Catholic schools in the Diocese of Maitland-Newcastle aspire to:

- Be centred on the person of Jesus Christ and grounded in the Scriptures, in the teachings, traditions of faith and prayer in the Catholic Church and the witness of its past and present saints and scholars.
- Be an integral part of the evangelising mission of the Church, and reflect Gospel values of justice, truth, peace, forgiveness, love, reconciliation and service of one another.
- Promote the active partnership of home, parish and school and recognise the family as the primary focus of the educational process.
- Recognise the individuality and dignity of each young person, and foster the development of each one’s unique potential and spirituality.
- Develop a challenging, authentic and inclusive educational environment that encourages lifelong learning.
- Be enlivened by staff, both teaching and non-teaching, who are dedicated, committed and generous in their efforts on behalf of young people.
- Acknowledge our responsibility to be stewards of our earth and all of God’s creation.

This Strategic Plan is anchored in our school’s fundamental reason for existence, which is outlined in our school’s Mission Statement and Vision Statement:

**OUR MISSION STATEMENT**

‘Steadfast in faith and hope’, our vision is to strive for the extraordinary by developing positive education which can transform lives and communities.

**OUR VISION STATEMENT**

- Inspired by our faith and together with our parents, Church and community, we aim for each person to reach their full potential in body, mind, heart and spirit.
- To provide a happy, caring and compassionate school where social justice, respect, hope and other Gospel values are reflected in all that we do.
- To provide a stimulating and differentiated learning environment so as to cater for children’s learning needs.
- To encourage children to recognise and achieve their full potential, so that they can make their best contribution to society.
- To ensure that each child is taught relevant skills to meet their needs in the 21st century.
- To base our teaching pedagogy on current best 21st century practices, including the use of computer technology.

St Patrick’s Catholic Primary School, Swansea, was founded by the Sisters of St Joseph in 1952. It provides an education for children from Kindergarten to Year 6 in the Parish of East Lake Macquarie within the Diocese of Maitland-Newcastle. The school’s staff is committed to creating and fostering a caring community where students, staff and parents work together in mutual support and respect. It is this community aspect of the faith we share that sets the tone of our Catholic school. Our mission statement reflects this commitment: “Steadfast in faith and hope, our vision is to strive for the extraordinary by developing a positive education which can transform lives and communities.”
## STRATEGIC INTENT SUMMARY 2013 – 2015

### KEY AREA 1  CATHOLIC IDENTITY

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<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1.1</td>
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<td>1.2</td>
<td>High quality delivery of a contemporary and relevant Religion Curriculum (K-12)</td>
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<td>1.3</td>
<td>Authentic and informed Eucharistic communities in our Catholic schools</td>
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### KEY AREA 4  COMMUNITY & PARTNERSHIPS

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### KEY AREA 5  STRATEGIC RESOURCING

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<td>5.4</td>
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KEY STRATEGIC AREAS

The five Key Strategic Areas of our school’s strategic plan reflect the strategic priorities to be addressed over the next three years.
Strategic Intent Statements
Strategic Intent statements are aspirational. They define what outcomes the school is striving to achieve in the five key areas.

Strategic Intent statements evolve from a range of sources including:
- The school’s vision, values and environmental context.
- The Catholic Schools Forming Catholic Minds and Hearts 2013-2015 Strategic Plan and CSO system priorities identified for the year.
- Analysis of student outcomes from the school self evaluation and school review or SEVDEV outcomes.
- Information from Annual Audit.
- The strategic planning community consultation process.
- Discussion with other schools, networks and other providers.
- The government’s priorities for education and early childhood development.

Schools have the flexibility to define their strategic intent according to the needs of their school however they must be within one of the seven key areas.

Key Performance Indicators (KPIs)
Key Performance Indicators are statements of outcome.

KPIs bring sharp focus to where the school intends to be by the end of the year. As such, they state the school’s clear intentions for the strategic intent.

Key Question:
If you were successful in implementing this particular strategic intent, what would success look like?

