



**St Margaret
Mary's School**

Preschool to Year 6



St Margaret Mary's School and Preschool Strategic Intentions 2021-2023

Vision Statement

At St Margaret Mary's School we welcome and affirm all on our shared journeys, as we reveal our compassionate God, and foster a love of learning and service to others.

Our Vision for Learning

All children are unique and capable. They thrive in safe, engaging and hope-filled environments. Meaningful and rigorous learning inspires children to see the wonder of life and to be ethical, global citizens. They experience these in relationship with themselves, others and God.

Guided by our Josephite Tradition, our vision for learning and feedback from parents, staff and students, St Margaret Mary's School Strategic Intentions set out our aspirations to lead educational excellence and student transformation. Our vision is framed within the Living, Leading, Learning Framework (Catholic Education South Australia) to support thriving people, capable learners and leaders for the world God desires.

Seven key capabilities lie within this framework, helping our students become:

- Literate, numerate and effective communicators
- Spiritually aware and inspired by faith
- Self-aware, collaborative and socially adept
- Intercultural and globally minded
- Knowledgeable, inquisitive and innovative
- Confident and careful creators and users of ICT
- Moral, compassionate and ecologically aware



St Margaret Mary's School and Preschool are committed to working with the Croydon Park Parish, Parents and Caregivers and all students to enhance our environment of high trust, professionalism, nurture and educational excellence. Through these Strategic Intentions, we have identified key directions for continual improvement.

Catholic Identity

Aspiration

Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision articulates its role in the identity development of young people and are foundationally based on high quality teaching and learning in religious education; this includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community.

At St Margaret Mary's School and Preschool, this will be evidenced by:

- A strong connection with the Croydon Park Parish, and early connection with families through playgroup and occasional care programs.
- Vibrant, regular and relevant liturgical celebrations that are inclusive of all in our community.
- Our Catholic Identity being fully visible in the Preschool, through a Preschool Catholic vision for learning.
- Religious Education learning and teaching being fully guided by the Re-designed Crossways, responding to the learning needs of all students.
- A visible presence of staff in the Sacramental Program.
- A Staff Spiritual Formation Program (Nurturing the Mustard Seed program through CESA).
- Active encouragement of staff to further formal study in the Religious Education domain.
- A commitment to ecological conversion in school policies and planning.

Curriculum and co-constructed learning and assessment design

Aspiration

The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.

At St Margaret Mary's School and Preschool, this will be evidenced by:

- A structured approach to Professional Learning through Professional Learning Communities.
- Professional Learning Communities that have goals aligned to the whole school measurable goals.
- Continued implementation of a whole school approach to Literacy that includes Phonics, Writing Workshops and explicit teaching in Functional Grammar.
- Use of data to track student learning and development for Response to Intervention (a three-tier approach).
- Response to Intervention that includes extension learning plans for students with high intellectual potential.
- All teachers engaging in Professional Learning for numeracy to plan and develop learning that will focus on all aspects of numeracy in the Australian Curriculum leading to higher achievement in NAPLAN Maths.

Student agency, identity, learning and leadership

Aspiration

The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and to collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become

highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and a sense of school pride.

At St Margaret Mary's School and Preschool, this will be evidenced by:

- A strong commitment to the Student Leadership Team voice in appropriate decision making.
- A renewed focus on the key capabilities and learning dispositions in all learning areas, to be reflected in assessment and reporting
- Students having opportunities for extension and inquiry in Mathematics through the Maths Challenge – class and individual.
- Students, parents and staff contributing to a whole school approach to wellbeing programs and support services.
- Students being actively involved in Personalised Plans for Learning, goal setting and review.
- All students achieving the National Minimum Standard in all areas of NAPLAN.
- Continued commitment to Physical Education and Performing Arts opportunities for all students.

Community Engagement

Aspiration

Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non- government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.

At St Margaret Mary's School and Preschool, this will be evidenced by:

- An increased diversity of cultural backgrounds represented on the School Board.
- A comprehensive and clear plan for Transition for families and students from Playgroup, Occasional Care, Preschool, Foundation and Reception.
- A commitment to celebrate many cultures across the school community.
- Clear communication with families through SeeSaw and SkoolBag – written and visual.
- Interpreters being available for families with English as an Additional Language.
- Support for families through the Chaplain and School Counsellor.

Spaces created through the school redevelopment and building program being made available for families to meet formally and informally for connection and education.