When I preach I sometimes use words –

*St Francis of Assisi*
Table of Contents

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Principal</td>
<td>1</td>
</tr>
<tr>
<td>Mission and Vision</td>
<td>1</td>
</tr>
<tr>
<td>Strategic Plan Matrix</td>
<td>3</td>
</tr>
<tr>
<td>Catholic Identity and Culture Goals &amp; Initiatives</td>
<td>4</td>
</tr>
<tr>
<td>Catholic Identity Culture Goals &amp; Initiatives</td>
<td>5</td>
</tr>
<tr>
<td>Learning Goals and Initiatives</td>
<td>6</td>
</tr>
<tr>
<td>Organisation and Co Leadership Goals &amp; Initiatives</td>
<td>8</td>
</tr>
<tr>
<td>Organisation and Co Leadership Goals and Initiatives</td>
<td>9</td>
</tr>
<tr>
<td>Community relationship Goals and Initiatives</td>
<td>10</td>
</tr>
<tr>
<td>Meet the Team</td>
<td>12</td>
</tr>
<tr>
<td>Company Information</td>
<td>13</td>
</tr>
</tbody>
</table>

"The standard we walk past is the standard we accept"

Governor General
Peter Cosgrove
From the Principal
Welcome to St Joseph’s Catholic Primary School South Grafton situated in the Catholic parish of the Clarence Valley. St Joseph’s was the first Catholic School on the North Coast of NSW and boasts a tradition of quality education spanning over 150 years! The Sisters of Mercy were the founding teaching order and their influence remains with us to this day, both in humanity and in ideology.

This two year plan I present on behalf of the Professional Learning Community is a response to the early completion of the five year 2013-2017 plan. A contributing factor to the early completion was our exceptional development as a Professional Learning Community (PLC). The term PLC is not just a catchy name for ourselves but rather it is a well-known internationally acclaimed and proven process of developing effective infrastructure to support continuous school improvement.

At St Joseph’s we have built a strong PLC framework; shared mission, vision, values and goals based on student learning; collaborative teamwork; collective inquiry used to discuss student needs; an action response to meet those needs; a commitment to continuously improve and we place a high priority on growth results.

St Joseph’s staff use highly effective processes for data collection, analysis, evaluation and reporting, with these processes supporting the development of explicit and articulate learning that underpins classroom teaching and learning. We continue to reset the bar each year for ourselves and therefore enhance the outcomes for our students and the capacity of ourselves.

This plan renewal process has enabled the PLC to review and modify processes, to reaffirm and recommit to the core values that will sustain our journey towards greatness. The opportunity to refocus brings clarity and energy and it is with pride and optimism that I look forward; confident that at the completion of this two year strategic period the school will have further embedded structures that enhance student and teacher capacity and well-being by providing personalised education with a global perspective in safe and engaging environments.

Thank you for taking a moment to reflect on this information. We are certainly in changing and challenging time but we are having our fair share of success! On behalf of the entire staff of St Joey’s please accept our sincere gratitude and respect for the trust you place in us. Be assured it is well placed.

Frank Jones
Principal
Mission and Vision

**Mission Statement** - Our core mission on behalf of the Parish community of the Clarence Valley is to witness the Gospel of Jesus Christ to the children in our care. We aim to offer an excellent personalised education in partnership with families, in an environment that is caring, nurturing and challenging so that they can attain their full physical, spiritual, academic, physical, social and cultural potential.

**Vision statement** - Always with Christ at the centre of any experience, St Joseph’s strives to provide every student with high quality personalised learning and diverse opportunities developing lifelong learners with a Catholic World View.

**Underlying assumptions of our Professional Learning Community**

*The focus is on learning not teaching..........We can make a difference.................*

*Our school can always be more effective........All students can learn.............*

*...When students don’t learn we have a uniform response for each one......We can work together as a team to help students learn....Everyone is on the team..........*

*There are expectations of team members and how they contribute to the team.....*

*......People improvement is the key to school improvement........We are here to see that ALL students show growth in their learning........*
After analysing a variety of data the PLC identified and listed key concepts or statements alongside each of the five themes and under the four domains. These key concepts/ statements will be broken open in the Strategic Management Plan.

