SACRED HEART PRIMARY SCHOOL, THORNLIE
STRATEGIC PLAN 2016 – 2019
FOREWORD

BACKGROUND

Sacred Heart Primary School was founded by the Loreto Sisters in 1965. From humble beginnings the school has grown to a double stream Catholic co-educational school catering for students from Pre-Kindergarten to Year Six. The school offers a holistic education with strong academic, spiritual, physical, artistic and social emotional programs across all year levels.

The school is a thriving, multicultural community with specialist teachers in Information and Communication Technology, Music, Art, Physical Education, Languages (Japanese), Library, Literacy and Numeracy Inclusion Support. Education Assistants also assist the teaching and learning programme across the school. Child centred classroom programs are enhanced through interactive technology and an emphasis on the attainment of IT skills from the early years. The dedicated and professional staff work in partnership with parents and community members to provide a stimulating and enriching learning experience for all children.

Sacred Heart Primary School prides itself on being contemporary and ‘understanding of the times’. This is evident through the provision of an Inclusion Support Centre catering for the needs of students with disabilities and an Early Learning Long Day Care facility catering for children from 2½ years of age. Sporting programs and Out of School Hours Care all help to meet the needs of children and their families.

The School Board and Parents and Friends Association work closely with the school to build and strengthen a vibrant community spirit. This is further enhanced by our harmonious and effective relationship with the Sacred Heart Parish where together we are one community in faith.

LEADER’S MESSAGE

This document is organised around four key elements established by the Catholic Education Commission of Western Australia (CECWA) – Learning, Engagement, Accountability and Discipleship (LEAD). It outlines the school’s priorities and our performance measures. The priorities articulated in this Strategic Plan are intended to:

- Advance the Vision of the school
- Build on our strengths

In formulating this Strategic Plan, the School Leadership Team has undertaken a thorough and inclusive process. Through this process we have assessed how well we are going as a school, identified emerging concerns and discussed new trends and opportunities likely to be faced in the future. We are appreciative of the feedback provided through the community consultation and a commitment to turning our aspirations for the school into a clear path forward.

We look forward to working in partnership with parents over the next four years as we embark on this plan.

Mrs Suzanne Fox
Principal
OUR VISION

At Sacred Heart Primary School we celebrate the importance of children and family. Strong Catholic community connectedness and meeting student needs is the way that we live out our Motto – God is Love. Our aspiration therefore is to be a place where through Christ centred experiences and mutual respect we guide children to develop reverence, responsibility and resilience in a loving Catholic community.

OUR CORE VALUES

As a learning community centred on the example of Christ, the following core values are central to the vision of the school, helping us to integrate faith into our daily life.

- RESPECT – demonstrating regard for the feelings, wishes and rights of others
- REVERENCE – having a deep respect for God, ourselves, others and the environment
- RESPONSIBILITY – recognising our duty to do our best and to treat others fairly
- RESILIENCE – learning from our mistakes or difficulties and bouncing back to carry on

SCHOOL LOGO and MOTTO

The school crest was designed by the Loreto Sisters and reflects the unity of the Trinity, which is reflected in family and school. The movement is directed upwards in praise of God from whom all good things come.

The school motto was developed at the same time and illustrates from scripture the school’s name – the Sacred Heart of Jesus:

**GOD IS LOVE**

*And anyone who lives in love, lives in God and God in that person*

*(1 John 4:16)*
LEARNING

CECWA STRATEGIC DIRECTION

Learning is what we do – we are committed to learning at every level. The outcomes we seek are to:

- Enhance student achievement and well being
- Increase student and staff engagement in their own learning and faith formation

Our strategies to achieve this are to…

L1. Provide a consistent school wide approach to the teaching of Literacy and Numeracy and lift student performance with a particular focus on the early years

L2. Identify student learning issues as early as possible to allow timely intervention

L3. Lift student understanding and performance in Numeracy through provision of a consistent school wide emphasis that also includes parent support and involvement

L4. Develop and implement an extension program with an emphasis on Science, Technology, Engineering and Mathematics (STEM), to better cater for individual student need in Years 3 - 6

L5. Review ‘non-core activity’ to identify opportunities to narrow the focus of staff to the school improvement agenda articulated in this plan

