Queen of Apostles School

2016 – 2020 Strategic Plan
Our Mission:

Queen of Apostles School is a faith community committed to the development of each person's human potential. We act in a purposeful way to lead our community in the footsteps of Christ and His mother, Mary. At Queen of Apostles School we provide a happy, nurturing, inclusive and safe learning environment. We foster a culture of acceptance, continuous improvement and growth, encouraging and enabling our students to develop:

- a growing awareness of their spirituality and commitment to their Catholic faith
- an acceptance of cultural diversity
- a wide range of competencies
- a willingness to strive to fulfill their potential
- resiliency enabling them to cope with change
- a responsibility for the environment both locally and globally and
- a yearning to be 'learners for life'
Our Vision:

Queen of Apostles School is a vibrant, Catholic community which follows in the footsteps of Christ and his Mother, Mary, who gave witness to the values of love, unity and peace.

We provide a nurturing, inclusive and safe environment which celebrates each individual’s unique talents and qualities.

Our school encourages a passion for lifelong learning and prepares today’s children for their place in tomorrow’s society.

Our Core Values:

We aim to provide an awareness of Social Justice

We will provide a respectful, safe and friendly environment

We will strive to provide a balanced and comprehensive curriculum

We will encourage a passion for life-long learning where everyone has the right to learn

We will join to form a faith-filled Catholic community

We will treat everyone with equality and fairness

We will prepare today’s learners for their place in tomorrow’s society
Our Strategic Direction:

Our journey over the next five years will focus on:

Learning
- Encouraging a passion for life-long learning
- Literacy and Numeracy
- Providing opportunities to maximize children’s learning
- Integration of ICT across the curriculum
- Catering for the needs of all the children in our school
  - K - Year 2 in light of NQS (National Quality Standards) & ELYF (Early Learning Years Framework)
  - Year 3 - 6

Engagement
- Building a culture of strong relationships within our school
  - between students,
  - between staff, students and parents
  - across the school, parish and wider community
- Developing leaders within our school
- Parents engaging with student learning

Accountability
- Providing sound financial management of our school
- Providing physical resources which cater for present and future needs
- Shared responsibility for learning by all staff
- Providing a safe working environment for all

Discipleship
- Developing a stronger Catholic identity and connections with our school story
- Engaging with the less advantaged to become more inclusive
- A shared responsibility for school expectations to be followed by the school community in light of our Gospel values
Learning

- *Is what we do*
- *We are committed to learning at every level*

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategies</th>
<th>Success Measures</th>
<th>Time</th>
<th>Responsibility</th>
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</table>
| Encouraging a passion for life-long learning | - Implementation of a positive classroom environment  
- Differentiation of the curriculum  
- Teaching programs  
- Extra-curricular activities  
- Up-skill teachers to target student needs and develop relationships  
- Improvement of student attendance | Whole school approach  
Behaviour Management Policy  
Reduction of time spent on classroom management  
NAPLAN data  
Data analysis  
Implementation of Program and DWP Differentiated Programs  
Teachers involved in regular Classroom Walk-throughs  
Professional Learning Community (PLC) Meetings- Engagement by teachers  
SEQTA Reduction of Pastoral Care notes on Playground and Unproductive Behaviours  
Analysis of Attendance Data  
Engagement of students taking up extra-curricular activities | Updated Annually  
Annually  
Quarterly  
Quarterly  
Weekly  
Quarterly  
Fortnightly  
Regularly throughout the year  
Quarterly  
Weekly | Teaching staff Leadership Team |
| Catering for the needs of all the children in our school -K - Year 2 in light of NQS & ELYF -Year 3 - 6 |
|---|---|---|---|
| - Screening procedures - Early intervention and support  
- Incorporation of explicit teaching and the WA Curriculum into a play-based learning environment for Kindy/PrePrimary classes  
- Differentiated Curriculum  
- Pastoral Care  
- Support programs  
- Gifted and Talented program  
- Extra-curricular activities | Number of students requiring intervention and utilizing the parent paid therapy services  
Teaching programs reflect an appropriate emphasis on both play-based learning and explicit teaching  
Students offered the opportunity to explore through play  
Improved reading levels  
Behaviour Management Policy  
Range and number of programs offered  
Improvements is testing results | Term One and onwards  
Monthly  
Daily  
Quarterly  
Daily  
Weekly  
Weekly | Outside agencies  
Learning Support Coordinator  
Teachers  
Classroom Teachers  
Leadership Team |
| Providing opportunities to maximize children’s learning |
| - Continue to extend and enhance programs offered  
- Encourage academic excellence | NAPLAN Data  
Data Analysis  
Meritorious Certificates  
Improvement in test results (annual targets met or exceeded) | Annually  
Quarterly  
As needed  
Quarterly | Leadership Team  
Teaching Staff |
| Literacy and Numeracy |
| - Continue to provide and enhance Literacy and Numeracy programs  
- Develop skills and knowledge of staff in regards to current best practice | Implementation of Literacy Policy  
NAPLAN Data  
Movement of students across the Data Wall and Analysis of data  
PLC Meetings - staff contribution and implementation of discussed initiatives  
Incorporation and implementation of best practice in programs and DWP  
Number of staff attending Professional development  
Classroom Walk-throughs and discussion | Annually  
Annually  
Quarterly  
Fortnightly  
Quarterly  
Always  
Quarterly | Leadership Team  
PLC Teacher Leaders  
Teaching staff |
### Integration of ICT across the curriculum