<table>
<thead>
<tr>
<th>Theme 1 Catholic Identity</th>
<th>Catholic Identity and Mission</th>
<th>All staff members are leaders in our faith community and act accordingly aware of the document “accreditation to work, teach and lead in a catholic school”.</th>
<th>Religious education is given the same exposure and treated with the same rigor as Math and English.</th>
<th>The MJR, Seasons, Mini Vinnies, Student Disciple program and Children’s Liturgy, are given a high priority in all classrooms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 2 Wellbeing</td>
<td>Faith formation opportunities to be provided.</td>
<td>Appraisal and support processes implemented. School and teacher events planned and advertised at the beginning of each year. Focus on Student participation in sport / physical activity.</td>
<td>Planning, discerning and programming are on job, supported and collaborative. External professional learning is supported, internal professional learning is provided.</td>
<td>Investigate and implement strategies to encourage and increase parent engagement.</td>
</tr>
<tr>
<td>Theme 3 E-Learning and Technology</td>
<td>Investigate the use of technology to increase engagement levels during religious instruction.</td>
<td>Technology Plan to be constructed. Use of appropriate digital resources to engage students in all KLA’s. Investigate BYOD and catalogue the classroom library resources.</td>
<td>Develop units of inquiry that require global connectivity. Teacher training; Use of APPS in learning.</td>
<td>Provide opportunities for parent information and skill sessions especially cyber bullying and social media platforms.</td>
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<tr>
<td>Theme 4 Learning Spaces</td>
<td>Providing a variety of indoor and outdoor prayer spaces. Investigate more effective use of learning spaces.</td>
<td>PLT teams will continue to meet and refine their collaborative discussion and will include the varying uses of the spaces and how this can be improved.</td>
<td>Flexible Learning Spaces are used to ensure that all students regardless of their needs may feel a safe environment.</td>
<td>With the implementation of transformative leadership, the decision making process has been distributed throughout the professional learning teams involving all stakeholders in the decision making process.</td>
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<tr>
<td>Theme 5 CLF</td>
<td>Programming and religious instruction will reflect a Catholic world view.</td>
<td>Highly effective processes exist for data collection, analysis, evaluation and reporting supporting the development of explicit and articulate learning that underpins classroom teaching and learning.</td>
<td>Enhance the capacity of teachers to improve student outcomes. Coaching / learning walks / P2P.</td>
<td>Ensure all parents are aware of the Essential Learnings booklet and engage them in this document.</td>
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</tbody>
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Catholic Identity and Mission Goals & Initiatives

We are called to be authentic witnesses in our faith community, truly centering the life of the school on catholic teachings and values.

We acknowledge the importance of God in the lives of our staff, students and parents and provide every opportunity for faith formation for all community members.
Catholic Identity Mission Goals & Initiatives

1. Promote opportunities for the school to be active in the membership of the Parish.
2. Achieve academic excellence in RE Curriculum through the whole school pedagogical model.
3. Foster authentic witness by staff and students to embrace their faith.

Strategic Actions

All staff to reach an understanding that they are leaders in our Faith Community providing the face of Christ to our community.

All staff meet on two occasions per term at St Patrick’s Church to attend the same Parish Mass together before sharing a meal.

The momentum and ideology of Proclaim for Staff, Parents and Students is to be harnessed and promulgated from within the parish school community permeating all aspects of school life.

High expectations are in place for learning in Religious Education;
- Programming and religious instruction will reflect a Catholic world view
- MJR, Seasons, Mini Vinnies, student disciple program and Children’s Liturgy are given a high priority in all classrooms
- Investigate more effective use of our classroom learning spaces during Religious Education instruction
- Religious Education content included in the school's Essential Learnings booklet
- Ensure the latest pedagogy is in use during Religious Education lessons
- Extend our PLT’s to discuss Religious Education learning

Regular parent education sessions are facilitated by the school.

Provide narrative and acknowledgement of our Parish and continually extend the invitation to be involved in the life of the school, particularly the Sacramental Program.

Strategic partnerships to be strengthened with St Patrick’s Parish, St Vincent's De Paul, Riverside Nursing Home, local preschools, MJR foundation schools.

Faith formation opportunities to be provided for all community members.

Review the practice of Prayer (of both tradition and liturgy) in our school and provide a variety of indoor and outdoor prayer spaces.

A selection of celebrations and presentations will be held in each class throughout the year.
Learning Goals and Initiatives

Learning and Teaching

St Joseph’s is promoting high levels of intellectual rigor; developing interesting learning environments and making explicit to students the significance of their class work. Stage teachers work collaboratively, planning together in a vibrant community reviewing current research and analysing student results.

