St Paul’s School will continue to be a Catholic School Community that nurtures the classroom teaching of Religion and the Religious Life of the school and understands and lives the Good News message of Jesus Christ.

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<th>Strategic Intents</th>
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<td>1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.</td>
<td>Ensure all current and new initiatives are reflective of our religious identity as a Catholic school that embraces and supports the ethos and traditions of St Paul and the Sisters of St Joseph, with particular reference to the poor and marginalised.</td>
<td>Continue to develop an understanding of the life and charism of St Paul – St Paul’s Feast Day. Display of religious icons, especially St Paul, around the school. Continue the Mary Mackillop charism by continuing to teach Mary Mackillop units of work and celebrate her Feast Day. Focus on reviewing School Vision and Mission Statements in light of staff Visit to Mary MacKillop Place in Sydney. Creation and display of mural as a reflection of the time spent in Sydney.</td>
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<td>1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.</td>
<td>Implement the new RE curriculum by creating a strategic plan. APRE to meet regularly with teachers to assist in planning units of work using the new Religion Curriculum in alignment with RLOS and school liturgical year. Term 1-Implementation Team to attend in-service in Religion curriculum (2 teachers + APRE + LNIT) Term 2 - Familiarisation of classroom teachers with Church strand – staff meetings Term 3 – Planning and Teaching.</td>
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<td>1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.</td>
<td>To integrate each of the elements of the Religious Life Of School document into classroom and whole school planning and implementation over a four year span. Provide opportunities for St Paul’s School to make connections with Parish and local community.</td>
<td>Review Religious Life of the School document with staff. Integrate prayer roster and masses, school rituals and events into a school plan and redevelop the focus to be aligned with RLOS. Teaching about the Sacraments in line with the Parish programme. Support the Parish Sacramental Programme. Morning tea with parish after School Mass Invite Parishioners to be involved in Raising Reading Principal to speak at Parish Masses twice yearly. Explore connecting with Parish run Kids Club. Provide a school package for new Parish members Invite all families to Playgroup.</td>
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<td>1.4 A cohesive and integrated approach for the spiritual formation of staff.</td>
<td>Commence a cohesive integrated approach for the spiritual formation of staff.</td>
<td>Begin the Catching Fire programme with staff Commence school year with Mary MacKillop Pilgrimage – “Walking in Her Footsteps” - Mary MacKillop Place.</td>
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<td>1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.</td>
<td>Implement and maintain a coordinated strategic approach to the professional learning in RE</td>
<td>Funding the Catching Fire Program (2013) Provide funding for teachers to meet with APRE and REO for planning.</td>
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<td>1.6 A shared understanding of and practical responses to Catholic Social Teaching.</td>
<td>To become more intentional in our school’s approach to Catholic Social teachings.</td>
<td>Engage our Community members through Action Learning processes led by our Student Leadership programmes i.e. Social Justice Group – Caritas Fundraising venture Investigate opportunities for Acts of Service e.g. singing, dancing for local groups. Continue relationship with Fusion.</td>
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| 2.1 Enhanced pedagogical practice that is data-informed and evidence-based. | All teaching staff to analyse data and implement evidence based processes which promote a collaborative approach to track and monitor student learning. | Utilize the coaching model.  
• Continue to refine data collection processes to inform pedagogy and monitor student learning standards - PM Benchmarks, Torch, PAT Maths, 1st Steps Speaking & Listening etc.  
• Further use of the Business Intelligence (BI) tool to review student data & achievement |
| 2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence. | To implement all new learning areas of the Australian Curriculum with a focus on inquiry methods/assessment and current pedagogical practice. | Maintain the Numeracy project – a whole school approach  
• Consolidate Learning Areas of Australian Curriculum (Maths; English; History; Science) – Staff meetings, weekly and term planning meetings.  
• Continue participation in RoleM – yr 2’s  
• Continue to use Action Learning projects 2013 -2014 utilising writing process |
| 2.3 Improved literacy and numeracy standards. | To further embed literacy and numeracy programs to raise standards. | Implement the 2013 Numeracy and Literacy Plan |
| 2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary. | To provide contemporary learning environments for all students at St Paul’s | Finalise the formation of a school policy on homework.  
• 1/2, 4/5 6/7 multiage classes….access support cluster BCE  
• Investigate Senior Primary transition process to secondary and what this means for teaching & learning within our school |
| 2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing. | To provide student well-being programs that are linked to our school vision and mission | Continue with SWPBS staff meetings with staff input on beliefs and values, playground Rule of the Week, focus on [positive 4 to 1, ongoing team meetings with a focus on sustainability  
• Investigate Kids Matter framework and how our existing programs with our school fit into this (as per the programs above)  
• Develop Risk Management plans for Red Zone children and distribute to staff  
• Collect, analyse and report on SBS data to inform planning for behaviour learning |
| 2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations. | To continue to have in place a range of proactive and responsive programmes and practices to effectively meet the needs of the diverse community. | Continue with Student Support meetings to provide an avenue of gathering information on high needs children and formulating a Strategic approach to meeting those needs  
• Support Staff to meet regularly to monitor the various support strategies  
• Continue to use a strategic approach to funding Literacy and Numeracy support |
| 2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching. | Develop leadership and staff capacities in utilization of information, communication and learning technologies to improve learning & teaching | Continue to source ways of increasing hardware and software access for students – Review ICT plan  
• Continue with ICLT staff meetings – Danielle Carter  
• LIFE….Learning Management System….Semester 2  
• Continue IWB sharing of best practice |
St Paul’s School recognises positive relationships provide a foundation for personal, social and community growth. The school will encourage relevant learning practices for all staff that are authentic in meeting the needs of the school community.

