School Leadership Team

Membership of the 2022 School Leadership Team was Mrs Jo-Anne Clark as Principal, Mrs Kate Turner as Acting Deputy Principal, Mr Casey Moore as Religious Education Co-ordinator, Mrs Anne Duigan as Student Support Co-Ordinator and Sr Carmel Hinkley, Pastoral Care and School Chaplain. The leadership team was supported by the next level of leaders at St Paul's in Ms. Renae Millikan as Literacy Leader, Mr Alex Hutchins as Student Engagement Support Teacher and Mrs Donna Wolff as Aboriginal and Torres Strait Islander Key Teacher.

School Board

St Paul's Catholic School Board remained inactive in 2022 following its disbandment in 2018. Under guidance from Mary Preston, Advisor: Governance, Policy and Research, Stu Kelly, Regional Principal Leader and Cameron Brown, Deputy Executive Director, it was decided to continue with the Finance committee and not force school board membership. The Financial Committee continued to meet throughout the school year to oversee the financial management of the school. This group consisted of Jo Clark (Principal), Jess Webb (St Paul's Finance Officer), Neil Reardon (CET Finance Officer) & the Business Manager – St Virgil's College.

Strategic Plan (see appendix 1)

In 2022 we implemented the strategic plan developed in consultation with 2PM services. The strategic plan was designed to reflect the needs of the whole community and aligned with the Archbishop's Charter and the Catholic Education

Tasmania strategic plan. Our “plan on a page” strategic plan for 2022 consisted of five change project/initiatives and five business as usual directives. During 2022 staff nominated to participate in one of the five initiatives and developed detailed plans to achieve these initiatives. These initiative projects were worked on throughout 2022 and then staff voted via a “red, amber or green light” system what was completed, **(see appendix 2)** needed to be changed or needed to be continued to establish our annual plan for 2023 **(see appendix 3)**.

CATHOLIC CULTURE AND ETHOS/RELIGIOUS LIFE

The focus in the area of Religious Education continued to centre on the Archdiocese Religious Education Curriculum “Good News for Living” and its meaningful structure that has a clear line from Jesus to prayer in every lesson. The Religious Education Standards for Catholic Schools of the Archdiocese of Hobart were ratified in September 2021. Religious Education at St Paul’s Catholic School provides substantial learning experiences for the students in programs for the Liturgical Calendar of the Church, incorporating Lent, Easter, Advent and Christmas. Our mission at St Paul’s Catholic School is to follow Jesus, our teacher, by providing a welcoming and supportive environment where we strive to live the Gospel values of love, forgiveness, justice, compassion, and peace. The promotion of these Gospel values is evident in our modelling to our students, by word and example, to become fulfilled and responsible members of society. The partnership between parents and staff working together is an essential part of the development of relationships within our school community. We strive to develop within our community an attitude of respect and acceptance where all members are valued. As an educational community, we aim to challenge students to express their opinions and communicate effectively and creatively, so that they may become resourceful and effective problem-solvers with a commitment to life-long learning. Prayer is an important element of learning for our students, so we start the week in silent reflection and prayer as a whole school community. We gather in our school hall and Fr Leo, our Priest, often attends to pray with us.

At St Paul's we are committed to providing opportunities for students, staff and the community to develop their spirituality and outreach. We aim to maintain the charism and spirituality of our two Founding Orders – the Mercy Sisters and the Christian Brothers. We continued a major focus on developing a greater understanding of the work of Catherine McAuley and Edmund Rice. During the year, we supported outreach programs such as CARITAS, and the Archbishop's Samaritan Project, the Mercy Sister's Tank-a lot and other 'causes' for which the school has an affinity. As a Catholic school, it is important for us to celebrate as a Christ-centred community. We gathered throughout the year to celebrate prayer in class groups and as a whole school. Classes attended the Parish Mass on Wednesdays during the year to be 'one with the Parish'. We support the Parish Sacramental programs of Reconciliation, First Eucharist and Confirmation, which are significant celebrations in the Parish/School year. Parents are vital participants in the programs, and we encourage them to support their children through preparation and celebration of the Sacraments.

As an important part of the Bridgewater/Brighton Parish, we strive to foster co-operation, support and communication. We encourage students and their families to attend Parish Masses, Holy Days and significant Feast Days. Special liturgies are held to celebrate important events such as Holy Week, The Assumption, ANZAC Day, Feast of Our Lady of Mercy, Remembrance Day, Advent, the Commissioning Mass at the beginning of the year and the Graduation / Thanksgiving Masses at the end of the year. We, also, participate in Catholic Education Week Mass with everyone in Catholic Education Tasmania.

