

St James Primary School, Coorparoo

Strategic Plan (2018-2022)



School Mission

To provide high quality inclusive Catholic education. To provide a safe and nurturing environment where all community members are valued and respected. To foster within our community a love of learning and spirit of inquiry. To nurture a willingness to rise to the demands of learning as responsible, digital citizens.

School Vision

A learning community where Christian values are lived and integrated, so that our children grow physically, spiritually and intellectually.

School Values

Our relationships with God. A welcoming inclusive community. Commitment to excellence. A sense of belonging and self-worth. Awareness of and respect for the needs of others. The richness and diversity of our community. Opportunities for spiritual intellectual, physical, social and emotional growth.

Strong Catholic Identity

Objective 1 – The school continues to strengthen in partnership with the St James Parish

Indicators:

1. Family Cuppa Masses (Sunday) will be celebrated once per term.
2. Class Masses (Monday) are attended by each class at least once per term.
3. Students and families join with celebrating Eucharist each Wednesday morning.
4. Students joining parishioners for monthly anointing Masses will be negotiated at the commencement of the year.
5. APRE and/or Principal meet regularly with Parish Priest to discuss school and parish ventures.
6. Parish Priest offered opportunity to join with school at assemblies, gatherings and school events.



Strategies:

1. a. Invitations sent to families through school newsletter advising of Family Cuppa Mass.
b. Students prepared to read and participate in Family Cuppa Mass based on family availability (from 1a).
2. Term roster provided to class teachers to nominate dates for the class to attend Mass.
3. Reminders given at assembly and in newsletter encouraging attendance at Mass.
4. Meet with parish representative to determine suitable dates for these Masses.
5. School Admin will regularly be in contact with Parish Priest either at Priory or school office.
6. Invitations sent to Parish Priest advising of significant events within the school.

Objective 2 – Teaching staff develop and review learning experiences which engage, inform and challenge students to understand the Christian story.

Indicators:

1. Students are able to express a clear understanding of the qualities of Jesus.
2. Students understand their call as Christians.
3. Students have a symbolic understanding of scripture.
4. R.E units are regularly evaluated to ensure that they are engaging and relevant.

Strategies:

1. Breaking open the Gospel every Monday morning linking message to lives of the students.
2. Linking call of Christians to school charism, learning dispositions, house patrons and scripture.
3. Reconceptualist Approach to understanding scripture – 3 Worlds of the Text.
4. APRE to engage in planning with teachers to evaluate R.E units.

Objective 3 – Prayer life at the school is promoted across the St James School Community

Indicators:

1. Staff member will prepare and share prayer together on Monday morning at the staff briefing. Roster organised to ensure consistency and a variety of experiences.
2. Through teaching of prayer in classroom, students are offered opportunity to prepare and lead prayer for their peers.
3. Families notified of class prayer and are welcome to join class at these times.



Objective 4 – Members of the school community are aware of and inspired by the patrons of the school and the way these people have lived in the way of Jesus Christ.

Indicators:

1. The story and qualities of each house patron is known to the community (Mary MacKillop, John Bede Polding and James Duhig).
2. Religious celebrations/Feast Days of these patrons are celebrated throughout the school year.
3. Specific locations around the school are named after patrons, reflecting the qualities of each individual.
4. Alternate annual focus on St James (Augustinian) and the Sisters of Good Samaritans.

Strategies:

1. Set dates where each house patron will be formally recognised: MM 8 Aug, JD 2 Sept, BP 16 Mar.
2. Set dates where each house patron will be formally recognised: MM 8 Aug, JD 2 Sept, BP 16 Mar.
3. Commence discussion and planning of sites within the school that become gathering/learning spaces.
4. Engage with Parish Priest (Augustinian) and Good Samaritan Sisters to share their charism story with staff.

Building a Sustainable Future

Objective 1 – The St James school environment is maintained and enhanced in such a way that it is a safe, attractive and stimulating place, conducive to optimal learning and well-being.

Indicators:

1. There are visible signs within the school of maintenance and facility improvement to respond to safety concerns and the needs of staff, students and parents.
2. Classrooms are contemporary learning spaces with furniture that allows for flexibility and collaboration.



Strategies:

1. a. Up-date school maintenance plan on a regular basis.
b. Use of maintenance register within staff portal for minor issues.
2. Facility improvements/developments made in response to Education Brief.

Objective 2 – St James School maintains an excellent reputation within the local community.

Indicators:

1. Enrolment numbers are maintained or increased over time.
2. Families speak positively about the St James experience.
3. There is a high retention due to high staff morale.

Strategies:

1. Engagement in a variety of marketing strategies eg., Creative use of the school LED sign, school public web-site.
2. a. Active promotion of “Life at St James” through Facebook and Local paper and regular involvement of St James in local events e.g., ANZAC Day March/sporting competitions/Clairvaux Sports Cluster/QCMF.
b. Supporting P & F to facilitate successful St James Day Fete.
3. Reflection on Annual B.C.E. survey regarding staff morale.



Objective 3 – St James has well-established processes in relation to goal-setting and reviewing leading to increased teacher capacity and performance.

