



SAINTS PETER & PAUL
— PRIMARY SCHOOL —

STRATEGIC PLAN 2023-2025

Catholic Identity & Culture	Excellence in Teaching & Learning	Staff Capacity & Leadership	Partnerships & Community	Stewardship & Resources
Key Improvements	Key Improvements	Key Improvements	Key Improvements	Key Improvements
<ol style="list-style-type: none"> 1. Articulate a vision for Garran that has as its foundation a Catholic vision of the human person. 2. Maintain our explicitly Catholic Culture that embodies a collaborative, shared and supportive learning environment. 3. Establish shared school-wide behaviour expectations. 4. Explore and clarify the impact the Science of Learning has on Religious Education instruction. 	<ol style="list-style-type: none"> 1. Ensure every child will be a competent reader. 2. Ensure High impact teaching practice is visible in every classroom. 3. Embed a successful spelling program 3 - 6. 4. Improve our systematic delivery of curriculum, ensuring all teaching programs (except R.E.) follow the Australian Curriculum version 9.0 	<ol style="list-style-type: none"> 1. Boost teacher capacity and efficacy through professional goal-setting, plans and reflections. 2. Support and build instructional leadership capacity to enable HITP to be embedded in every classroom. 3. Embed practices that promote Expert Teaching Team. 4. Promote effective analysis and discussion of student and cohort data. 	<ol style="list-style-type: none"> 1. Continue to strengthen and build relationships with Holy Trinity Primary School and the Parish of the Transfiguration. 2. Encourage an engaged and informed parent community who share in the teaching of our students. 3. Boost capacity regarding parent connections and correspondence. 4. Connect with external partners who can support the goals of Sts Peter and Paul and promote such connections. 	<ol style="list-style-type: none"> 1. Ensure WHS compliance and accessibility requirements. 2. Develop a Masterplan for the playground. 3. Teach students Catholic Stewardship, Indigenous relationship with Country and embed these values in the school to promote care of the school environment. 4. Develop a 5-year IT replacement plan. 5. Continue to upgrade classroom furniture.
Key Strategies	Key Strategies	Key Strategies	Key Strategies	Key Strategies
<ol style="list-style-type: none"> 1.1 The community of Sts Peter and Paul is led through a process that sees the school articulate its purpose and its lived relationships. 1.2 Ensure all sacred spaces are visible, relevant and utilised for daily 	<ol style="list-style-type: none"> 1.1 Ensure all Teachers in 3 - 6 are trained in InitiaLit & TWR. 1.2 Refine implementation of K-2 InitiaLit and 3-6 'The Writing Revolution' 	<ol style="list-style-type: none"> 1.1 Establish the regular practice of setting ambitious and measurable goals for staff 1.2 Support HALT applicants and encourage these to be completed with grade level partners supporting 	<ol style="list-style-type: none"> 1.1 Continue 'Parish School' days. 1.2 Look at holding two staff meetings a year, which sees the schools come together to share initiatives and priorities. 	<ol style="list-style-type: none"> 1.1 Conduct annual safety inspections of trees, playground equipment and surfaces. 2.1 Landscape architects are contracted to design a revamped playground area, and to scope it

