
St. Philomena's School

MOREE

"Going forward Together"



STRATEGIC PLAN

2004-2008



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St. Philomena's School
MOREE



Our Mission is to provide students with a Catholic education in a caring, disciplined environment where striving for excellence and respect for others are promoted.

**ST. PHILOMENA'S SCHOOL
STRATEGIC PLAN 2004-2008**

"What we have seen and heard we announce to you also, so that you will join with us in the fellowship that we have with the Father and with his Son Jesus Christ."

1 John: 1:3.

In our ministry in this Catholic school in the Diocese of Armidale we strive, as a work of love, for the full human development of our students, grounded in the teachings of Christ and at the service of society. All staff share in the evangelising mission of the Church as they endeavour to bring culture and faith into harmony in our school community. The priests, parents, students and staff work in partnership to realise this mission.

GOING FORWARD TOGETHER ... is the School's recently-adopted 5-year Strategic Plan. The Strategy is based on the premise that excellence comes when each and every student achieves his/her best, in both the curricular and co-curricular environments.

The School believes that this goal can best be realised within a supportive and stimulating educational environment that includes excellent educational facilities and resources. The Strategy's Vision focuses on enabling students to achieve success through a board-based education that:

- emphasis the development of Catholic values, character and leadership
- provides diversity of experiences
- achieves outstanding academic results
- fosters creativity and participation in the arts
- pursues excellence and requires participation in wide-ranging physical pursuits

The school will keep the School community up-to-date with progress on the St. Philomena's Strategic Plan. Once underway, the St. Philomena's website will include a special section on the Plan. We will also make an annual report on progress and use the newsletter and The Anchor to allow other communication about the progress of the plan.



Bernadette de Dassel
Principal



It is with much gratitude and optimism that I commend the Strategic Management Plan for St Philomena's School. Gratitude to all of you: staff, parents, friends, consultants etc for the expertise and foresight with which you have worked over the many months in which the Plan has been in preparation. Optimism that the future of St Philomena's is not being left to chance or to the arbitrariness of ad hoc decisions, but, within the inevitable limitations of the human condition, is subject to such prudent forward planning and wise husbandry of resources.

I am particularly pleased to note the importance accorded to Religious Education in the Mission of the School, and am confident that the Plan maximises the chance that every child should have to grow into the persons they are, fully alive to themselves, to others, to the world and ultimately to God.

Congratulations and best wishes for the future.

Fr Paul McCabe
Parish Priest



OUR JOURNEY

St. Philomena's School MOREE

St Philomena's Convent School, the second oldest school in Moree was founded in 1898 when Sisters of Mercy came from their Mother House in Gunnedah to establish a convent and a school.

Mother Aloysius and five sisters arrived in Moree on April 18, 1898. Father McGuinness and the Church Committee built a schoolroom on the southern side of St Henry's (the weatherboard church built in 1884). When the new brick church of St John and St Henry was opened in 1930, the old church building was converted to school use.

Until 1912 the main objective of the nuns was to concentrate on primary education. Then when a new program of secondary education was introduced by the Department of Education, children were prepared for the Intermediate Certificate Examination. Music, Commercial Studies, Art of Speech and Needlework were included in the curriculum.

In 1967 the secondary department was closed as a result of staffing difficulties and the requirements of the new Wyndham Scheme.

Until 1999, St Philomena's continued to focus on the Primary department. With the additional space created from the closure of the secondary section, the school in East Moree was closed and all the students were housed in West Moree. For a time the East Moree school building was used by the Technical College.

In 1965 a new Primary Block costing \$180,000 had been opened and blessed by Bishop Doody. It contained eight classrooms, offices, storerooms, toilet blocks and a large assembly area underneath.

It was in 1970 that St Xavier's School, East Moree, was closed and all Catholic children were accommodated at St Philomena's. On the night of 4th February, 1972, a fire destroyed an old building (formerly the Presbytery) that had been used for classes. The fire spread to the roof of the Primary building, the total damage being estimated at \$48,000.

The Sisters had to bring back part of the old Boarders' section of the convent built in 1902. The situation was speedily restored with the repair of the damaged building and the purchase from the Department of Education of a classroom block from the Wirajarai School at the end of 1971.

A new three storey building was erected in 1979 and another cluster building was built in 1981.

The Christian Brothers took over the management of the school in 1987 when Br Cyril Bosco became principal. Direct affiliation with the school by the sisters of Mercy ended when Sr Judy Breen left the school in 1993. Sr Judy had been a long term member of staff, REC and former principal. When Br Cyril Bosco left in 1994, the first lay Principal was appointed to the school, Mr Kevin Humphries.