Staff professional learning

Following our introduction of intensive phonological and phonemic awareness and targeted intervention, we continued to train staff members during 2022 in the Orton Gillingham multi-sensory approach to teaching reading. All staff received professional learning in phonological and phonemic awareness. Every day in every class, students receive drills in deletions and substitutions to support this awareness needed to learn to read and to become fluent at reading. Rosie Martin

continued to be the support professional and worked alongside teachers to implement this practice. We also trained a paraprofessional to administer continued small doses of speech therapy every day to students in need. She sits in the corridor close enough to the Prep/Year 1 classroom to work with as many students as possible.

STUDENT LEARNING AND ACHIEVEMENT

Student background. **School ICSEA value:** 883

Distribution of Students

| Bottom Quarter | Middle Quarter | | Top Quarter |
|----------------|----------------|----|-------------|
| 68% | 23% | 8% | 1% |

During 2022 our schools Index of Community Social-educational advantage (ICSEA) went down with our school's percentage in the bottom quarter increasing from 57% to 68%, and our ICSEA value went from 912 to 883.

NAPLAN Results for 2022

<https://www.myschool.edu.au/school/40042/naplan/results#resultsovertime>

Due to the global pandemic NAPLAN was not administered in 2020 so this mean that we have no comparative data for our Year 5 2022.

| Year 3 | Reading | Writing | Spelling | G & P | Numeracy |
|---------------|----------------|----------------|-----------------|------------------|-----------------|
| Below NMS | 3.7% | 7.4% | 18.5% | 22.2% | 7.4% |
| At NMS | 48.1% | 22.2% | 29.6% | 18.5% | 44.4% |
| Above NMS | 48.1% | 70.4% | 51.9% | 59.3% | 48.1% |

| Year 5 | Reading | Writing | Spelling | G & P | Numeracy |
|---------------|----------------|----------------|-----------------|------------------|-----------------|
| Below NMS | 0.0% | 10.3% | 3.6% | 14.3% | 10.7% |
| At NMS | 17.9% | 31.0% | 32.1% | 21.4% | 14.3% |
| Above NMS | 82.1% | 58.6% | 64.3% | 64.3% | 75.0% |

Students with additional needs, talents and gifts are given appropriate opportunities, challenges and experiences to develop their potential and meet their learning needs with various activities throughout the year. Individual education programs are provided for students who are assisted in our educational support programs. Targeted intervention, extension and enrichment formed the basis for catering for the diverse learning needs of students. Multilit (Making Up Lost Time in Literacy) the intervention reading program designed for students who are experiencing some difficulties in the acquisition of appropriate reading skills continued as a major focus. Pre-Lit and Mini-Lit were also fully implemented in the Early Years. As part of the "Literate Learners for Life" initiative by Catholic Education Tasmania, Initialit was introduced into the Early years as whole group delivery at the students' ability level. This was supported by group and individual intervention using Initialit Sage, Orton Gillingham Phonemic awareness framework, individualized speech and language programs designed by Rosie Martin, Speech Pathology Tas, as well as Reading Tutor for older students. Our whole school daily PASP (phonological awareness skills program) drills continued incorporating deletion and substitutions. Maths intervention occurred in the upper primary area using Key Maths to support the students needing intervention. The Student Support Co-Ordinator and principal attended training using the Orton Gillingham Maths program.

Year Six students continue to be involved in leadership programs, which develop their skills and experience in assisting and supporting younger students. These programs include the 'Making Jesus Real' (MJR) program, which provide opportunities for them to participate in leadership activities which promote values, character building and Christian living. The program enables students to explore co-operative group sharing activities and encourages them to show initiative in decision-making and problem solving tasks. It encourages affirmation of others and develops leadership potential

through understanding the responsibilities of being effective leaders. MJR continued in our classes from Year 3 – 6 to support their leadership. Leadership opportunities exist across the school with students from years 3 – 6 part of the Student Representative Council (SRC). The SRC met regularly with Mr Moore, our Religious Education Leader. They organised and prepared many of our fundraising events.

CURRICULUM AND PEDAGOGY

The students of St Paul's Catholic School receive a Catholic education which encompasses the following learning areas from the Australian Curriculum and Good News for Living framework: Religious Education; English; Mathematics; Science; Humanities and Social Sciences; the Arts, which includes Music, Dance and Drama; Health and Physical Education, and Languages.