Indicators:

1. A clear process of setting goals is followed in Term 1 of the school year, with reviewing taking place on a termly basis involving all members of the school leadership team.
2. Goals are documented on the collaborative space.
3. Staff goals are linked to school Annual Action Plan, Leadership Framework and the AITSL standards.

Strategies:

1. Link school SMART Goal to class goal and individual professional goals.

2. Provide general framework around goals i.e. Religious Education Goal/Professional goal linked to school SMART/General Well-Being Goal/Goal linked to other aspect of teacher capacity eg., I.C.L.T. skills.
3. Ensure that appropriate level of resourcing/professional development/professional reading provided to support staff to achieve goals.

Objective 4 St James School is a safe, supportive and welcoming community

Indicators:

1. The school follows all directives stated under the “Health and Safety Act” to ensure that school facilities are safe and safe practices are encouraged and enacted.
2. Clear policies exist in relation to grievance procedures/student protection/behaviour plans/wellness etc.

Strategies:

1. Engage with “Guardian” to comply with “Health and Safety Guidelines”.
2. Review policies that relate to safety, wellness and pastoral needs on a regular basis through the school board.
3. Communicate these policies and procedures to the whole school community.
4. Ensure that “Safety” is an agenda item at morning briefings and staff meetings.
5. Plan “Wellness Weeks” – Week 7 each term in consultation with Guidance Counsellor.



Excellent learning and teaching

Objective 1 – There is a whole school, consistent approach to the teaching of literacy and numeracy at St James.

Indicators:

1. Data is used to identify, monitor and respond to each student’s learning progress.
2. Clear evidence of a consistent language of learning is evident in all teaching space and the effective and expected practices for literacy and numeracy are consistently embedded at St James.
3. Explicitly teach students using the Context-Text model, Whole/Part/Whole model and the Gradual Release of Responsibility.
4. Aspects of our approach to learning and teaching is regularly and clearly communicated to the school community.

Strategies:

1. Engage in the High Yield Strategies and build teacher capacity in the area of data analysis through professional learning opportunities.
2. Learning Intentions and Success Criteria are used consistently throughout our school and student goals are set that are directly linked to the Australian Curriculum.



3. Collaboratively Co-plan, Teach, Debrief and Reflect to develop teacher skill in use of Effective and Expected practices.
4. Communication of teaching approaches are delivered through the termly Parent Information Afternoons and information provided in the St James newsletter and on the Parent Portal.

Objective 2 – Our school ICLT program continually evolves to meet the changing needs of our students in the 21st century.

Indicators:

1. A school-wide approach to the up-grading/maintenance of devices is evident.
2. A 1:1 device program exists within the school.
3. A whole school I.C.L.T program is evident within the school outlining key skills and understandings to be explicitly taught in each year level.



Strategies:

1. Auditing of devices/software.
2. Attend to I.C.L.T issues through staff portal.
3. Continue to provide professional support for staff in line with I.C.L.T changes/up-grades.
4. Collaboratively develop I.C.L.T program in line with Australian Curriculum.

Objective 3 – Every teacher in every classroom has the knowledge, understanding, skills, dispositions and support to create the optimum conditions for every learner to grow and flourish.

Indicators:

1. There is strong evidence of consistent practice within the school, in line with effective and expected practices.
2. Professional development for teachers will be aimed at enhancing teacher capacity and will take place within the St James learning community as well as in MAC Collaborative.
3. Collaborative processes are undertaken regularly to ensure that the specific needs of students are identified and appropriate strategies/pedagogy is enacted to move learning forward.

Strategies:

1. The context-text model is used to make learning meaningful to all students and the Gradual Release of Responsibility used to explicitly teach students.
2. Create conditions for teacher collaboration to build capacity and create opportunities for feedback using the 4 C's model to Co-plan, Teach, Debrief and Reflect.
3. Analyse and use data (individually and collectively) to inform and identify strategies to meet the individual needs of all students through the use of Regular Data Review and Forward Planning conversations, Review and Response meetings, Literacy Profiling and Student Action Planning meetings.

Objective 4 – At St James, commitment to improvement is strong and optimistic and a growth mindset is evident within the school culture.

Indicators:

1. Qualities of successful learners are clearly displayed and students can articulate their understanding of them.

2. All learners use a Growth Mindset language.
3. Teachers provide feedback to students based on Success Criteria.
4. Students seek, receive, give and act on feedback.
5. Students use the learning progressions to set their own learning goals and monitor progress in achieving them.

Strategies:

1. The Qualities of Successful Learners are taught explicitly using the Context-Text Model and resources to support the teaching of these qualities are made available for the use of teachers and parents.
2. Growth Mindset resources are collaboratively developed, regularly updated and available to teachers and parents on the St James portal.
3. Embed formative assessment techniques in teaching and use this data to provide effective feedback that is relevant, timely and specific.
4. Explicitly teach students to use Learning Intentions and Success Criteria to give effective feedback.
5. Use the Gradual Release of Responsibility to develop each student's ability to set their own learning goals.