During his Principalship from 1995-2001, Kevin Humphries was responsible for the further expansion of the school and for reopening the secondary department. Existing classrooms were refurbished and a secondary lavatory facility was the only construction.

The first female lay Principal, Bernadette de Dassel, replaced Kevin after serving as Assistant Principal for five years. Bernadette saw the first Year 10 graduation since 1966 and has endeavoured to continue the charism of the Sisters of Mercy within the school. Following a successful Educational Audit in 2003, Ms de Dassel, staff and parents have committed to the development of the school's first Strategic Plan, enabling the school to move further forward together into the new millennium.



OVERVIEW OF DEVELOPMENT OF THE STRATEGIC PLAN

PROCESS

Central to this school's ongoing development is the strengthening of a culture of review focusing on students and their learning, specifically the quality and effectiveness of learning and teaching, the school's Catholic identity, and the religious, spiritual and other dimensions of school life. In the Diocese of Armidale, once each six years, each school undertakes the formal Review of School processes of review, audit and planning in order to maintain and develop a five year strategic orientation based on effective and rigorous plans for development and improvement. Each year, the school undertakes a set of structured processes which provide for the systematic implementation and ongoing evaluation of agreed strategic goals. These processes, comprising the Annual Implementation Cycle, and which include Personnel Performance Planning and Review (PPPR) and Contract Renewal and Review Consultation for Principals, are the engines which drive the plans into action in a systematic, purposeful and managed way.

The Strategic Plan (2004-2008) was developed by the School Board and Executive after wide consultation. The Board and Executive believe this Plan accurately reflects the desires of the school community and charts a course of improvement that is based firmly on those desires.

This Plan incorporates the findings of the school's consultation process conducted in relation to the Educational Audit in 2003. This included parent, staff, student surveys and discussion forums, data gathering by staff and recommendations made by the Educational Audit Team.

The successful implementation of this Plan calls for widespread participation by students, parents, leaders, teachers and the wider Catholic community.

A Working Group of Executive and Board members was established to guide the development of this Plan. The Working Group was supported by Paul Holman, Diocesan Education Consultant, Catholic Schools Office, Armidale.

