



St Joseph's School Renmark

Strategic Plan for 2021-2024



St Joseph's School Renmark Strategic Plan 2021 - 2024

Our Vision

In building a foundation of quality Catholic Education, we have God and students as its centre working in partnership with staff and parents. Each child is respected as an individual as we support them to lead fulfilling and productive lives guided by the Gospel value "In All Things Love"

Our Values

Respect - Safety - Learning - Trust

Integrity: Being honest, fair, responsible and socially 'just'.

Support: Supporting and caring for others.

Cooperation: Cooperating with others.

Acceptance: Showing acceptance, understanding and inclusion towards others.

Respect: Respecting others and acknowledging your own actions and responsibilities.

Friendliness: Being friendly and socially responsible

Our Mission

To build on Saint Mary of the Cross MacKillop's legacy and provide opportunities for everyone to be creative and develop to their full potential while contributing to God's loving plan in this everyday world.

<p>GOALS (goals for 2024 to enable delivery of outcomes)</p> <p><i>NOTE: Consideration of creating a goal for the Living Learning Leading Standard?</i></p>	<p>G 1. Learners demonstrate agency and active involvement in the learning and decision-making process. 1.1, 1.2</p> <p>G 2. Students demonstrate reflection, self-assessment and the ability to revise goals and develop insights. 1.1, 1.2</p> <p>G 3. Full implementation of the Key Capabilities Continua across all schools. 1.1, 1.2, 1.3</p> <p>G 4. Each school's Quality and Performance Cycle has evidence of student voice as an integral element. 1.3</p>	<p>G 5. Students demonstrate high achievement in Religious Education learning. 2.2, 2.3</p> <p>G 6. Strong justice, charity and integral ecology policy, planning and action are present across Catholic schools. 2.1, 2.2</p> <p>G 7. Strong school/parish partnership exist for all schools. 2.1, 2.2, 2.5</p> <p>G 8. Students, staff and families experience Catholic faith, prayer, culture and Tradition in ways that are dialogical, authentic and meaningful. 2.1, 2.2</p> <p>G 9. High quality Religious Education Curriculum is evidenced in all schools. 2.2, 2.3</p> <p>G 10. Full system alignment where all schools and early years services drive outcomes that promote equity, justice, access and sustainability. 2.2, 2.3, 2.5</p> <p>G 11. System leaders are accountable and supported to achieve excellence in Catholic education. 2.2, 2.3, 2.4, 2.5</p> <p>G 12. There is high quality curriculum, pedagogy, assessment and reporting practice. 2.3</p> <p>G 13. Teachers differentiate and personalise learning to meet every student's needs. 2.3</p> <p>G 14. CESA has access to up-to-date and accurate school and system information. 2.4</p> <p>G 15. An effective governance model aligned with responsibilities for all Diocesan schools is established. 2.5</p>	<p>G 16. Principals, Deputy Principals and Assistant Principals exercise shared and effective religious leadership that enhances the Catholic identity and mission of the school. 3.1</p> <p>G 17. All staff regularly engage in spiritual and religious formation. 3.1, 3.2</p> <p>G 18. All staff are engaged in professional appraisal/reviews aligned to their PID, relevant industry, professional standard and CESA requirements. 3.2, 3.3</p> <p>G 19. Full implementation of the CESA Workforce Plan including HALT, ITE, ECT and Teacher Accreditation. 3.2, 3.4</p> <p>G 20. Principals lead learning and mission, and target school and system quality and performance outcomes. 3.3</p> <p>G 21. All CESA satisfaction and safety survey ratings as high. 3.5</p> <p>G 22. Clusters and schools have a culture of informed decision-making using multiple sources of evidence. 