We aim to:

- Guide students in their discovery of a Christian way of living as a member of the family of God within our Catholic tradition.
- Assist students to develop and grow academically to the best of their abilities and capabilities.
- Encourage students to take responsibility for their own learning.
- Provide equity and opportunity for all students.
- Provide a well-balanced curriculum, which acknowledges and addresses the needs of students in a climate of social, cultural and technological change.
- Assist students to develop self-confidence, self-esteem, and respect for others.
- Encourage students to learn co-operatively and collaboratively and to maintain a positive attitude to learning.

To provide and maintain a positive environment, we aim to:

- Become witnesses of the Gospel values of truth, justice, freedom, love and service.
- Create a friendly, safe and supportive school community where everyone is treated with dignity.

- Provide balanced and broad Catholic educational experiences which stimulates learning, encourage excellence and respects individual differences.
- Support staff through structures that allow for personal and professional growth.
- Give every opportunity for parents to enter into an educational partnership with staff and to share in their children's spiritual, emotional and intellectual development.
- Support staff, parents and students in times of grief, illness and stress.

As a community of learners at St Paul's Catholic School, we have many shared secure google drives set up so teachers and staff can share their planning, resources and keep data up to date. We ensured that all classes had dedicated literacy and numeracy blocks and year levels worked with their other stage year levels to ensure there were enough targeted groups and teaching to accommodate individual needs.

All students across all year levels have access to digital technologies to support student learning through our one-to-one ipad program. These devices were funded by the school and loaned to the students for the school year. Lego Robotics was also continued in the Upper Primary classes.

Set Up for Success, for our birth to 5 years old children and their families in our school community has continued for parents and families engagement in the activities every Friday morning.

Our qualified *Set Up for Success* coordinators develop tailored programs to meet the needs of children and families within the local community inspired by Christian values. Parents attend *Setup for Success* alongside their children in a welcoming and inspiring environment designed to promote development across all learning areas. Each week the *Setup for Success* program coordinators will work with families to:



- support parental understanding of child development,
- respond to learners' interests, strengths and needs,
- communicate the learning that is on offer, and why this learning is important to their child, and
- provide resources to assist families to continue to support their children's learning in their home settings.

Our caring and supportive environments promote optimal early childhood development that greatly increases children's chances of a successful transition to school. This, in turn, promotes children's chances of achieving better learning outcomes while at school, and better education, employment and health after they have finished school. Engaging parents with the learning community enables greater communication between school and home, between the child and their family and support learning.

STUDENT ATTENDANCE POLICY

The school has an attendance policy, which aims to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences. St Paul's, along with most CET schools, use the Compass online portal which allows parents to indicate absences for students without the office staff or teacher having to input the information. All student attendances are recorded in the morning by the teacher and aggregated on our database and communicated to agencies as required. Office staff initially follow up daily absences. The Principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. Should absences continue at an unacceptable rate, we engage the services of the Registrar of Education via our Executive Director which may result in Compulsory Conciliation. We have found that attendance is still not at an acceptable level (84.5%) and have targeted this for 2023 as an area of concern.

Early Learning Centre

Our new Early Learning Centre (ELC) including our new nature playground as an extension to our current Kindergarten was opened at the beginning of 2022. We are very proud of the design with the Kinder teacher and Principal playing a big part from design to build. We have a tree that was craned



into the centre after being sourced from a property belonging to the architect's brother in Richmond. The ELC operates both Kindergarten and Ludo. Ludo is care for 3 to 5 year olds and is run by the service provider, Catholic Care. Ludo operates 50 weeks of the year from 7am until 6pm incorporating before and after kinder care as well as holiday care. Our Kindergarten and Ludo programs operate in conjunction with each other and they share the spaces and combine their programs. Both programs use the Early Years framework for planning and programing and focus on play as the best way to learn and communicate. All Early Years staff (from Ludo through to Year 2) designed the Early Years philosophy that is implemented throughout our Early Years' rooms.





SCHOOL INITIATIVES

SCHOOL CHAPLAINCY PROGRAM

School chaplain and pastoral care worker continued to be an incredible resource to staff, students and families. The chaplaincy program gives Sr Carmel the most valuable of resources – time. As a trusted listener and supporter she, among a diverse range of practices, walks and talks with students and families, conducts programs to support children through grief, trouble shoots in times of crisis and initiates 'hobby' projects which bring children together to learn and socialise positively. Sr Carmel is a Sister of Mercy who has spent many years living in the Bridgewater community and working at St Paul's Catholic School. She has worked within our community for 25 years.

