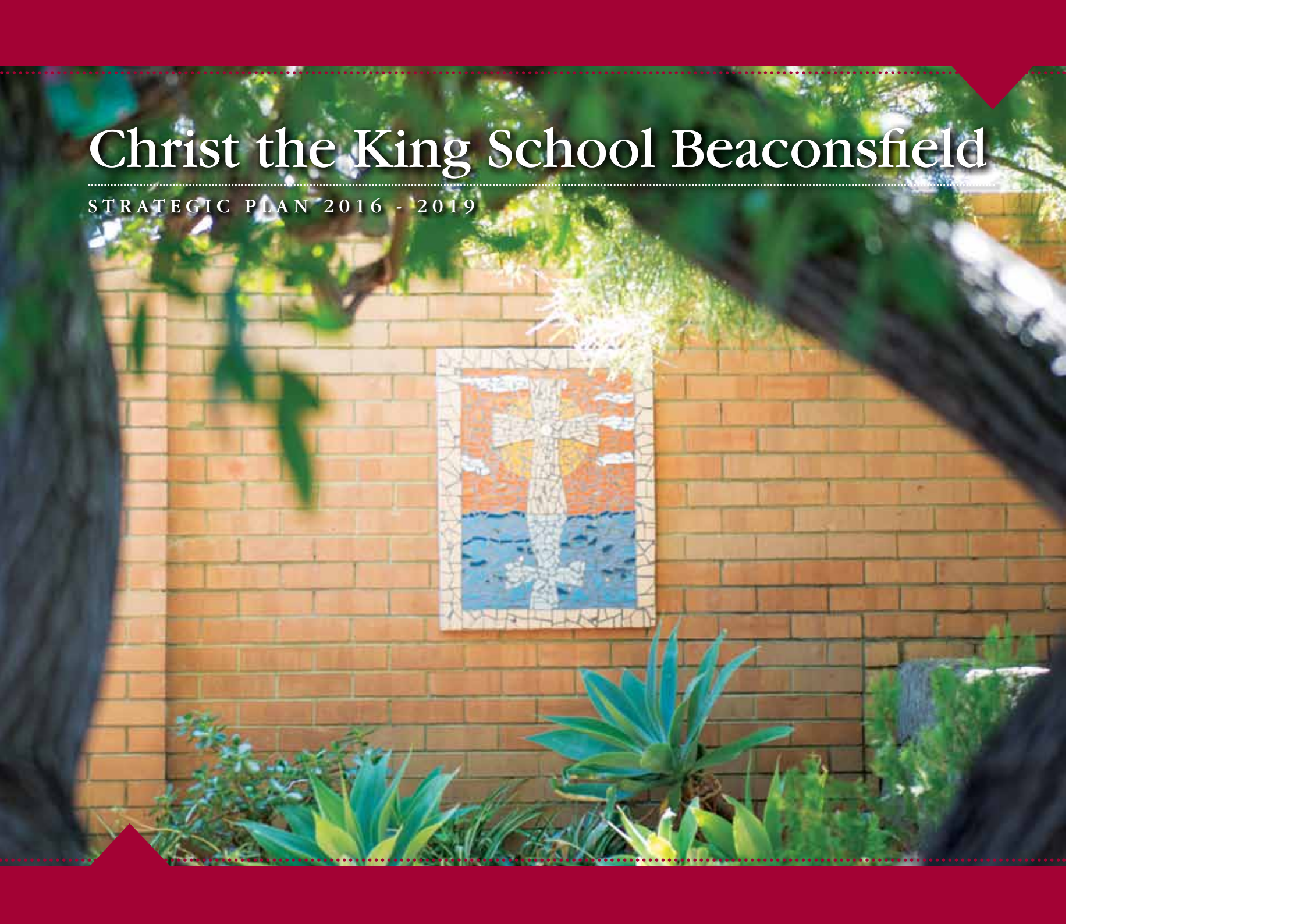


Christ the King School Beaconsfield

STRATEGIC PLAN 2016 - 2019



Foreword

Background

Christ the King School is a double stream Catholic school (two classes at each year level) located in the suburb of Beaconsfield in the outer Fremantle area. The school was opened in 1903 by the Sisters of St Joseph of the Apparition with an enrolment of 73 students. That enrolment has now grown to 340 students.