KEY SUCCESS MEASURES

DIFFERENTIATED TEACHING and LEARNING (QCS REF 307)

- Observe across the year groups, consistent approaches to differentiated teaching
- Early identification of learning issues is a priority
- NAPLAN data – by the end of this plan:
  a. Year 3 students perform, in each domain, at a comparable level to students in like schools
  b. Year 3 and 5 students at least achieve the national average in Numeracy testing
ENGAGEMENT

CECWA STRATEGIC DIRECTION

Engagement is essential – we are committed to Catholic Education’s Mission through relationships with all. The outcomes we seek are to:

- Enhance parental engagement in their child's learning and faith formation
- Develop our people to be leaders in Catholic Education's mission

Our strategies to achieve this are to …

E1. Develop a “Living our Vision and Values” document with involvement of parents and the School Board as integral to the development process

E2. Develop and implement a school-wide Behaviour Management Policy as an extension of the “Living our Vision and Values” document to improve student behaviour in the classroom and staff consistency in addressing behavioural issues

E3. Strive to provide engaging classroom environments with a focus on consistently providing challenge and stimulating learning

E4. Focus staff professional learning on continual development of engaging practice, differentiating the curriculum and managing student behaviour

KEY SUCCESS MEASURES

ENGAGEMENT WITH SCHOOL COMMUNITY (QCS REF 201)

- Behaviour Management Policy and Living Our Vision and Values documents are both developed and implemented
- School Climate Surveys:
  a. Teaching Climate aggregate indicator increases over the life of this plan
  b. Staff, student and parent survey measures increase over the life of this plan for:
     - team-based approaches
     - student motivation
     - student behaviour and management
ACCOUNTABILITY

CECWA STRATEGIC DIRECTION

Accountability is not optional – we have personal and collective responsibility for our System’s success. The outcomes we seek are to:

- Increase understanding of our personal and collective responsibility for Catholic Education’s Mission
- Ensure inclusivity, good governance and the resource allocation required to meet our mission

Our strategies to achieve this are to …

A1. Continue to use the Australian Institute for Teaching and School Leadership (AITSL) Standards to develop staff understanding of the elements of high quality teaching

A2. Use the AITSL Standards and accompanying tools to enable staff to collect and reflect on evidence of their teaching practice

A3. Continue to manage the budget responsibly and prioritise resourcing for Literacy and Numeracy intervention strategies and staff professional learning

A4. Plan for and implement changes to K-2 classroom and playground facilities to comply with requirements of the National Quality Standards (NQS)

A5. Establish a Business Case for building on the strengths of the Early Learning Centre (ELC) and Out of School Hours Care (OSHC) program by developing a full ‘wrap around’ service model to maximise the early learning and development of our students

A6. Establish a Capital Development Plan for expanding the Early Learning Centre and Out of School Hours Care to accommodate additional students and services once appropriate funding sources identified in the Business Case appear likely

KEY SUCCESS MEASURES

TARGETED USE OF SCHOOL RESOURCES (QCS REF 304)

- Business Case to expand the reach and services offered through the ELC and OSHC is developed and promoted
- K-2 facilities and playground spaces comply with the National Quality Standards (NQS)
- Budget allocation of 2% of salaries is allocated and spent on staff Professional Learning
- A five year Capital Development Plan (CDP) to expand ELC and OSHC including identification of funding sources receives approval from the CECWA
DISCIPLESHIP

CECWA STRATEGIC DIRECTION

Discipleship is our calling – we are committed to deepening our relationship with Jesus. The outcomes we seek are to:

- Enhance opportunities for personal faith development
- Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action

Our strategies to achieve this are to …

D1. Promote a strong understanding of the school Vision, Values and Loreto heritage and how we strengthen our school culture by putting them into action

D2. Continue to strengthen the ‘cultural competence’ of students and staff - the ability to understand and interact effectively and with sensitivity, with people from different cultural backgrounds

D3. Incorporate Aboriginal and Torres Strait Islander perspectives into the school environment and practices

D4. Maintain and promote awareness of the school’s multi-cultural mix as a leading indicator of the school’s commitment to inclusivity and discipleship