<p>morning prayer, as outlined by Principal.</p> <p>1.3 Teaching teams contribute to the prayer life of the school, together preparing and leading staff prayer one week per term.</p> <p>1.4 Begin and embed Christian Meditation, as experienced at Staff prayer, in each classroom (embedded by Term 2 2024).</p> <p>1.5 Plan and create a sacred space in the Hall for school masses and prayer liturgies.</p> <p>2.1 Implement our Declared Purpose as the lens through which school decisions are made</p> <p>2.2 The Declaration is referred to in staff meetings, and other appropriate meetings, with its umbrella statement and purpose referenced to particular staff meeting or educational focus.</p> <p>2.3 Develop a student friendly version of our Declared Purpose that is published for classes.</p> <p>3.1 Plan, implement and embed a School-wide Positive Behaviour Project, inviting consultation with Callie.</p> <p>3.2 Explicitly teach positive behaviours in K-6 classrooms and during whole-school experiences.</p> <p>3.3 Provide professional learning around the revised Code of Conduct.</p>	<p>1.3 Introduce InitialLit Reading Intervention for K - 2; 3 - 6, using data to determine student need.</p> <p>1.4 InitialLit Coordinator and mentor to continue to work with K - 2 teachers, assisting them in the implementation and interpretation of assessment.</p> <p>2.1 Work with CE staff and Coglearn Coaches to embed HTP strategies, ensuring staff are trained in the use of HTP, specifically Daily Review.</p> <p>2.2 Enable Wave 1 and 2 participants to mentor and lead staff in the implementation of DR and EI</p> <p>2.3 Creation of an agreed practice around timetabling and the amount of inquiry/DR/EI in Maths and English and RE.</p> <p>3.1 Implement Spelling Mastery in Years 3-6, using student data to monitor program effectiveness.</p> <p>3.2 Create supportive conditions for SM implementation through Learning Support and timetable adjustments.</p> <p>4.1 Embed Curriculum management practices to ensure high quality knowledge management and teaching programs.</p> <p>4.2 Use Team Program Evaluation structure to ensure consistent programming and improve practices across all classes</p>	<p>one another and using grade level initiatives to have impact.</p> <p>2.1 Support and build instructional leadership capacity to enable HTPs embedded in every classroom.</p> <p>2.2 Require staff to set professional goals relating to HTP and to monitor the effectiveness of their own efforts to meet those targets.</p> <p>3.1 To establish a shared understanding of what makes an Expert Team.</p> <p>3.2 Conduct professional learning in Week 0 that establishes Expert Teaching Teams, requiring the writing of professional goals and the creation of Team Charters that declare a shared professional commitment.</p> <p>3.3 Introduce PLC protocols to structure conversations so that participants have certain roles, in assisting a colleague resolve a concern to do with teaching and learning.</p> <p>3.4 Year coordinators meet with grades once a term, to 'check in' with them and see how they are working together, using as needed the grade charter.</p> <p>3.5 Support Teaching Teams to collaborate effectively and lead school initiatives.</p> <p>4.1 Lead staff in the effective use of both CE and school identified assessment, specially the use of the literacy and numeracy continuums.</p>	<p>1.3 Leadership Teams from both schools meet twice a year, to strengthen bonds and unity.</p> <p>2.1 Hold parent information nights in areas to do with education, wellbeing, pastoral care and the like. Through the CC, develop processes which allow for parents to run with initiatives, and to help with parents ministering to parents.</p> <p>2.2 Provide a platform for parents to share their expertise within our parent community via regular 'Parent Spot: Wellbeing' communications.</p> <p>3.1 With the CC, develop a process that enables parents to voluntarily exchange contact details.</p> <p>3.2 With CC, hold at least one parent social night a semester.</p> <p>4.1 Investigate the possibility of coaches who specialise in working with school exec teams, and teaching staff, around behaviour management processes and techniques.</p> <p>5.1 Use opportunities to connect with outside agencies who can support or collaborate with Sts Peter and Paul on educational initiatives,</p> <p>5.2 Promote community partnerships by re-establishing links with Malkara through Year 6 visits.</p>	<p>out over a 3-year implementation period.</p> <p>3.1 REC and Aboriginal Education Coordinator to develop a plan to implement an indigenous and Catholic perspective on the stewardship of the land, for NAIDOC week.</p> <p>4.1IT Coordinator to design an implementation plan, with a budget, for a 5-year period.</p> <p>5.1 Continue to budget for upgrading of furniture for classrooms, over a period of 3-years.</p>
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<p>4.1 School to follow CE direction and implementation strategy regarding the teaching pedagogy in RE.</p> <p>4.2 Introduce and embed the Catalyst pedagogy around the daily teaching of RE (embedded by Term 4 2025).</p> <p>4.3 Refine Religious Education Program structures and practices in light of the Science of Learning</p>	<p>4.3 Collaborate with CE personnel around the effective use of curriculum planning for students with needs.</p>	<p>4.2 Continue to embed, refine and investigate methods to extend students who are achieving above curriculum grade level.</p> <p>4.3 Ensure that every teacher is using data and evidence regularly throughout the year</p>		
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