Key Performance Indicators are:
- Are reflective of the school’s Mission.
- Are high impact, whole school (i.e. are for whole school improvement).
- Are fundamental to the school’s achievements and success.
- Are written explicitly for Key Areas and Strategic Intent Statements.
- Are achievable and measurable.
- Are able to be validated with evidence.
- May include targets.
- Are reviewed and revised annually.
- Are generally written in the past tense as if already achieved.
CATHOLIC IDENTITY

1.1 Dynamic and harmonious relationship between St Patrick’s Catholic School, the Parish of East Lake Macquarie, the Diocese of Maitland-Newcastle and Catholic aid organisations

WE WILL
1.1.1 Identify and create opportunities for developing an ongoing partnership between the school and the parish, and between the school and the Diocese.
1.1.2 Respond to the challenge of St Mary of the Cross MacKillop: “Never see a need without doing something about it.”

1.2 High quality delivery of a contemporary and relevant Religion Curriculum

WE WILL
1.2.1 Differentiate the teaching/learning activities in the classroom Religion programs.
1.2.2 Monitor the Faith Education Accreditation of permanent staff members.
1.2.3 Ensure that the teacher of the composite class does not cover content of the Religion program that has been taught previously to the students or will be taught during the following year.
1.2.4 Ensure that the assessment activities in teaching programs reflect contemporary understandings of how best to teach and assess knowledge, understanding and skills in Religious Education.
1.2.5 Ensure that policies in all Key Learning Areas reflect our nature and purpose as a Catholic school.

1.3 An authentic and informed Eucharistic community at St Patrick’s School

WE WILL
1.3.1 Promote student access to Eucharistic celebrations in school, parish and regional settings.
1.3.2 Promote opportunities for professional development in the delivery of appropriate, creative and meaningful liturgical experiences.
1.3.3 Ensure that prayer tables and sacred spaces are regularly changed to reflect Church seasons and feasts.
1.3.4 Ensure that liturgy engages all stakeholders in prayer experiences that are meaningful and relevant.

1.4 Commitment to the nature and purpose of Catholic schools

WE WILL
1.4.2 Promote the faith development of students through implementing the ‘Making Jesus Real’ program.
1.4.3 Support Catholic social justice organisations and charitable works programs such as Caritas, Catholic Mission and the Mary MacKillop Foundation.

1.5 Cohesive and integrated approach to staff spiritual and theological formation

WE WILL
1.5.1 Form and support the school staff in their faith by providing an opportunity at least once per year for a retreat / reflection day.
1.5.2 Seek to enrich the prayer life of the staff.
1.5.3 Support staff engagement in opportunities such as pilgrimages and conferences.
1.5.4 Provide opportunities during professional development meetings for the staff to engage in professional dialogue.
QUALITY TEACHING AND LEARNING

2.1 Proactive approach to raising student levels of achievement
WE WILL
2.1.1 Review Key Learning Area policies to strengthen teaching and learning.
2.1.2 Review the use of textbooks – their place and purpose in explicit teaching and in providing quality learning activities.
2.1.3 Organise classroom reading resources into resource boxes so that they are more easily accessible to staff members.
2.1.4 Purchase resources that will be required to effectively implement the new Science curriculum in 2014.
2.1.5 Use NAPLAN data to determine areas of strength and areas for development.
2.1.6 Review the Essential Moves program to ensure that relevant outcomes are being achieved.

2.2 Improved student achievement in literacy and numeracy
WE WILL
2.2.3 Target the teaching of mathematics to improve student outcomes, especially in the space, measurement and data strands.
2.2.4 Inservice the K-2 teachers in implementing the Count Me In Too program.
2.2.5 Develop a shared understanding of what a balanced literacy block looks like.
2.2.6 Develop an assessment policy and plan which explicitly state how student work is assessed.

2.3 Contemporary and high quality teaching and learning
WE WILL
2.3.1 Ensure access to a differentiated curriculum for all students.
2.3.2 Review the scope and sequence for each Key Learning Area.
2.3.5 Develop a scope and sequence for Physical Education to incorporate the explicit teaching of the 12 fundamental movement skills in each grade, and to align units of work with school, regional and diocesan athletics and cross country carnivals.
2.3.6 Upgrade ICT facilities in order to give students greater access to technology.
2.3.7 Engage a qualified gymnastics teacher to provide onsite lessons that cover the gymnastics strand.
2.3.8 Develop strategies and programs that support healthy eating as outlined in the school’s Nutrition Policy 2012.
2.3.9 Develop a shared understanding of the teaching of spelling as part of writing.
2.3.10 Ensure that teaching programs comply with Board of Studies and diocesan requirements.
2.3.11 Develop a homework policy.
2.3.12 Review the Gifted and Talented Education policy.
2.3.13 Develop an ICT policy and plan.
2.3.14 Review the schoolwide intervention program to ensure that the students who are targeted for support are appropriately identified.
2.3.15 Review the Aboriginal education policy.