St Joseph’s sets high expectations for both students and teachers. Behind what you see in your child’s classroom is a sustained professional effort at many levels directed at ensuring our school is educating in and for a contemporary world.

This is not “laisse faire” education or “anything goes.” Far from it! Everything is carefully planned by the teachers and the Leader of Pedagogy in our professional learning teams within a community of educators.

This approach caters for all learners. Every student is expected to achieve and all teaching is directed to that aim.
Learning Goals and Initiatives

1. The National Professional Teaching Standards, the high expectations and processes of our Professional Learning Community, the Contemporary Learning Framework and our Personalised Learning pedagogy all guide our teaching practices.

2. Through the continued development and implementation of our pedagogical model we will provide high quality, rigorous, engaging and culturally relevant educational experiences to all students.

Continue to experiment with the embedded personalised learning practices that make up our pedagogical model in search of best practice.

Literacy, Numeracy and EMU Action plans are executed and an in depth analysis of our spelling needs to facilitate the development of a whole school spelling program.

Leader of Inquiry will lead the development and implementation of the whole school daily block of Inquiry based learning - or *Curiosity hour*.

Increase the frequency of coaching and observations of all instructional practices and particularly at SPOT X with formal and informal appraisals, Learning Walks and Peer2Peer practices. The core competency of teachers reviewed according to our agreed standards and requirements.

Professional learning and programming is aligned with the AITSL standard and local professional needs. The staff is encouraged to enter into their own professional learning activities

Creation of the Essential Learning list emphasising core content and pushing BEYOND benchmarks.

Teachers in this school continue to provide time for students to talk about the concepts they are learning and tell students the purpose of each lesson.

Staff at this school continues to challenge each other to improve the quality of the school’s teaching and learning practices.

Teachers in this school continue to ensure students are given tasks that require the generation, application, analysis and synthesis of ideas.

High learning expectations exist in ALL Key Learning Area including Religious Education

Planning, discerning and programming is on job, supported and collaborative. External professional learning is supported, internal professional learning is provided

Use of APPS in learning is investigated with external experts and is a part of the technology plan

Flexible Learning Spaces are used in a variety of ways to ensure that all students regardless of their needs may feel the support of a safe environment

The staff in this school continues to to engage parents in the learning process and collaborate effectively with parents providing frequent feedback to optimise the learning of students.
Organisation and Co Leadership Goals & Initiatives

Over the past three years the school has designed, adopted and implemented a significant number of structures, policies and procedures across all the areas of school operations, all with the sole purpose of creating and sustaining a student centred personalised learning environment that generates ongoing school improvement.

Significant organisational restructures have been the creation of SPOT X, Flexible Learning Spaces, collaborative stage teaching teams, and the introduction of specialist teachers for PDHPE, Visual Art, and to support Inquiry Learning incorporating Science and Technology and HSIE. These initiatives ensure that teacher and student wellbeing is a consideration in our Whole School pedagogical model. In a PLC all benefits are mutual and with the decreased workload from seven subjects to three the quality of teaching naturally improves with the teacher being able to devote the new found time to the children and knowing Mathematics, English and Religious Education at a deeper level so as to enhance the quality of their instruction.

This innovative reorganisation also supports the well-being of staff through reduced programming loads, on the job authentic and relevant professional learning, coaching and planning sessions and Professional Learning Team meetings. This innovative approach also allows the students to optimise their learning potential through personalised instruction at SPOT X, tiered intervention at SPOT X, and flexible learning spaces for application, practice and demonstration of competency.
Organisation and Co Leadership Goals and Initiative

1. Further develop policy and provide supportive procedural structures to remove obstacles, support best practice, enhance staff well-being and contribute to creating a workplace culture that enables all learners to experience success.

2. The pedagogical model is embedded into the parish school culture to ensure sustainability.

Strategic Actions

There is clarity and an agreed philosophy regarding discipline in the school. The rules and sanctions relating to discipline are well understood by staff, students and Parents.

“The standard we walk past is the standard we accept”.

The introduction of Transformative Leadership and the associated task of distribution of responsibility which will ensure that all staff are given the opportunities of ownership, voice, clarity of role as well as decision making rights.

Team leaders facilitate staff meetings which are shared among all teams with leaders also responsible for updating the school calendar with events relevant to their team’s responsibilities.

