ST PATRICK’S GRIFFITH NSW

Strategic Plan and Our School and Curriculum
| CONTENTS |
|------------------|------------------|------------------|
| About our School | Our School Structure | Bishop's Mandate |
| Our Learning and Teaching Framework | Our Curriculum Intentions |  
Our Vision Statement

DO ALL THINGS WELL

Our School Logo

The St Patrick’s Primary School logo symbolises who we are and what we stand for. It conveys the values and mission of the school in a visual message.

St Patrick, our school’s namesake and one of the world’s most popular saints, was known for his piety and gentleness. His love and total devotion to God is a shining example to us all.

The Celtic cross relates to St Patrick’s Irish connection. It combines the regular Christian cross with a ring surrounding the intersection. The ring symbolises the halo around the head of a saint.

A nimbus represents the shining light of God and in our school logo is indicated by the yellow dots radiating outwards from the cross. It is a reminder that our school is part of our local catholic parish, Sacred Heart.

The flag flies proudly at the top of the logo, clearly articulating our school motto for all to read. It represents the efforts and achievements of our students in all aspects of school life.

The ribbon element that often accompanies our logo represents the intertwining of our school and the wider community. Blue represents water and gold represents the land, both so important to the people of our region.
School Mission Statement

We do all things well by keeping with the evangelising Mission of the Catholic Church, St Patrick’s School Community:

- Is committed to Jesus Christ and His gospel.
- Knows and celebrates our Catholic faith tradition.
- Educates the whole person: body, spirit, heart and mind.
- Promotes excellence in education in the service of a better world using an inquiry approach to learning and teaching.
- Provides children with reasons for living, hoping and loving in the twenty first century.
- Educates the holistic child so that they can take their place in an ever changing society.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catholic Identity and Religious Education</strong></td>
<td>Catholic Identity and Mission –continue the development of the St Patrick’s Charism</td>
<td>Implement the Charism throughout the school.-vision and mission/FWS</td>
<td>Professional development RE and Programs</td>
<td><strong>Employee Services</strong></td>
<td>PHRIS Student Protection and Code of conduct Staff goal setting</td>
<td>Developing links with MIA schools sharing resources &amp; PD inquiry base learning and Spirituality</td>
<td>Supporting staff wellbeing and self-renewal</td>
</tr>
<tr>
<td><strong>Student Learning</strong></td>
<td>NAPLAN Plans Wellbeing Committee National Safe Schools Framework</td>
<td>Australian Curriculum Maths and Science</td>
<td>Australian Curriculum History/Geography</td>
<td><strong>Finances and Resources</strong></td>
<td>School Master Plan implemented Improve strategic resources Accountability and reporting on resources</td>
<td>BGA application engaged –phase 2 –Years 5&amp;6 Refurbishment Kindy Yrs 1-2</td>
<td>BGA application engaged Phase 2</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>Embed the processes of Planning Teaching Assessing and Reporting Data Analysis NAPLAN Plan Australian Curriculum</td>
<td>Targeting student literacy and numeracy using PATs /PD</td>
<td>Improving data analysis</td>
<td><strong>Strategic Leadership and Partnerships</strong></td>
<td>Completion of NSW requirements School SRI</td>
<td>Enrolment Growth &amp; Transition Program School SRI- domain 5 (678) ASTIL</td>
<td>Parent Community Engagement</td>
</tr>
<tr>
<td><strong>Knowledge Management and ICT</strong></td>
<td>IT and Users policy and procedures Implement extra internet speed Strategic plan ICT.</td>
<td>Update resources-laptops computers and i-pads</td>
<td>Introduce BYOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ABOUT OUR SCHOOL

Our School

St. Patrick’s Primary provides affordable Catholic education to the children of Sacred Heart Parish and surrounding areas. St Patrick’s is a large three stream co-educational systemic school consisting of 537 students placed across twenty two classrooms. St Patrick’s is located within the Diocese of Wagga Wagga, and our way of life reflects the wide cultural and ethnic diversity of the area. The school is noted for its inclusive policy, catering for students with a wide range of nationalities, learning needs and faith backgrounds.