2.4 Effective implementation of the National Education Agenda
WE WILL
2.4.1 Professional development in the new Australian curriculum to allow teachers to familiarise themselves with the content and to assist with planning and implementation in 2014.
2.5  **Student support mechanisms that promote wellbeing and mental health**

**WE WILL**

2.5.1  Inservice the staff in ways in which we can support the learning and emotional health of students with various diagnosed disorders so that the staff can apply best practice in their classrooms.

2.5.2  Include student and family wellbeing as an agenda item for weekly housekeeping meetings.

2.5.3  Extend the student leadership program.

2.5.4  Review the pastoral care and discipline policy.

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**LEADERSHIP**

3.1  **A school that is focused on effectiveness, performance and improvement**

**WE WILL**

3.1.1  Continue to develop enhanced and consistent communication and consultation with parents, carers, the parish priest, parishioners, the broader community and other stakeholders.

3.1.2  Review the school’s Mission and Vision Statements to ensure that rhetoric is consistent with practice.

3.1.3  Develop a model of shared leadership to enable all staff members to contribute to the professional development of their colleagues.

3.1.4  Report against the Key Performance Indicators of the Strategic Plan when writing the Annual School Report.

3.2  **Ensuring quality and accountability in our school**

**WE WILL**

3.2.1  Develop a policy and rigorous processes for ensuring that students are safe both on the school site and when off-site.

3.2.2  Develop a policy and rigorous processes for following up unexplained student absences.

3.2.3  Develop rigorous processes for ensuring that all staff members and students are familiar with procedures for lockdown and evacuation.

3.2.4  Ensure that the staff is familiar with the child protection code of professional standards and child protection reporting policies.

3.2.5  Ensure that all staff members have role statements, and that these role statements are clearly communicated to the staff.

3.2.6  Develop an enrolment policy.

3.3  **A framework for supporting staff members**

**WE WILL**

3.3.1  Explore, identify and develop structures aimed at mentoring young teachers.

3.3.2  Explore, identify and develop structures aimed at supporting staff members needing personal and professional support.

3.4  **Effective strategic thinking, planning and acting**

**WE WILL**

3.4.1  Implement a cycle of policy review and development to ensure consistent and continuous assessment and evaluation of policy documentation.

3.4.2  Regularly evaluate the school’s Strategic Plan and Annual Plan.
COMMUNITY & PARTNERSHIPS

4.1 Partnerships that provide for consultation and engagement with parents and families
WE WILL
4.1.1 Optimise opportunities for communication and dialogue with parents on educational matters.
4.1.2 Encourage more parents to undertake roles in decision-making, in fundraising, in social events and in the canteen.
4.1.3 Review the school’s Complaints and Grievances Resolution Policy.

4.2 Effective engagement and alliances with church, community and professional organisations and sectors.
WE WILL
4.2.1 Invite local councillors and Members of Parliament to school functions.
4.2.2 Utilise more fully the skills, talent and expertise of parishioners in a variety of ways.
4.2.3 Keep parishioners informed about school initiatives and programs.
4.2.4 Utilise the school website to promote the school.
4.2.5 Acknowledge the traditional custodians of the land at weekly assemblies and important occasions.

4.3 An enhanced sense of community and belonging for the school staff
WE WILL
4.3.1 Provide regular opportunities for social and collegial interaction for the school staff.

STRATEGIC RESOURCING

5.1 A contemporary and integrated approach to risk management and compliance
WE WILL
5.1.1 Develop an integrated plan for risk management and compliance.
5.1.2 Develop an effective Work Health and Safety Management System.

5.2 Equitable, effective, and efficient financial systems and practices
WE WILL
5.2.1 Monitor the payment of school fees to ensure that families pay school fees according to their financial capacity.

5.3 Information technology architecture, systems and services that enhance student learning and operational effectiveness
WE WILL
5.3.2 Budget for the replacement of technology as items of hardware become obsolete.

5.4 Stewardship of the natural and built environment
WE WILL
5.4.1 Maintain and improve the school’s waste management and recycling programs which were developed in 2012.
5.4.2 Develop a preventative maintenance schedule that will ensure that the current excellent quality of buildings is maintained.