Mercy Action Program (MAP)

An exciting initiative that saw the Sisters of Mercy take an active role in our community supporting our most marginalized and vulnerable students. The school staff, led by Sr Carmel, participated in a day out for our most vulnerable families before the start of the year. Unfortunately in 2022, Covid had just started to peak again and therefore the day was cancelled and changed to a Friday later in the first term as an afternoon and evening

excursion.

Sr Carmel and Mrs Wolff took the Year Six students on a leadership long day to Bruny Island where they participated in team building exercises.

Sr Carmel also lead a long day out for our small Year 4 class to AGFEST at Carrick in Northern Tasmania. It was an early start leaving school at 6.30am. At the end of year 6, MAP supports a child with a scholarship to a Catholic high school of their choice. This scholarship is always well received.

Phonological awareness/ speech and language

Mrs Rosalie Martin is the 2017 Tasmanian/Australian of the Year finalist and owner of Speech Pathology Tasmania. Rosalie has generously given her time and expertise to our school over a number of years and this year we focused on phonological awareness across the entire school. We tested all students from K-6 using the Phonological Awareness Skills Program (PASP) to assess all students and get a starting point for our program. The review highlighted that we were making progress with some of our most vulnerable students. Rosalie worked with the whole staff, individual students and teachers in a coaching model to encourage daily practice in this area. By the end of 2022 all teachers and some intervention teacher assistants has received five full days of training in the Orton Gillingham approach to phonemic awareness. This ensured that we could implement targeted individualized intervention for those students struggling to identify, read and write the sounds needed to read and write. We conduct a speech screener with all kindergarten children and we have found overtime the number of students needing speech intervention is increasing. Our teacher assistants in Kinder begin this intervention one-to-one with specific individualized programs and the staff consciously and deliberately engage in conversation regularly with students. The speech need continues into school so we have set up a "clinic in the hallway" to target individualized speech with students in Prep, Year 1 and Year 2. Our Speech paraprofessional works under the expert eye of our speech pathologist and ensures daily one-to-one speech intervention for those students in need. [file:///The Kids/ A Song Of Their Heroes - Speech](#)

[Pathology Tasmania \(spt.com.au\)](http://spt.com.au)

This program is so unique and necessary that on 9 August 2022, St Paul's Catholic School welcomed Her Excellency, Governor of Tasmania, Barbara Baker AC and Professor Chalmer to St Paul's to view the Literacy Programs that are currently in operation at the school. She is the patron of the Literacy Non-for-Profit Organisation Connect 42, which has an ambitious target of 100% literacy for Tasmania.



School Counselling with CatholicCare

St Paul's has a school counsellor, Claire Johnstone, at our school three days a week. These enables students to build relationships with her and to have someone to go to if they are dysregulated or anxious. Claire is employed by Catholic Care but works exclusively at St Paul's. While Claire is not directly employed by the school, we have regular well-being meetings to discuss students and support each other in our roles. Claire is also an amazing conduit between families and child and family safety to ensure they are accessing appropriate support as needed.

St Paul's Soccer Club

It was great to have our St Paul's Striker's Soccer Club up and running again this year. We were able to have team in most divisions and Mrs Terri



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continued to support families and coaches to get the teams on the field each week. Mrs Terri is looking to take a back seat as her children have grown up and we are encouraging a few parents to step up as delegate.

Mentoring Programs

St Paul's continued to develop relationships with a number of our Catholic high school and colleges - St Virgil's College, St Patrick's College (Launceston), MacKillop College and Guilford Young College. The colleges facilitate a range of programs at St Paul's, which promote higher education and provide our school with a range of positive role models. St Patrick's College students worked throughout the year with our Grade 6 leaders, including a joint camping experience and visits to each other's schools. SVC students are regular visitors to the school and worked across all grade areas. MacKillop College students had regular visits with a younger buddy class.

TRANSITION TO GRADE 7

2022 saw a major focus on transitioning our Grade 6 school leaders to their schools/colleges for Grade 7 2023. We had a number of students enrolled in Catholic Secondary Colleges. Our Student Support Co-Ordinator and year 6 teacher worked with all colleges to ensure our students had a smooth transition. Many meetings were held and the year 6 teacher took some students in small groups to their perspective schools. We also took an individual student on regular visits as required to SVC to support his transition. One extensive NCCD student and his mum were supported in visiting a number of schools to find the best high school for him.