3.5</p>	<p>G 23. CESA will increase its presence and pathways to deliver on vision and mission through:</p> <ul style="list-style-type: none"> • Vision for the North • Regional Schools Pathways • CESA Strategic Infrastructure • Catholic early learning centres • Western Technical College • Preschool Strategy. • 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 <p>G 24. Each school and the Catholic Education Office have enrolment retention strategies. 4.1, 4.2</p> <p>G 25. CESA will maximise the number of co-located Catholic preschools on diocesan school sites. 4.1, 4.5, 4.6</p> <p>G 26. Catholic school enrolments reflect the demographic profile and diversity of the local community. 4.4, 4.6</p>	<p>G 27. The Catholic Education Office will develop and direct the implementation of a stakeholder strategy for the CESA Strategy: Corporate Plan 2020-2024. 5.1, 5.5</p> <p>G 28. CESA will be known for its authentic and relevant expressions of Catholic faith and culture. 5.1, 5.2, 5.4</p> <p>G 29. CESA will receive an increase in state government capital grants to support the transition of Year 7 to secondary context. 5.2, 5.3</p> <p>G 30. Effective parent representative body operating in close collaboration with schools, SACCs and the Catholic Education Office. 5.2, 5.4, 5.5</p> <p>G 31. The Catholic Education Office will develop and direct the implementation of a branding and marketing strategy for the CESA Strategy: Corporate Plan 2020-2024. 5.2, 5.5</p>	<p>G 32. Strong partnerships exist between the Catholic Education Office, Diocesan offices, parishes and agencies. 6.1, 6.6</p> <p>G 33. The Catholic Education Office has strong expressions of Catholic faith and culture in ways that are authentic and relevant for staff. 6.1, 6.7</p> <p>G 34. The Catholic Education Office structure is optimised and fit for purpose. 6.2</p> <p>G 35. The Catholic Education Office will direct the efficient and effective management of resources to ensure the financial health of schools and the system. 6.2, 6.3, 6.4</p> <p>G 36. The Catholic Education Office will implement the highest standards of practice through achieving accreditation for:</p> <ul style="list-style-type: none"> • ISO 9001 Quality Management • ISO 27001 Information Security Management • ISO 31000 Risk Management Standards. 6.3, 6.5 <p>G 37. The Catholic Education Office is recognised for its leadership of, and service to, schools and will be rated by participants as consistently high. 6.5</p> <p>G 38. Annual Catholic Education Office Staff Satisfaction Survey is consistently high. 6.7</p> <p>G 39. A 5-year ICT system strategy is enabled and maintained. 6.8</p> <p>G 40. Development, implementation, monitoring and reporting on:</p> <ul style="list-style-type: none"> • CESA Strategy: Corporate Plan 2020-2024 • Annual Plans • Strategic Initiatives. 6.9
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<p>SECTIONAL INTENT (statement of specific intent)</p>	<p>Catholic Identity To enhance the Catholic Identity and Mission of Catholic Education in South Australia</p>	<p>Finance and Infrastructure To ensure the financial health of the system, quality of infrastructure, optimal resource provision, and strategy management to deliver organisational objectives</p>	<p>Governance, Quality & Assurance To lead and support the provision of specialist governance and quality assurance practices, innovation and service.</p>	<p>ICT To deliver excellent ICT services, security, management and solutions; supporting learning, efficiency and a data-informed culture</p>	<p>People, Leadership & Culture To develop a high-quality workforce and workplace culture to meet current and future system needs</p>	<p>School Quality & Performance To continuously improve school quality and performance, which ensures that students are thriving people, capable learners and leaders for the world God desires</p>	<p>Stakeholder Relations To establish and enhance partnerships with stakeholders to strengthen perceptions of CESA as the highest performing education system in Australia</p>
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Strategy for Leading Catholic Education to New Levels of Excellence