We have high expectations for all students and are proud of their academic, sporting and all round achievements. Our dedicated and qualified staff makes a concerted effort to assist all students to discover and nurture their gifts and talents, ensuring curriculum and extra curriculum activities meet the needs of the student body. Programs to support students with physical and learning difficulties, strong academic ability and those who have English as a Second Language are evidence of this.

Effort and achievement are valued as are the development of strong personal qualities such as respect, honesty and generosity. The school is noted for the attention given to pastoral care by staff and student welfare is a major school priority.

The school is blessed to have a magnificent physical environment cover a hectare of gardens and grass playgrounds. Overall, school buildings are in poor condition in relation to the age of the buildings’. Parent support for fund raising over many years has ensured our resources within the classrooms and specialist areas are first class. Although the hardware such as the provision of Interactive Whiteboards in all classrooms are providing our school community with the technological resources to ensure students can become competent and critical users of a range of digital devices and programs the internet is very slow due to the infrastructure.
**SCHOOL STRUCTURE**

**Current School Structure 2015**

Class Sizes overall from Kindergarten to Year Two consist of an average of 21 students and class sizes in Years Three to Six consist of an average of 28 students per class. There are twenty one classrooms.

<table>
<thead>
<tr>
<th>Class Structure for 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindy:, Kayla Page, Danielle Martinello and Sarah Salvestro</td>
</tr>
<tr>
<td>Year One: Denise Turner, <strong>Sally Grant</strong> and Lorette Sartor</td>
</tr>
<tr>
<td>Year Two: Carrie Spokes, Peter Moraschi and <strong>Brittany Fraser</strong></td>
</tr>
<tr>
<td>Year Three: Louise Hill, Janice Taylor and Anna Bordignon</td>
</tr>
<tr>
<td>Year Four: Debi Watkins, Leeane O’Connor and Ornella Murray and Dorian Patsalides.</td>
</tr>
<tr>
<td>Year Five: Kathy Grant, Michael Morrell, Maryann Dodd</td>
</tr>
<tr>
<td>Year Six: Emily Graham, Dave Curry and <strong>Craig Brown</strong></td>
</tr>
<tr>
<td>Natalie Raccanello and Loretta Zanotto Relief staff for Curriculum Release and Religious Education Coordinator</td>
</tr>
<tr>
<td>Alan Wedesweiler –Assistant Principal and PPT  teacher</td>
</tr>
<tr>
<td>Michael Morell –Acting Religious Education Coordinator</td>
</tr>
<tr>
<td>Name underlined denotes people covering Maternity leave until End of Term 3 2015</td>
</tr>
<tr>
<td>Craig Brown –Josie Ponticello, Sally Grant Sarah Dunbar and Brittany Fraser Carly Amery.</td>
</tr>
</tbody>
</table>

---

Craig Brown –Josie Ponticello, Sally Grant Sarah Dunbar and Brittany Fraser Carly Amery.
Linking Pedagogy and Space within Bishop’s Hanna’s Framework

From Kindergarten through to Year Six, our learning and teaching framework stands firmly on the foundation of the Bishop’s mandate. This foundation underpins everything we do in the Catholic School. This foundation is how we encounter and engage with Jesus and his message today.
Our Learning and Teaching Framework

This learning framework stands on the solid foundation of the Bishop’s mandate. When we are talking about our learning and teaching framework we are communicating our processes that make up our pedagogical beliefs. Our craft is embedded in Planning, Teaching, Reporting and Assessing. When combined together with our processes, the framework forms our pedagogical heart for learning and teaching.