Continue to consolidate and search for new reward systems.

Continue to design systems to ensure that in this school there are opportunities for developing new skills, there is a forum for expressing views and opinions and there is a system that ensures everyone is clear about their professional responsibilities.

Implement further systems and procedures to continue holding replacement staff to higher standards.

Investigate strategies to enhance staff harmony and implement these upon consensus.

Highly effective processes exist for data collection, analysis, evaluation and reporting supporting the development of explicit and articulate learning that underpins classroom teaching and learning.

PLT teams will continue to meet in school time and refine their collaborative discussion by asking the critical questions and providing a response.

The Essential Learnings booklet and list of events for each stage is to be published and the red tape at Spot X is to be reduced.

Introduce personal and PLT Goal Setting and evaluation processes.

Technology Plan to be constructed including BYOD and catalogue classroom of library resources.
Community relationship Goals and Initiatives

Pastoral care, Well-being, Engagement

Pastoral care of all students is a vital element of the respect and regard that everyone at St Joseph’s is called to take on. We are all members of an educational organisation that has committed itself to developing a genuine Catholic School Professional Learning Community.

Engaged learning and the development of the whole person can only occur in an environment of respect, peace and mutual understanding. The personal needs of security, safety, and physical and emotion health are prerequisites to a student’s successful education.

At St JOSEPH’S, we prepare our students in the appropriate ways; by using contemporary trends in education so that each child can develop the necessary competencies to succeed while also receiving the personal support that they need.

An open door policy exists at the school and communication between school and home is clear, consistent, and positive and provides direction. There are many popular parent gatherings that have been embedded into the culture of the school including the Musical, Carols and Nativity evening, Class breakfasts, Parent/Student discos.
Community relationship Goals and Initiatives

1. To further develop the parishioner, parent, teacher and student relationships.
2. All community members work collaboratively to achieve the mission and vision of the school.

Strategic Actions

The staff in this school understand the importance of partnering with parents to help students achieve their full potential and to nurture this partnership there are several official methods of communication for parents and teachers to use.

We believe that frequent communication between parent and teacher and parish is essential for successful learning and we continue to created systems to enhance this.

Provide narrative and acknowledgement of our Parish connections at gatherings, and through newsletters and other correspondence.

Continue to invite the parish community to the many school events and celebrations, particularly the Sacraments.

Parents formally invited to parish events and parishioners formally invited to school events.

Strategic partnerships are in place with St Patrick’s Parish, St Vincent’s De Paul, Riverside Nursing Home, Jacaranda committee, Ex-Services sub branch, Shopping world management, Sth Grafton Chamber of Commerce, Grafton Show Committee, Regional Art Gallery, local preschools.

Facebook to be initiated in support of the PLC and the P&F as they continue to reestablish a link with the parent body.

The MJR, Seasons, Mini Vinnies, student disciple program and Children, are given a high priority in all classrooms.

Investigate and implement strategies to encourage and increase parent engagement

Provide opportunities for parent information and skill sessions especially cyber bullying and social media platforms.

With the implementation of transformative leadership, the decision making process has been distributed throughout the professional learning teams involving all stakeholders in the decision making process

Ensure all parents are aware of the essential Learnings booklet and engage them in this document
Meet the 2016 Team

Principal: Frank Jones

Assistant Principal and Leader of Pedagogy: Anne Forwell

Leader of School Evangelisation:

Leader of School Catechesis:

Leader of School Sport:

Leader of Curriculum:

K-2 Instructional Leader: Judy Rogers

Inquiry Learning Leader and Librarian: Peter Woolridge

Sand Therapy: Sr. Jan Holahan

Leaders of Learning:

Kindergarten: Donna Bancroft

Grade One: Joe Stewart

Grade three: Rebekah Crouch

Grade five: Lisa Young & Peter Woolridge

Grade two: Hannah Gorman

Grade four: Brooke Nay

Grade six: Renee Howland

Additional Needs: Anna Smidt

Art and Music: Wayne Gilholm

PDHPE: Phil Kelly

Junior Joeys Transition Class: Maree Hickson

Teacher Assistants: Maree Hickson, Diana Westgate, Megan Summerell, Liz Hegedus, Sharron Nay,

Secretary: Cheryl Mawhirt

General Assistant: Bill Nugent

Cleaner: Shirley Parker
School Information

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