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
<th>Frequency</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>- Provide up to date teaching and student resources</td>
<td>- School structures and expectations that children will continue to improve</td>
<td>School Climate Survey Survey Monkey Cost centre budgets being utilised effectively Student improvement in Targeted learning support programs Moderation activities used to gauge improvement Improvement in Reading levels Improvement in Test results</td>
<td>Biennially Biennially Annually Weekly Quarterly Quarterly</td>
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<tr>
<td>- Implementation of a 1:1 device</td>
<td>Uptake of 1:1 program Parents involvement in student’s education through ICT ICT Policy</td>
<td>Annually As needed</td>
<td>As required Quarterly As required As required</td>
</tr>
<tr>
<td>- Programs offered</td>
<td>Integration of technology Programs which target technology Uptake of new technology Engagement by the students Purchase of technologies to be used Success of a 1:1 program Implementation and integration of technology into their programs Daily use of technology</td>
<td></td>
<td>As required Quarterly As required</td>
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<tr>
<td>- Provision of technologies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Teacher development</td>
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# Engagement

- **Is essential**
- **We are committed to Queen of Apostles’ mission through relationships with all**

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| Building a culture of strong relationships within our school | - Open communication with the community  
- Implementation of programs such as: Social Justice; Peer Support; Learning Programs; Religious Education Units of Work; Sport  
-School policies and procedures  
-Improve feedback rate from parents (ie. through School Climate Survey; school based surveys) | Number of methods of communication offered to staff, parents and wider community members (seqta, newsletter, Facebook, SMS, assemblies, parent meetings, emails)  
The continuation of such programs within the school  
Policies and procedures reviewed, updated and implemented  
Improved number of parent respondents  
Improvement in response data | Weekly  
Annually  
Term by term  
As required by review dates  
Biennially | Leadership Team  
Admin Officer  
Teachers  
Leadership Team  
Teachers  
Students  
Leadership Team (to write)  
Teachers (to implement)  
Leadership Team  
Parents  
Students  
Staff |
<table>
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<tr>
<th>Developing leaders within our school</th>
<th>- Provision of Leadership opportunities such as: Peer Support Leaders; School Representative Council (SRC); Social Justice Committee; Faction Captains/Vice Captains; Kindy -Year 2 and Year 3-Year 6 Cluster Leaders;</th>
<th>The continuation of leadership opportunities Level of engagement of students within these programs ie number of nominations School Climate Survey Self Reflection</th>
<th>Annually (Peer Support Leaders, SRC Executive, Social Justice committee, Cluster Leaders) Biannually (Faction captains, SRC class representatives) Biennially Beginning of Term 4 Annually, as needed As required Annually</th>
<th>Leadership Team Teachers Kindy -Year 2 and Year 3-Year 6 Cluster Leaders Students Individual staff members Leadership Team</th>
</tr>
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</table>
**Accountability**

- **Is not optional**
- **We have personal and collective responsibility for our school’s success**

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| Shared responsibility for learning by all staff | - Data wall  
- Data analysis  
- Professional Learning Community (PLC)  
- Professional Learning (PL) | Teacher discussion about students’ progress on the data wall  
Learning improvement by every child  
High attendance rate  
Staff discussion/engagement  
Staff engage in personal PL  
Staff engage in whole school planned PL  
Staff willingness to share learning from PL | Ongoing  
Ongoing  
Fortnightly  
Ongoing  
Six days set throughout the year  
Fortnightly | All teachers and Teacher Assistants  
All teachers  
All teachers  
All teachers, Teacher Assistants, Admin and student support staff |