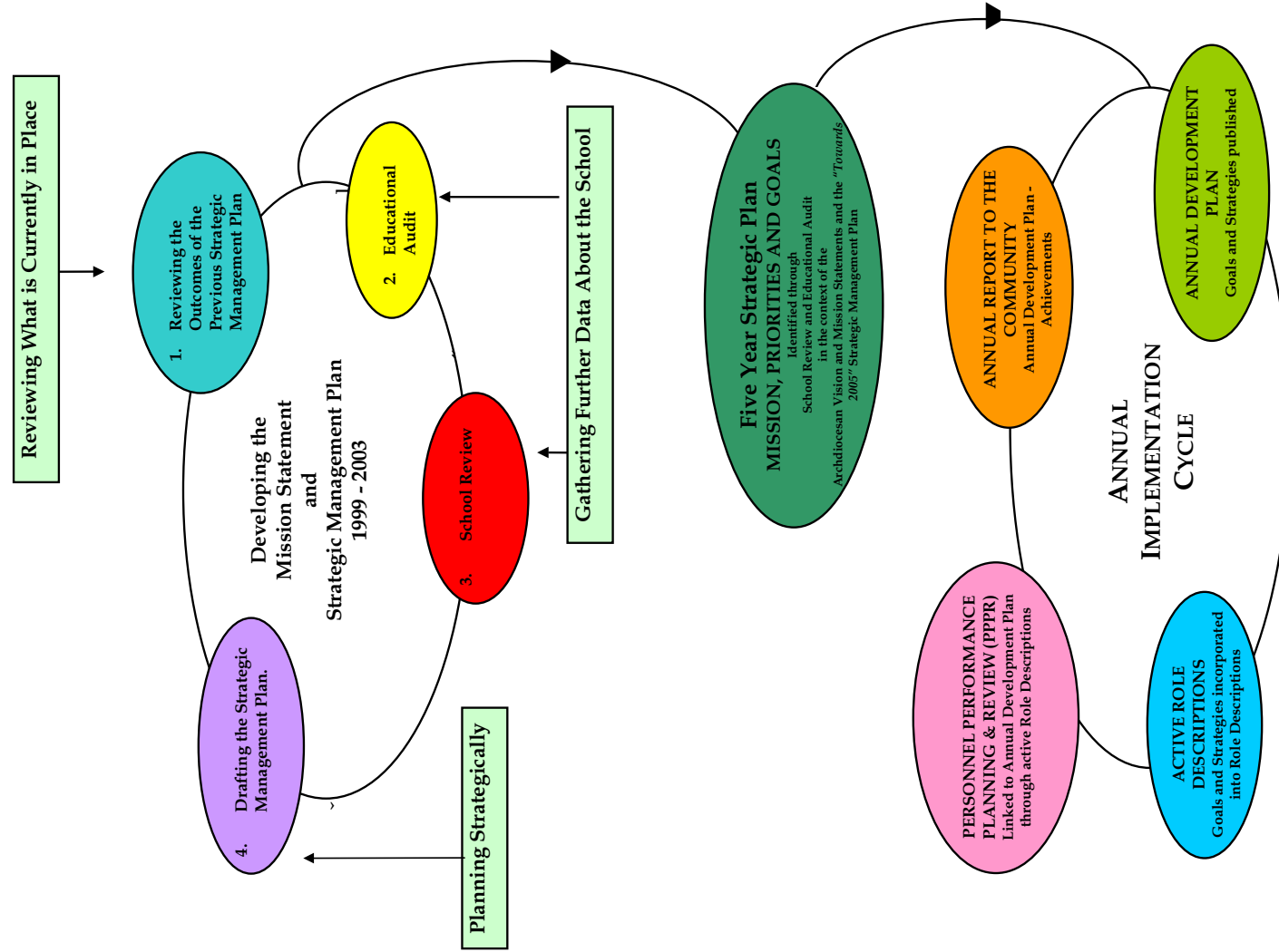
TIMELINE

- | | |
|--|--|
| <p>1. Preparation Phase <i>Term 3 2002</i>
 Terms of reference developed
 Working Group established</p> | <p>3. Analysis and Writing Phase <i>Term 3, 4 2003</i>
 Data from consultations analysed
 Strategic Plan drafted and considered by School Board</p> |
| <p>2. Consultation Phase <i>Term 1, 2 2003</i>
 Consultation processes developed
 Consultations conducted</p> | <p>4. Endorsement Phase <i>Term 1, 2004</i>
 Strategic Plan endorsed by School Board
 Strategic Plan launched</p> |





SCHOOL REVIEW, AUDIT AND DEVELOPMENT AND THE STRATEGIC MANAGEMENT CYCLE FOR SCHOOLS



CONTEXT REMARKS

The Principal, Executive and staff is to be congratulated on the extension in 1999 of Stages 4 and 5 to establish St Philomena's School Moree as a vibrant and viable integrated Catholic primary and secondary K-10 school.

The school has a strong Catholic identity and is closely linked to the parish. The parish priest, Father Paul McCabe, supports the school community actively, and is a strong presence in the liturgical, spiritual and community life of the school.

The school's Religious Education programs are based on the Archdiocese of Sydney RE curriculum documents 'Faithful to God: Faithful to People' (secondary) and 'Celebrating Our Journey' (primary).

There is evidence that the school makes a major contribution to the local community.

The school successfully mitigates against educational disadvantage in the range of services available, including an effective provision for Additional Needs students, indigenous students, and those at risk. The Catholic Schools Office continues to support the school with additional coordinator points.

The high quality of the facilities, grounds and environs, and the level of resourcing evident in the school is a commitment to providing excellence in educational opportunity for all students in a geographically isolated area.

The establishment of a cohesive K-10 culture on staff is developing in the rich Catholic identity of the school.

The Educational Audit validated high professional standards for teaching practice. High expectations for students' learning and development are achieved. The personal presentation of students and their obvious pride in their school is highly commended by the Audit team and speaks to a concerted partnership between families, students and staff.

The school makes a significant contribution to the career development of the high proportion of teachers relatively new to the profession on staff through effective induction and professional mentoring.

The school fosters strong links with the Catholic Schools Office in Armidale, accessing the broad range of services on offer, particularly in the areas of curriculum support and professional development. The school community is warm and welcoming, and a spirit of inclusiveness and hospitality permeates the school.

The Principal and staff are to be highly commended for their preparation for the Teaching and Learning Audit. The Self-Review component of the Audit was comprehensive and reflective, supported by evidence, and was fully validated by the Audit Team. The Audit Team endorse the future directions identified by the staff, and complement those directions with a series of commendations and recommendations.

Paul Holman
Diocesan Education Consultant



OUR BELIEFS

At St Philomena's the following Priorities, each supported by a Belief Statement places our students at the centre of the endeavours of the entire school community.