At Christ the King School we are committed to the formation of the whole child and do this with the support of a strong link to the Parish of Christ the King. We are focussed on ensuring that every child is known by name and need and pride ourselves on a

commitment to best practice and the continual improvement in standards across the school. Dedicated literacy and numeracy time, a professional learning community of staff and data driven instruction are just some of the ways we achieve this.

The opportunities for every student to be engaged and challenged at Christ the King School abound. A number of specialist teachers support the classroom program. These enhance the curriculum areas of Physical Education, Performing Arts, Library, Information and Communications Technology (ICT). Our focus also extends

to a special commitment to children with disabilities. As an inclusive school we enrol children into our regular classes and support those that need it with part-time placement in our Learning Centre.

The success of our school is measured by the strength of student learning, our pastoral achievements and also by the strength of our community. In this regard, the partnership of parents and teachers is vital to the achievement of our goals and vision. We endeavour to act as our CARE motto implores us – Care for And Respect Everyone!

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 strategic priorities and the outcomes against which our performance will be measured.

The priorities are focused on strengthening our fundamentals. They are intended to:

- ▶ Advance the Mission of the school
- ▶ Build on our strengths
- ▶ Be consistent with our CARE motto.

In formulating this Strategic Plan, the School Leadership Team and School Board have undertaken a thorough and inclusive process. Through this process we have

assessed how well we are going as a school, identified emerging challenges and discussed new trends likely to be faced in the future. Building upon our strong foundations is our aspiration. As we look ahead to the next four years, ensuring every child is engaged and challenged and striving for personal best will continue to drive our agenda.

Peter Panizza – Principal

Our Mission

We strive to develop an environment that supports our Vision by;

- ▶ Being inclusive and focussed on the individual needs of every child
- ▶ Supporting students to become meaningful and active members of society who model their Catholic faith
- ▶ Working in partnership with families and parish to create a co-operative, enriching and affirming community
- ▶ Offering a supportive, engaging and challenging learning environment
- ▶ Providing opportunities for all students to reach their potential
- ▶ Caring for **And Respecting Everyone** (CARE is our school motto and an integral part of our Pastoral Care program).

Our Strength & Competitive Advantage

We are focussed on maintaining a contemporary approach to learning and pride ourselves on the fact that every individual child is known by name and need.

Our School Wide Focus for the Next 4 Years

Ensuring every child is challenged, engaged and striving for personal best.





~ 1 ~
Learning

Learning is what we do – we are committed to learning at every level.

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 wellbeing
- ▶ Increase student and staff engagement in their own learning and faith formation.

Our Strategies to Achieve this...

DIFFERENTIATED TEACHING & LEARNING (QCS REF 307)

- L1. Establish a consistent school wide approach to the teaching of Literacy and Numeracy and raise student performance
- L2. Continue to develop consistent team based approaches to teaching practice across the school
- L3. Continue to implement Direct Instruction, differentiated group work and collaborative teaching practices
- L4. Increase the focus on identifying learning issues in Years K – 2 allowing intervention to occur sooner
- L5. Develop and implement specific and tailored intervention programs that better cater for individual student's needs in Years K – 2
- L6. Develop and implement specific and tailored extension programs incorporating a technology focus, to better cater for individual student's needs in Years 3 - 6
- L7. Increase the ability of students to monitor their own learning, show confidence in their own learning and to set goals for future learning
- L8. Identify authentic and differentiated opportunities for students to provide feedback on their learning to teachers
- L9. Consolidate professional practices whereby teaching staff routinely evaluate the effectiveness of their teaching and use these evaluations to make adjustments to practice and share this knowledge with other staff

PASTORAL CARE OF STUDENTS (QCS Ref 402)

- L10. Explore the merits of various student resilience programs and the elements that fit with the school's CARE motto and implement as appropriate