Vision

We create an educational environment which matters to students and their families and which resonates culturally and deeply for them. In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures celebrated in the sacraments and lived by all people of good will.

Mission

Animated by our Catholic faith and in partnership with families, our schools are communities which create opportunities for encountering life to the full – in all its personal, religious, political, ecological and cultural richness.

STRATEGIC PILLARS	IDENTITY	EXCELLENCE	PEOPLE	GROWTH	REPUTATION	CEO ACCOUNTABILITY
ORGANISATIONAL STRATEGIC OBJECTIVES	<p>1. Students who perceive themselves to be thriving people, capable learners and leaders for the world God desires</p> <p><i>Catholic Education South Australia will ensure that:</i></p> <p>1.1 Every student is routinely reflecting on and articulating his/her growth as a person, learner and leader, relative to the Key Capabilities Continua.</p> <p>1.2 Every student is able to cite evidence of their growth as a person, learner and leader to a range of audiences as required.</p> <p>1.3 The Key Capabilities Continua is an integral part of each school's learning culture.</p>	<p>2. Excellent Catholic schools, which contribute to the Church's mission to proclaim the good news of Jesus Christ</p> <p><i>Catholic Education South Australia will ensure that:</i></p> <p>2.1 All schools express Catholic faith and culture in ways that are authentic and relevant for students and their families.</p> <p>Within the Balanced Scorecard, the Key Performance Indicators (KPI) across the domain of:</p> <p>2.2 Identity are achieved.</p> <p>2.3 High-quality learning and wellbeing outcomes are achieved.</p> <p>2.4 Optimal resource allocation, infrastructure provision and capital development capacity are achieved.</p> <p>2.5 Inclusive, diverse and engaged community are achieved.</p>	<p>3. The highest quality workforce and Catholic Education South Australia (CESA) as an employer of choice</p> <p><i>Catholic Education South Australia will ensure that:</i></p> <p>3.1 Strong Religious leadership is exercised in each school.</p> <p>3.2 Staff demonstrate professional growth relative to industry and professional standards.</p> <p>3.3 Leaders demonstrate professional growth relative to the Catholic Education South Australia Leadership Standard.</p> <p>3.4 The highest proportion of Highly Accomplished or Lead Teacher (HALT) certification nationally is achieved.</p> <p>3.5 Positive and safe workplaces with cultures that enable communities to thrive are provided to all staff.</p>	<p>4. Expanded access to and equity in Catholic Education across South Australia from birth to beyond Year 12</p> <p><i>Catholic Education South Australia will have achieved:</i></p> <p>4.1 50,000 student enrolments.</p> <p>4.2 100% student retention rates.</p> <p>4.3 100% student transition rates.</p> <p>4.4 20% increase in enrolments in the lower two quartiles of Socio-Economic Advantage.</p> <p>4.5 25% increase in market share.</p> <p>4.6 Innovative educational solution structures in existing, expanding and new markets</p>	<p>5. A reputation for being the leading education provider in Australia</p> <p><i>Catholic Education South Australia will:</i></p> <p>5.1 Achieve a high rating in stakeholder satisfaction.</p> <p>5.2 Be perceived as excellent, equitable and accessible by Community, government and industry.</p> <p>5.3 Achieve 100% increase in state capital grants to CESA.</p> <p>5.4 Be recognised for solidarity, subsidiarity, commitment to the common good and distributive justice across all schools and offices.</p> <p>5.5 Routinely influence the education discourse for positive impact.</p>	<p>6. A high quality, effective and efficient Catholic Education Office (CEO)</p> <p><i>The Catholic Education Office will:</i></p> <p>6.1 Have policies, plans and actions that reflect Catholic Identity and Mission.</p> <p>6.2 Ensure that staffing ratios are optimised relative to industry benchmarks.</p> <p>6.3 Ensure that projects are managed to agreed quality, scope, on budget and on time.</p> <p>6.4 Deliver on the strategic objectives and ensure the sustainability of schools.</p> <p>6.5 Achieve ISO accreditation in quality, information and risk management.</p> <p>6.6 Ensure that the perception of its services by school leadership teams and governing authorities is high.</p> <p>6.7 Ensure that staff satisfaction and engagement are high.</p> <p>6.8 Ensure that ICT within the office and schools is fit for purpose and reliable.</p> <p>6.9 Develop, maintain and monitor the South Australian Commission for Catholic Schools CESA Strategy.</p>



St Joseph's School Renmark Strategic Plan 2021 - 2024

Placeholder for Corporate Plan 2020-2024

*** Strategic Plan will reference the Corporate Plan as overarching goals for excellence*



St Joseph's School Renmark Strategic Plan 2021 - 2024

1. Catholic identity

Key points

CIF

- Expression of Catholic faith during reflection of issues affecting school life, relationships, local community matters, wider world issues – how does Catholic faith become part of reflection?
- Social justice
- RE leadership & teaching – staff learning
 - *Is there an RE development/growth plan for staff (goals for staff development)??*
 - *Are staff confident in their RE teaching, variety of learning, methods to cater for diverse religious connections of families?*
- Parish community involvement & connections
 - *From staff feedback – use church hall for open nights (ie. art displays, exhibitions)*

How are families involved, particularly those not connected to the church??