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| 3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school. | • Provide the opportunity to meet, discuss and plan with clergy and parish reps | • Principal to attend Parish Council meetings  
• Support of parish Sacramental Programs throughout 2013 – consult Marg Connors  
• Monthly meetings with admin team and PP |
| 3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school. | • Consult and engage with parents regarding the education of our students | • Continue to engage parents at P and F meetings, informal and formal interviews and newsletters |
| 3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care. | • Implement and maintain a coordinated strategic approach to professional learning | • Identify staff related goal setting processes that meet school and personal identified needs  
• Set up process to meet professional learning needs of staff through committees and common goal groups  
• Performance Management...continue formalization of staff goal setting 2013 in alignment with school goals – Tammy McCartney to address T1 staff meeting |
| 3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education. | • Staff to be provided with leadership opportunities | • Lead teachers in various curriculum and other areas  
• Spirit Fire Leaders  
• Identify and encourage staff to adopt acting administration roles as required |
| 3.5 Development of effective professional learning communities both within schools and across the wider BCEO community. | • To engage with other educators to promote professional learning | • Staff exposure to new Professional Standards  
• Linking new teachers with current staff  
• Planning days with cohort teachers and support staff  
• CTJ |
| 3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies. | • To engage with broader communities to promote our school | • Launch into Logan – Griffith Uni  
• Glen Barry – Griffith Uni – Indigenous Programme |
| 3.7 A safe, healthy and productive school environment for students, staff and community. | • For children to feel a sense of belonging and value in sharing their own unique culture within the diverse community. | • Facilitate opportunities for staff to incorporate cultures within their classrooms  
• Recognise the unique role of the Community Partnership programme in providing opportunities for children and families to access and be successful at school as well as celebrating their differences. |
| 3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO. | • To promote collaborative relationships with BCEO and within our community of schools | • CTJ – work with sister schools  
• Invite EO’s as necessary |
St Paul’s School ensures resource planning is aligned with the school strategic renewal plan and its mission and vision with special consideration to the needs of the school community.

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| **4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.** | • Formulate, monitor and review a school strategic plan 2012 – 2016 | • Formulate school strategies for 2013 and monitor throughout year  
• Formulate new 5 year review cycle (Internal Reviews) |
| **4.2 Collaborative processes are in place to develop the budget and to allocate resources.** | • To consult with staff and parents in the resourcing of Paul’s School | • Identify needs and priorities and allocate resources strategically. |
| **4.3 The formation and professional learning of staff is clearly evident in budget priorities.** | • To ensure budget priorities meet strategic directions | • Allocate school recurrent funding with BCE funds to meet professional learning goals  
• Careful monitoring of the Students With Disabilities (SWD) funding |
| **4.4 Resourcing decisions and priorities support financial accessibility for families.** | • Ensure all families have access to education and resources | • Provide concessions for families in financial need  
• Support of families through the Community Partnership Programme |
| **4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.** | • Embed Information and Learning Management Systems to support learning and teaching | • Staff to engage with Learning Management System….LIFE |
| **4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools.** | • To be a sustainable school | • Encourage staff engagement with the Australian Curriculum to present opportunities for sustainable practices  
• Community Centre to assist in developing school sustainable practices |
| **4.7 Contemporary learning approaches inform the planning, design and use of facilities.** | • Ensure contemporary learning approaches inform the planning, design and use of facilities. | • Continue to look at ways of resourcing IT |