SWPBS and Chill Out

School Wide Positive Behaviour (SWPBS) has continued to be a focus to support students in making positive behavioural choices. During 2022, as part of our strategic plan, we revisited and redesigned the matrix and the purpose of Chill-out, as well as, the impact of SWPBS for our student behaviour. The result of this redesign was professional learning for all staff at the beginning

of 2023 on us, as staff, and our impact on students as well as a number of other initiatives to reteach and revisit the expectations. Staff continue to give out Mercy Merits for positive behaviour and the students receive rewards, certificates and recognition as they reach achievable milestones. Chill Out continued to work well as a safe place students can spend their playtimes if they are struggling in the playground. A teacher from the leadership team was rostered on to help with students when they reentered the playground giving them guidance and support. Data continues to show significant improvements in the behavior and attitude of our students during playtimes.



Mrs Jo Clark

Principal

APPENDIX 1



WE ARE A SUCCESSFUL VIBRANT LEARNING COMMUNITY

St Pauls School
2022 - 2023 GOAL

CHANGE PROJECTS / INITIATIVES

Communication Strategy

- Review communications approach
- Develop & implement a comms strategy that engages all the school community

Positive Behaviour Support

- Review and implement standards
- Raise aspirations for all
- Provide positive behaviour supports

Parent / Community Engagement Strategy

- Review current approaches
- Raise aspirations for all
- Welcoming opportunities

Literacy Strategy

- Continue PA drills & interventions
- Continue to assess & respond to need
- Implement Initialt in the early years & literacy intervention throughout the school

Early Learning Centre

- Ludo / Set up & Kinder
- Integration
- Early Years philosophy and parent engagement
- Shared understanding
- All staff working together

CORE BUSINESS / BUSINESS AS USUAL

Student Learning

- Planning
- Delivering
- Assessing
- Supporting

Staff

- Well Being
- Recruiting
- Retaining
- Developing
- Supporting
- Reflective practice

Facilities

- Developing
- Managing
- Maintaining

Student Welfare

- Monitoring
- Supporting
- Resilience Project
- Social/Emotional learning
- Attendance Policy

Enhanced Curriculum

- Ensuring students reach their full potential
- Enriched & differentiated curriculum
- Includes Literacy Strategy & Online feedback

Make Disciples of All
(Matthew 28:19)

Excel in Learning for All
(John 10:10)

Nurture Leadership of All
(John 13:12-15)

APPENDIX 2 – Staff evaluation End of year 2022



WE ARE A SUCCESSFUL VIBRANT LEARNING COMMUNITY

St Pauls School
2022 - 2023 GOAL

CHANGE PROJECTS / INITIATIVES

Communication Strategy

- Review communications approach
- Develop & implement a comms strategy that engages all the school community

Positive Behaviour Support

- Review and implement standards
- Raise aspirations for all
- Provide positive behaviour supports

Parent / Community Engagement Strategy

- Review current approaches
- Raise aspirations for all
- Welcoming opportunities

Literacy Strategy **

- Continue PA drills & interventions
- Continue to assess & respond to need
- Implement Initialt in the early years & literacy intervention throughout the school

Early Learning Centre **

- Ludo / Set up & Kinder
- Integration
- Early Years philosophy and parent engagement
- Shared understanding
- All staff working together

CORE BUSINESS / BUSINESS AS USUAL

Student Learning **

- High expectations for all
- Planning
- Delivering
- Assessing
- Supporting

Staff

- Well Being
- Recruiting & retaining
- Developing
- Supporting
- Reflective practice

Facilities

- Developing
- Managing
- Maintaining

Student Welfare

- Monitoring & supporting
- Resilience Project
- Social/Emotional learning
- Attendance Policy

Enhanced Curriculum **

- Ensuring students reach their full potential
- Enriched & differentiated curriculum
- Includes Literacy Strategy & Online feedback

Disciples of all **

- Respond to Archbishop's Charter
- Ensure teachers are supported in using GNFL and RE Hub for planning and delivery
- Opportunities for individual formation

Make Disciples of All
(Matthew 28:19)

Excel in Learning for All
(John 10:10)

Nurture Leadership of All
(John 13:12-15)

APPENDIX 3 – Strategic Plan 2023