Master Plan

- Develop relationships – with each other and with God.
- Growth and development – spiritual, moral, intellectual, physical
- Place of respect – irrespective of background, race, etc.
- Class and whole school religious programs

Current 3 year plan

Refer item 4 - were digital resources built up as per plan??

Measures/goals

- Observe religious celebrations
- Social justice activities
- Staff, student, family feedback

General items of note – things planned/already doing/can build on:

- Bishop Greg visit (STEAM room opening)
- Mini Vinnies – cardboard box sleepout
- Class mass
- Catholic Mission month – fundraising
- Confirmation program



St Joseph's School Remark Strategic Plan 2021 - 2024

1. Catholic identity

Overarching goal statement – *do you want to keep same as current strategic plan??*

Broad goal/strategy	Steps/target – how are we going to get there	What do we need (resources)?	Measure/outcome
All students and staff experience Catholic faith, liturgy, culture, and Tradition in expressions that are contemporary, authentic, and meaningful.	2021 <ul style="list-style-type: none"> Revise RE Curriculum to implement New Crossways- develop Scope and Sequence Staff engagement in Graduate Certificate and faith formation PD Increase student participation and leadership of liturgies Increase understanding of Catholic Social Teaching and links to Outreach programs 	<ul style="list-style-type: none"> Revised Crossways curriculum- and PD Staff involved in PD Class and whole school Masses and liturgies Social Justice program 	<ul style="list-style-type: none"> Scope and Sequence created
	2022 <ul style="list-style-type: none"> School ReLAT mean scores meet CESA expectations Students are achieving A grades in RE Leaders, Staff and Students engage in meaningful spiritual and religious formation 		
	2023		



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	2024			
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2. Curriculum and co-constructed learning and assessment design

Key points

CIF

- Reflects mission/vision
- Inclusive – provides for all learners with adjustments where needed
 - *PAT testing & data analysis*
- Learning goals are clear on a class and school level
- Sequencing – *how do we ensure consistency of curriculum delivery across the levels?*
- Integration of curriculum, student data/feedback and research for teaching programs
- Allowance for teacher reflection, collaboration with allowance for feedback – *reviews, staff meetings, retreat*
- Assessment/reporting is relevant and appropriate
 - *are all teachers involved in the collection, review and comparison of data?*
- Teachers have the opportunity to participate in professional learning that is relevant. Teacher learning goals are in place
 - *how often are these reviewed/discussed?*
- Teacher collaboration for curriculum planning, sharing of skills, knowledge, assessment views. Opportunities for growth.
- Resources are provided to support teachers and learning programs.

Master Plan

- Whole school strategies – Seven Steps writing, THRASS, wellbeing
 - *Is there anything for numeracy – Big Ideas in Numbers??*
- Mid-year intake
- Leadership team
- Family feedback options
 - *highlight strategies implemented for COVID situation)*
- Staff wellbeing

Measures/goals

- Literacy, numeracy targets
- Number of staff undertaking PD

General items of note – things planned/already doing/can build on:

- Optimum enrolment numbers review – Jeff's discussion



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- Facilities improvements
 - STEAM room opening
 - Install transportable & toilet block 2021
 - Resurface COLA 2021
- Mid-year intake 2021
- Year 7 to HS 2021
- Maths/literacy coach
- Classroom pulse data



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2. Curriculum and co-constructed learning and assessment design

Overarching goal statement – *do you want to keep same as current strategic plan??*

Broad goal/strategy	Steps/target – how are we going to get there	What do we need (resources)?	Measure/outcome
<p>The school's curriculum design and assessment practices reflect its vision and mission for Catholic education.</p>	<p>2021</p> <ul style="list-style-type: none"> • Key Capabilities are explicitly embedded across the curriculum and Pastoral Care Programs • Teachers develop co-constructed learning and assessment opportunities with students • Literacy and Numeracy Leaders introduced to oversee learning programs • Improved NAPLAN scores- meeting NMS for 100% of students 	<ul style="list-style-type: none"> • PD on Key Capabilities and how to embed in learning programs • Open learning tasks where students have agency to support learning • Focus on Literacy and Numeracy leader roles and develop plans • Natural Maths PD (SIP) • Maths and Literacy Coach (SIP) • Data collection and intervention (SIP) • Differentiation to cater for high and low learners (SIP) • Literacy and Numeracy Agreements (SIP) 	<ul style="list-style-type: none"> • Key Capabilities evident in learning plans • Classroom Pulse Data on Student Co-Constructor of Learning improvement