Our Pedagogical heart is based on our experiences that teachers and staff bring to the profession. These experiences become cornerstones in forming our understanding of students learning within the 21st Century environment. As our understandings of knowledge, skills, dispositions of student’s welfare and so forth develop we become well informed to make decisions that in turn lead us to make sound judgments that internally lead us to reflective processes.
PRINCIPLES OF LEARNING AND TEACHING

Principles of Learning and Teaching

- The learning environment is supportive and productive and linked to Bishop’s Hanna’s framework.
- The learning environment promotes independence, interdependence and self-motivation.
- Students’ needs, backgrounds, perspectives and interests are reflected in the learning programmes.
- Students are challenged and supported to develop deep levels of thinking and application based on Vygotsky and Bloom’s philosophy.
- Planning, teaching, assessing and reporting are an integrally linked to our pedagogical framework.
- Learning connects strongly with communities and practice beyond the classroom.
Our Zones of Learning and Teaching from K-6

We believe that there are six zones of learning and teaching. These zones are based on Vygotsky and Bloom’s theories of cognitive development. Using the processes of learning and teaching students move through the zones from routine to familiar situations to critical creative and insightful inquiry base. In essence the students are working from whole group modelling and learning situations to independent /consolidation and reflective practice. In zones 4 to 6 the students move through the zones engaging and using their critical, creative and inquiry insight –or simply using their higher order of thinking skills. In order to immerse this pedagogical learning framework teachers, students and parents need to operate in facilities that are reflective of the twenty first century.
Current and future Specialized Curriculum Offerings at St Patrick’s

**Science**
Students in Years k-6 will engage in the key learning area of Science and Technology for two hours a week. A team of three teachers will release the classroom teachers for a two hour block. Students will be assessed and reports provided aligned to the New South Wales Australian Science Curriculum. The PPT release team consists of Mr Wedesweiler, Mrs Campbell and Mrs Aged.

**Speech Therapy**
The school provides a qualified speech therapist to assist students with needs an oral language lesson once a week. The therapist also models certain lessons to staff as part of professional development. Funding for this specialist will come out of our FTE.

Allison Burch

**The Arts**
At St Patrick’s we are committed to The Arts that include visual art, drama, and dance activities that can be practiced and performed through the year by classroom teachers. Our intention is to celebrate student learning through the Arts.

**Music Program**
The school will continue its instrumental program in Year Three with the Urkele program.
CURRICULUM INTENTIONS FOR 2015

*Glee Club*

The Gee Club is available to all interested students from Year Two to Year Six. The Glee Club performs at special functions such as the Art Show and End of Year performances and other community events.

*Interest Groups (Extra Curricula Activities)*

A range of special interest activities are offered to students during break time depending on Staff participation. These include chess, writing club, knitting, choir, computers, gardening club and sport’s training.
MAKING THE LINKS –THE VISION

The documentation set out below in the following pages is based on the diagram below. Our core priority areas are linked with the CSO system, the school Annual Improvement Plan and classroom plans for improvement in student faith formation by enhancing the teaching of religious education, curriculum that engages, motivates and challenges all students which is complemented by contemporary advances in pedagogy, literacy, numeracy and analytical skills that support creativity, critical thinking, problem solving, collaboration and inquiry. (See our school curriculum framework on the website) and finally a culture self renewal and improvement lead by using evidence based approach, Principal and the School Executive.
The quality of our St Patrick’s depends on the quality of our teachers that teach and care for all students. Our parents look to us to support them in their education in the faith and to gain the knowledge and skills to help them fulfil their potential and go on to make a difference to their community in Griffith and beyond. In the Diocese of Wagga Wagga and our school, St Patrick’s Primary School the following support documents exist to support our teachers in understanding our vision and mission and measure their professional progress and the growth of their students:

(1) Bishop’s Mandate: “Continuing the Adventure”
(2) Student Learning: A Framework for Learning (CSO Wagga Wagga), the Australian Curriculum and the National Safe Schools Framework
(3) St Patrick’s Primary School Learning and Teaching Policy
(4) St Patrick’s Primary School Curriculum Framework
(5) Principles of Assessment and Reporting: Powerpoint on how does assessment and reporting work-Zones of learning and Teaching
(6) Collaboration and Inquiry: Building Cultures to Last (Defour and Fullan), Making time for great teaching (Jensen) Spirals of Inquiry (Timperley 2012)
(7) Results Orientation: SRI using the National School Improvement Tool (NSIT)
(8) Powerpoint Broad Goals for 2015 and beyond.

https://www.youtube.com/watch?v=swJY_-qYjRg

If we can’t see the future what should we teach? Common teachable, transferrable ways of thinking that can be used over and over again in the course of a life time.