| Provide a safe working environment for all | -Occupational Safety and Health policy (OS&H)  
- OS&H Audit  
-Maintenance  
-Staff Professional Learning (PL) | Policy is promulgated to all staff  
Policy is cyclically reviewed  
OS&H Officer elected and trained  
OS&H Officer conducts regular audits and compiles report  
Address safety issues, cross referenced with OS&H audit  
Staff completion of PL in OS&H practices | Induction and staff meetings as required  
Cyclical review  
Each semester  
Each semester  
As required | Leadership Team, staff  
Leadership Team, staff  
Leadership Team, OS&H Officer  
Leadership Team, OS&H Officer, groundsperson  
Leadership Team  
All staff |
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<th>Providing sound financial management of our school</th>
<th>Providing physical resources which cater for present and future needs</th>
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<td>- Balanced budget and allocation for future provisions</td>
<td>- Capital Development Plan</td>
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<td>- Gradual increase of cash reserves to allow for future capital development needs</td>
<td>- Development and implementation of a Maintenance Program</td>
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<td>- Transparent and timely communication between Administration, Leadership Team and the School Board</td>
<td>- Fair distribution of resources</td>
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<td>Submission of a balanced budget or small surplus in Annual Budget submitted to Catholic Education</td>
<td>Capital Development Plan to be approved by CECWA</td>
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<td>Successful external auditor's report on financial operation of the school</td>
<td>Completion of Priority 1 &amp; 2 category items in Maintenance Plan</td>
</tr>
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<td>Satisfactory submission of Annual Financial Statement (AFS) and Financial Questionnaire (FQ) to Catholic Education. Board to sign off on School budget and financial Board reports</td>
<td>School Board to balance the present and future allocation of finances to cater for the physical needs of students and staff, via budget and provisions</td>
</tr>
<tr>
<td>Annually (November)</td>
<td>As required</td>
</tr>
<tr>
<td>Annually</td>
<td>Over the 5 year period of the Maintenance Program</td>
</tr>
<tr>
<td>AFS- annually, (March)</td>
<td>Annually</td>
</tr>
<tr>
<td>FQ - annually, (April)</td>
<td>Leadership Team, School Board, Finance Officer</td>
</tr>
<tr>
<td>Monthly</td>
<td>Principal, Finance Officer, School Board, external contractors, external building inspectors</td>
</tr>
<tr>
<td>Principal, School Board and Finance Officer</td>
<td>Leadership Team, School Board, Finance Officer</td>
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## Discipleship

- **Is our calling**
- **We are committed to deepening our relationship with Jesus**

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| Maintaining and developing a stronger Catholic identity and connections with our school story. | - Develop a stronger Catholic culture through the school  
- Maintain and develop social justice initiatives  
- Staff given opportunities for personal faith development | Number of Catholic children receiving the Sacraments  
School Climate Survey  
RE Bishops’ Literacy Test  
Fundraising for a variety of Catholic charities  
Children continue to organise events held to support and maintain *kids for kids*  
Provision of minimum one day Professional Development in Faith and/or Knowledge per year  
All teachers, teacher assistants and administration staff meet the requirements for Accreditation renewal | Offered Annually  
Part of annual RE teaching and learning program  
Offered bi-annually  
Annually in Yr 3 & Yr 5  
Annually at least one charity per term  
Term 3  
Five year period to work towards renewal but dates will vary according to each individual | Leadership team teachers  
Parents & Teachers  
Yr 3 & 5 Teachers  
Assistant Principals  
Social Justice Committee  
Teacher leaders  
Leadership team  
Children/Parents  
Leadership team to offer whole school Religion PD  
Individuals to monitor their own Accreditation requirements |
| Engaging with the less advantaged to become more inclusive | - Introduce a scholarship program to encourage new Catholic families to our school  
-Social Justice program  
-Provision of financial relief to families in need | Number of scholarship applications  
Awarding of scholarships to families  
Level of support for fundraising events  
Survey students to gauge purpose of event.  
80% involvement by the school community | Annually | School Board, Parish Priest, Principal  
Classroom teachers  
Social Justice Committee |
|---|---|---|---|---|
| | - Incorporation of Religious Education values throughout the school day  
- Develop the school culture so that all members model the gospel values  
-Pastoral Care programs offered | Behaviour Management Policy  
Parent Handbook  
Staff Handbook  
School Climate Survey  
Bullying and Harassment Policy  
School programs  
School Climate Survey  
Queenies Hero Award | Daily  
Biennially  
Quarterly  
Term 2 and 3  
Annually | Parents  
School staff  
Student  
School community  
Parents  
School Staff  
Peer Support Leaders  
School Board Leadership Team |