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		<ul style="list-style-type: none"> • Moderation with follow up intervention (SIP) 	
	<p>2022</p> <ul style="list-style-type: none"> • NAPLAN- % of students in top 2 bands exceeds • Reports Grades include 40% of children at A level • Report Grades have no students on D or E level • Early Years students are developmentally on track • 		
	<p>2023</p> <ul style="list-style-type: none"> • Teachers and students work together to construct learning and assessment design • 		
	<p>2024</p>		



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3. Student agency, identity, learning and leadership

Key points

CIF

- Focus on teacher, student & family collaboration – whole school approach
- Learning pathways are individualised to promote challenging and engaging programs based on assessment data, interests, needs. Students are involved in the process and have the opportunity to provide feedback
 - *how does this feedback happen?*
- Differentiation to meet diverse needs.

Master Plan

- Provision of support programs – KidsMatter, Rainbow Reading, Reading Recovery, QuickSmart, etc



St Joseph's School Remark Strategic Plan 2021 - 2024

3. Student agency, identity, learning and leadership

Overarching goal statement – *do you want to keep same as current strategic plan??*

Broad goal/strategy	Steps/target – how are we going to get there	What do we need (resources)?	Measure/outcome
Students are able to influence change and collaborate and make decisions about their learning and how it is assessed. The school has established a strong culture of high expectations which promotes inquiry and innovation and contributes to student empowerment and a sense of school pride.	2021 <ul style="list-style-type: none"> Engage students in development of School Wide Pedagogy focusing on Wellbeing and reflection Students contribute to task design and have choice in assessment modes Development of new student leadership opportunities i.e. Social Justice Continued and Improved SEL lessons 	<ul style="list-style-type: none"> Classroom Pulse Survey Wellbeing Team Wellbeing PD (SIP)- Trauma Immersion Trips (SIP) Allied Health in school (SIP) SRC SEL (SIP) 	<ul style="list-style-type: none"> Improved results in Classroom Pulse survey Launch of Wellbeing website
	2022 <ul style="list-style-type: none"> Students self-assessment of learning, belonging and relationships 		
	2023		
	2024		



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4. Community engagement

Key points

- Partnerships between school, families, parish
- Collaboration with training institutions, community organisations and local businesses
- Recognise the role of family in student learning
- Communication between key partners

- Family engagement strategies are documented and reviewed
 - *Surveys*
 - *Parent/teacher meetings*
 - *Seesaw*
 - *Welcome night*
 - *Info nights (ie. Thrass workshops)*
 - *Transition days*
 - *New family interviews, school tours*
 - *Newsletter*

- Relationships with parish, government & non-govt organisations
- Promotion and accommodation of workshops
- Involved in parish celebrations

- Contribution by families to school planning
 - *Board*
 - *P&F*
 - *Volunteering*
 - *Surveys*

- Diverse culture learning
- College establishment – community partnerships
- Wellbeing program
 - *Be You*
 - *webpage*

How are we doing this in the COVID situation?? Can we improve methods/strategies??

General items of note – things planned/already doing/can build on:

- STEAM room opening
- Wellbeing integration into community/family events
- Parent survey data



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4. Community engagement

Overarching goal statement – *do you want to keep same as current strategic plan??*

Broad goal/strategy	Steps/target – how are we going to get there	What do we need (resources)?	Measure/outcome
The school creates a culture of welcome and inclusion that recognizes difference and diversity and establishes ongoing strategic relationships with the parish, agencies, community groups and businesses to enhance learning opportunities, outcomes, and pathways for students.	2021 <ul style="list-style-type: none"> Literacy and Numeracy Leaders run parent workshops Community outreach is expanded within the curriculum to support parish relationships Improve communication between school and home- Website, Seesaw, Facebook 	<ul style="list-style-type: none"> THRASS workshops (SIP) Exhibitions (SIP) Wellbeing Expo (SIP) Update school website (SIP) 	
	2022 <ul style="list-style-type: none"> School looks to develop agency amongst families, particularly those from ATSI and EALD backgrounds 		
	2023		



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	2024		
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