Strategic Plan 2017-2019

Strategic Intent

Our school community commits to:

- Promoting faith through a Catholic culture,
- improving teacher capacity and
- welcoming families to be part of their child's schooling.

Build and Celebrate Catholic Culture	Build Capacity	Build Community
➢ McAuley's vision statement 'Flowing Together Through Faith and Learning', is symbolic of the local area and it's river. The symbol of flowing water evokes images of life, journey, hope and confidence. Faith recognises the importance of God in our lives, learning affirms the experiences our students encounter during their preparation for today's world and the future.	➢ We believe in pursuing Professional Learning opportunities for all members of staff to enhance their capacity to improve student outcomes through their understanding of context, content, assessment and relationship with the students.	➢ We believe that effective learning takes place where relationships of trust, respect and acknowledgement of personal dignity is established.
➢ We believe student faith formation is supported by classroom teaching, praying, religious symbols, sacred spaces and involvement in Parish Masses.	➢ We believe all students can learn and have a right to an educational environment of high expectation that empowers learning.	➢ We believe that a child's opportunities to educationally succeed are significantly enhanced when the relationship between the family and the school are working together for the benefit of the child.
➢ We believe all ours students would participate in Religious Education classes, liturgies,retreats and prayers which are, as far as possible, tailored to their place in the journey of faith, and inviting a response.	➢ We believe that educational achievement is to be celebrated in community.	➢ We believe that parents are the first educators of their children and are encouraged to assist the school in whatever capacity they are able to.
➢ We believe by the end of their schooling students should know the core teachings of our faith, Scriptures, history and traditions.	➢ We believe that learning is inspired when staff have an opportunity to contribute to prayer and the Pastoral life of the school. Mentor colleagues and team teach. Professionally collaborate and participate in networks and system wide initiatives.	

Belief Statements (label at left margin)

Years: 2017 - 2019

Strategic Priority 1: PROMOTE CATHOLIC IDENTITY AND FAITH FORMATION

3-year Strategic Goal/s *What do you want to achieve by the end of three years?*	Evidence *What background data do you have as the basis for this Goal?*	Key Strategies *What strategies/approaches will you employ to achieve this Strategic Goal?*	Indicators of Success *How will you know if/when you have achieved this Strategic goal?*
Strong Religious Education Curriculum well-resourced and supported.	Implementation of revised Treasures New and Old Curriculum.	COSA+ Focus Area	Teaching Programs and Registers that indicate what is being taught and how it is being presented and assessed.
Religion teachers are confident in their understanding of the curriculum and have an appreciation of the Theological and Scriptural foundation.	The majority of Religious Education teachers lack formal qualifications.	Working with our COSA+ support person to engage in some adult learning to underpin their teaching of the Religious Education curriculum.	Lesson observations and student activities that demonstrate teacher knowledge with regard to the Scriptural and Theological understandings.
McAuley's Spirituality days cater for the spiritual growth and faith formation of staff.	The Staff are multi aged, multi faith, both committed and noncommitted to religious adherence.	In order to be sensitive to diversity we will use off campus sites. The focus being spirituality and faith formation not religious education.	Positive feedback from staff who were able to engage in material that was relevant to their spiritual selves and allowed them to consider their relationship with God.
Student faith formation is supported by classroom teaching, praying, religious symbols, sacred spaces and involvement in Parish Masses.	These activities are not evident in every classroom in the school and not always supported by parents.	Class mentoring by leadership team and/or Religious Education teachers using In-school Professional Learning Communities funding. Analysis of student work samples & implementation of teaching strategies to further learning. Scheduled meetings with the Principal to review and discuss teacher PLP's Program & implementation of class visits advertised to staff on regular basis	Classroom observations confirm details. Religious Education Coordinator can ascertain participation in Parish Masses.

Strategic Priority 2: TRANSFORM TEACHING AND LEARNING

3-year Strategic Goal/s *What do you want to achieve by the end of three years?*	Evidence *What background data do you have as the basis for this Goal?*	Key Strategies *What strategies/approaches will you employ to achieve this Strategic Goal?*	Indicators of Success *How will you know if/when you have achieved this Strategic goal?*
Staff Professional Learning in Formative Assessment. Review of assessment instruments and their validity.	The forms of assessment and actual tasks across a range of subjects were both narrow and aged. Parent feedback that younger children were able to reuse older siblings responses to assessment items as they had not changed in years. Also the forms of assessment did not allow all students an opportunity to display the extent of their knowledge. Such as tasks that favoured those with well established written and comprehension skills.	Whole school Professional Learning as per Dylan Wiliam 'Assessment for Learning' outline. Professional Development to be conducted by trained staff members.	Assessment for Learning identified in teaching programs.
		Class mentoring by leadership team and/or delegates using In-school Professional Learning Communities funding. Analysis of student work samples & implementation of teaching strategies to further learning.	Assessment for Learning Practices are evident in classroom pedagogy.
		Scheduled meetings with the Principal to review and discuss teacher PLP's	Detailed teacher Professional Learning Plan
		Program & implementation of class visits advertised to staff on regular basis	Structured program of class visits for mentoring purposes is evident
Use of data to inform teaching & learning.	The feedback with regard to the LNAP project and the improved student outcomes that resulted. The real value of data to change how and what we teach was demonstrated and motivated further development in this area. The impact of the Kaye Lowe focus on reading has also provided evidence that teacher collaboration on common goals can improve student outcomes.	Data collected, analysed and used by teachers to inform teaching and learning.	Data used by teachers to inform their praxis and improve student outcomes.
		Data methods used include; as per ePart schedule, Learning Assessment Framework (incorporating Stage 4 Mathematics), SENA 1&2, Kindergarten Observation Assessment, Year 1 Observation Survey, Running Records, mapping student achievement on Literacy Continua (Reading, Comprehension & Writing) & NAPLAN.	
Implementation of new curriculum	NSW implementation of Geography and History	Development of school wide Professional Learning Plan, targeting specific Teaching & Learning (eg Geography/History implementation)	When the necessary teaching resources are acquired and teacher Professional Learning is in place.

