



SACRED HEART
SCHOOL
TATURA

Strategic Plan 2021 – 2023

“A faith filled, holistic integrated approach to scaffolding healthy, resilient and highly capable young people graduating from our school empowered to successfully navigate a complex world.”

Our School Leaders will strategically plan with our school community (students, staff and families) to achieve this through

| <p style="text-align: center;">Strengthening our Catholic Identity through deep connection to the Gospel story</p> | <p style="text-align: center;">Striving for achievement of excellence in learning for all</p> | <p style="text-align: center;">Nurturing wellbeing by building social and emotional capabilities across our school community</p> | <p style="text-align: center;">Providing stimulating, engaging and safe environments, reflected in all indoor and outdoor learning spaces</p> |
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| <p>Focus 1: Enhance current rituals, prayers and curriculum through a deep focus on recontextualizing the gospel story</p> <p>Objective 1.1: ⇒ Connection to Gospel Story To support an enhanced understanding of the Gospel story as identified through 2019 ECSI report, recontextualizing strategies will be learned and implemented throughout the Source of Life curriculum.</p> <p>Objective 1.2: ⇒ Connection to Vision and Graduate Outcomes To support a shared commitment to the current Vision and Graduate Outcomes as inspired followers of Jesus</p> | <p>Focus 2: Develop a student centered learning culture where high levels of achievement are scaffolded and expected.</p> <p>Objective 2.1: ⇒ Curriculum Knowledge A strategic and explicit approach to the provision of STEAM and The Humanities from Foundation to Year 6 to ensure that all students are prepared for effective participation as citizens in our local, national and global world.</p> <p>Objective 2.2: ⇒ Learning Intentions ⇒ Professional Practice – Assessment for learning During the next 3-year period achievement in Literacy and Numeracy will be a focus to ensure achievement of excellence for all. This will include utilizing evidence-based practices to support teacher and student capabilities in Literacy and Numeracy.</p> | <p>Focus 3: Develop a well school community whose social connectedness to friends, family, teachers, parish and local community directly impacts the learning and wellbeing of all.</p> <p>Objective 3.1: ⇒ Personal and Social Capabilities To support the desire to build a community of healthy, resilient and highly capable learners a focus on social and emotional development will be explored, researched and designed to meet the needs of the students.</p> | <p>Focus 4: Ensure learning environments in alignment with pedagogy and philosophy about learning will ensure the needs of all students are catered for.</p> <p>Objective 4.1: ⇒ Master Plan ⇒ Learning Philosophy To support the provision of stimulating, engaging and safe learning environments, the Master planning will be informed by whole school philosophy integrating learning and wellbeing in design and constructions.</p> |

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| <p><u>Success Measure 1.1:</u></p> <ul style="list-style-type: none"> ⇒ Connection to Gospel Story <ul style="list-style-type: none"> • Professional learning on recontextualizing the Gospel, enhancing the understanding of gospel readings in Religious Education lessons and in school liturgies and Masses • Inspired Source of Life Learning and Teaching, enhanced by ongoing professional development <p><u>Success Measure 1.2:</u></p> <ul style="list-style-type: none"> ⇒ Vision and Graduate Outcomes <ul style="list-style-type: none"> • The school Vision and Graduate Outcomes are reviewed within the 21st century Catholic Education context. | <p><u>Success Measure 2.1:</u></p> <ul style="list-style-type: none"> ⇒ Curriculum Knowledge <ul style="list-style-type: none"> • Understanding of the Victorian Curriculum is implemented as a continuum, including English, Mathematics, Humanities and Science <p><u>Success Measure 2.2:</u></p> <ul style="list-style-type: none"> ⇒ Learning Intention <ul style="list-style-type: none"> • Learning Intention/s are clearly articulated at the beginning of each lesson and evident in practice <p><u>Success Measure 2.3:</u></p> <ul style="list-style-type: none"> ⇒ Professional Practice – Assessment for learning <ul style="list-style-type: none"> • Systematic collection of learning data that directly informs the next step in learning • Ongoing team data analysis that strives to achieve a minimum of one year growth for each student in the areas of Literacy and Numeracy | <p><u>Success Measure 3.1:</u></p> <ul style="list-style-type: none"> ⇒ PBIS <ul style="list-style-type: none"> • PBIS matrices are explicitly taught on an ongoing manner • PBIS blitz is enacted in a proactive manner according to behaviour data logged on SIMON <p><u>Success Measure 3.2:</u></p> <ul style="list-style-type: none"> ⇒ Personal and Social Capabilities <ul style="list-style-type: none"> • Referrals and personal and behaviour incidents on SIMON guide strategic support and decision making • Social Emotional Learning strategies are explicitly taught throughout the year | <p><u>Success Measure 4.1:</u></p> <ul style="list-style-type: none"> ⇒ Master Plan <ul style="list-style-type: none"> • The creation of a new Master Plan in 2021, guiding all planning decisions related to buildings, resources and infrastructure in the future <p><u>Success Measure 4.2:</u></p> <ul style="list-style-type: none"> ⇒ Learning Philosophy <ul style="list-style-type: none"> • Updated Learning Philosophy as a result of collective reflection and research into the unique challenges facing students in a post COVID world |
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