Key Success Measures

OUTCOMES

- ▶ NAPLAN data – like school comparisons indicate
 - Improvement in Year 3 outcomes
 - Student gains in Year 5 greater than those in comparison schools
- ▶ School Climate Survey
 - Increasing percentile for Team based approaches, Professional Learning and staff/student confidence
 - Students and parents indicate students feel they are being challenged and progressing
 - Increasing percentile for student confidence in their own learning and resilience

INPUTS & PRACTICES

- ▶ Technology specialisation/ extension program across Yr 3 – 6 is developed (2016) and implemented (2017)
- ▶ Student resilience programs are researched and reviewed (2016)
- ▶ A student resilience program is developed and initially implemented in Kindergarten and Pre-Primary (2017)



~ 2 ~

Engagement

Engagement is essential – we are committed to Catholic Education's Mission through relationships with all.

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...

ENGAGEMENT WITH SCHOOL COMMUNITY (QCS REF 201)

- E1. Maintain a culture of welcome, inclusion and a shared responsibility for student learning and wellbeing
- E2. Increase opportunities for parent engagement in student learning through volunteer programs, parent rosters, etc
- E3. Involve parents in the research and development of a program to build student resilience

Key Success Measures

OUTCOMES

- ▶ School Climate Survey – increasing percentile for community engagement measures
- ▶ Survey data from new families to the school – greater than 75% feel welcomed and experience a sense of belonging to the school community



~ 3 ~

Accountability

Accountability is not optional
– we have personal and
collective responsibility for
our System's success.

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...

TARGETED USE OF SCHOOL RESOURCES [QCS REF 304]

- A1. Review the demographics for the Beaconsfield area to inform future marketing strategies
- A2. Develop a Marketing Plan to increase community knowledge of the strengths of the school and to maximise a double stream enrolment pattern
- A3. Plan for and progress changes to K-2 classrooms and playground facilities to be contemporary, inspiring and compliant with requirements of the National Quality Standards (NQS)
- A4. Plan for and progress the provision of key support services that complement early childhood learning (eg. oral language and speech therapy, occupational therapy and Psychology services) to become the leading provider of integrated early childhood education in the region
- A5. Plan for and progress refurbishment of classrooms to support a contemporary approach to learning
- A6. Prioritise resourcing for a focus on Literacy and Numeracy improvement and early childhood support services and intervention.


Key Success Measures

OUTCOMES

- ▶ A stronger double stream enrolment pattern is achieved:
 - Consistently 50+ enrolments at kindergarten
 - Increase total enrolment by 5% over the life of this plan
- ▶ K-2 facilities and playground spaces comply with the National Quality Standards (NQS)

INPUTS & PRACTICES

- ▶ A Capital Development Plan (CDP) is prepared and endorsed by the CECWA
- ▶ A sustainable funding package is developed and sourced to support the CDP
- ▶ A Marketing Plan to complement early childhood developments is prepared and implemented with materials produced for distribution

A young boy in a yellow school uniform is looking down in a classroom. The background is filled with colorful decorations, including bunting and posters. Other children in yellow uniforms are visible in the foreground and background, some sitting at desks. The overall atmosphere is bright and educational.

~ 4 ~

Discipleship

Discipleship is our calling
- we are committed to deep-
ening our relationship with
Jesus.

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...

INTEGRATING CATHOLIC FAITH, LIFE AND CULTURE (QCS REF 102)

- D1. Promote a strong understanding of the School Vision and CARE motto and how they are an integral part of the Christ the King School culture
- D2. Continue to maintain a strong relationship with the parish
- D3. Review and update the school Evangelisation Plan

Key Success Measures

OUTCOMES

- ▶ School Climate Survey – Catholic culture measure at greater than 50th percentile

INPUTS & PRACTICES

- ▶ At least 3 publications and activities are undertaken to promote an understanding of the School Mission and Core Values
- ▶ Evangelisation Plan is reviewed and updated
- ▶ Christian Service opportunities are provided for staff, students and parents across the 4 years of this plan



**CARE FOR AND
RESPECT EVERYONE**

Our Vision

At Christ the King School we recognise the strength that comes from being a unified Christian community where everyone is focused on the needs of each individual child.

As such, our Vision is to be a place where, every student is challenged and supported to be their best in an environment of hope, love and trust.

Christ the King School Beaconsfield

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RESPECT EVERYONE