Strategic Priority 3: STRENGTHEN LEADERSHIP

3-year Strategic Goal/s	Evidence	Key Strategies	Indicators of Success
What do you want to achieve by the end of three years?	*What background data do you have as the basis for this Goal?*	*What strategies/approaches will you employ to achieve this Strategic Goal?*	*How will you know if/when you have achieved this Strategic goal?*
Executive leadership formation	Key Recommendation of Registration Report	Engage an external facilitator	When the needs of the school and roles and talents of the members of the Executive are aligned.
Professional Learning for members of the Executive.	Dylan Wiliam 'Assessment for Learning' Professional Development to be conducted by trained staff members.	Ensure all members of the Executive have an opportunity to attend Professional Learning with Dylan Wiliam.	When the leadership team have a common understanding and appreciation of the centrality of assessment in the learning process.
Broaden the Leadership base	Need for development of future leaders.	Project Leaders- BYOD, Coding, Curriculum Teams to develop and resource ongoing implementation of NSW curriculum	Staff members are providing feedback and Professional Development to their peers across a range of initiatives.

Strategic Priority 4: BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

3-year Strategic Goal/s *What do you want to achieve by the end of three years?*	Evidence *What background data do you have as the basis for this Goal?*	Key Strategies *What strategies/approaches will you employ to achieve this Strategic Goal?*	Indicators of Success *How will you know if/when you have achieved this Strategic goal?*
Raise the profile and involvement of the School Community Council across the community.	History of lack of parent engagement with the Community Council.	Regular communication through the Newsletter to ensure that the parent body know who the members of the Community Council are. Also that parents are aware that the Council is their representative body. Promotion of the activities of the Community Council, such as the targets set by the Fundraising Committee.	Increase in parent engagement with the Community Council. An increase in sub-committees reporting to the Council Executive.
Engagement in the wider community through 'Living our faith'/Outreach/Spirit of Service programs	Public request at Mass for assistance from St Vincent de Paul Society. Lack of clarity (resignation of staff member)with regard to transportation and supervision at Riding for the Disabled.	Meet with our Religious Education Coordinator and St Vincent de Paul representatives to ascertain how the school could be of practical assistance. Also meet with the Director of the RDA to clarify the ongoing involvement of our students	That we have been able to assist both organisations in a practical and beneficial way.
Build stronger relationships with the Parish and Clergy.	Staff Strategic Planning Survey - Developing rapport beyond the formal church rituals.	Clergy invited to school events, morning tea / lunch with the staff. Get to know students and teachers beyond formal church setting.	That the Clergy are comfortable to accept invitations into the Staffroom and classrooms.

Strategic Priority 5: STEWARD RESOURCES

3-year Strategic Goal/s *What do you want to achieve by the end of three years?*	Evidence *What background data do you have as the basis for this Goal?*	Key Strategies *What strategies/approaches will you employ to achieve this Strategic Goal?*	Indicators of Success *How will you know if/when you have achieved this Strategic goal?*
1) Completed refurbishment of the TAS and Science areas.	Considerable Termite and water damage	CBGA Grant awarded and project is underway	When classes resume in the completed building
2) Painting of the façade of the Administration Building.	Looking tired and dirty	Heritage Grant awarded to the school	When the job is completed and paid for
3) Construction of a student Bus Shelter.	The students are currently exposed to the elements	Community Council fundraising committee target, Grant applications being submitted	When the job is completed and paid for
4) Construction of shade shelters on the Secondary Campus.	There is a lack of covered areas for students on the Secondary campus	Community Council fundraising committee and Student Representative Council target	When the job is completed and paid for
5) Construction of a large roofed eating area on the Primary Campus.	During winter and rain periods the Primary students are forced to sit on cold concrete to eat as there is no covered seating area.	Community Council fundraising committee target	When the job is completed and paid for
6) Upgrade Rooms 9 & 10	Concertina dividing door in very poor condition	Use school maintenance budget	When the job is completed and paid for and positive feedback from teachers and students is evident.
7)Upgrade Library space	Staff Strategic Planning Survey- Dark, confined, uninviting.	Improve internal lighting, remodel administration space, internal painting. New furniture for a technology hub.	When the alterations are complete and positive feedback and increased student use are evident.