Catholic Identity and Religious Dimension At St Philomena's

"At St Philomena's School we believe that students learn best in a community where the Gospel in the spirit of Catherine McAuley and Edmund Rice is central to the lives of students, staff and parents, where students grow in knowledge of their faith, and where Christian celebration in the Catholic tradition is highly valued."

The St Philomena's Mission

"At St Philomena's School we believe that we will foster a sense of Catholic community and that we will support the evangelisation work of the Parish."

Supervision and Pastoral Care

"At St Philomena's School we believe that students learn best in a cohesive school community which nurtures the dignity, self esteem and well-being of all, and where teamwork and collaboration in learning is highly valued."

Decision Making and Communication

"At St Philomena's School we believe that students learn best in a safe, stimulating, aesthetically pleasing and functional environment in which resources are appropriate to students' needs in each curriculum area."

School, Family, Parish and Wider Community in Partnership

"At St Philomena's School we believe that students are effective in their learning when their parents are supported in their role as first educators, and students are encouraged to be active participants in and contributors to the wider community."

Curriculum and Teaching Practice at St Philomena's

"At St Philomena's School we believe that students learn best when curriculum is relevant and challenging, and when teaching practices are appropriate to individuals' learning needs."

Each member of the school community contributes to the achievement of this Mission through taking a role in the effective implementation of these strategic priorities



"At St Philomena's School we believe that students learn best in a community where the Gospel in the spirit of Catherine McAuley and Edmund Rice is central to the lives of students, staff and parents, where students grow in knowledge of their faith, and where Christian celebration in the Catholic tradition is highly valued."

CHARACTERISTIC ONE:

CATHOLIC IDENTITY AND RELIGIOUS DIMENSION AT ST PHILOMENA'S

"The presence of men and women religious, side by side with priests and teachers, affords pupils a vivid image of the Church and makes recognition of its riches easier."

(John Paul 11, Apostolic Exhortation, Christifidele laici, n. 62)

ACHIEVEMENTS 1998-2003

ST PHILOMENA'S IS PROUD TO CLAIM THAT OVER THE PERIOD 1998-2003, OUR CATHOLIC SCHOOL ACHIEVED:

- 1.1 a richer liturgical and sacramental life of the school;
- 1.2 the acknowledgement and continuation of the religious traditions of the school;
- 1.3 the involvement of the National Evangelisation Team (NET) in the school;
- 1.4 the use of sacred spaces and Catholic imagery throughout the school;
- 1.5 the provision of rich liturgical and spiritual experiences within the teaching and learning program;
- 1.6 a high level of commitment to the delivery of a sound Religious Education program;
- 1.7 the introduction of Sense of the Sacred to secondary curriculum areas;
- 1.8 continued enthusiasm and dedication by the REC and RE faculty.



"At St Philomena's School we believe that students learn best in a community where the Gospel in the spirit of Catherine McAuley and Edmund Rice is central to the lives of students, staff and parents, where students grow in knowledge of their faith, and where Christian celebration in the Catholic tradition is highly valued."

CHARACTERISTIC ONE:

CATHOLIC IDENTITY AND RELIGIOUS DIMENSION AT ST PHILOMENA'S (CONTINUED)

ST. PHILOMENA'S STRATEGIC OBJECTIVES

BY THE END OF 2008 WE WILL HAVE:

ANTICIPATED TIMELINE

- | | |
|---|----------------|
| 1.1 ensured faith dimension is making a difference; | By May 2004 |
| 1.2 ensured that the Catholic values of the school are permeated throughout all aspects of school life; | From 2004-2008 |
| 1.3 allowed for the adequate implementation of the new RE guidelines across K-10; | By Dec 2004 |
| 1.4 developed a retreat schedule into the RE Program; | By June 2004 |
| 1.5 continued to encourage professional development of staff in acquiring RE qualifications; | From 2004-2008 |
| 1.6 maintained supervision of class prayer scope and sequence; | From 2004-2008 |
| 1.7 ensured that the documentation for RE comply with the standards and expectations of the school and CSO; | By April 2004 |
| 1.8 developed a tracking system for RE to ensure the outcomes are accurately assessed; | By Dec 2005 |
| 1.9 completed the implementation of new programs and units; | By Dec 2005 |
| 1.10 reviewed the teaching practices of RE to ensure that the course outcomes are being achieved; | From 2005-2008 |
| 1.11 maintained priority for the development in students of their understandings and appreciation of the Mercy and Christian Brothers charism and their devotion to the Virgin Mary and Edmund Rice; | By Dec 2008 |
| 1.12 maintained active links with the Sisters of Mercy, Christian Brothers and their networks; | By Dec 2008 |
| 1.13 maintained the priority for supporting the involvement of staff, parents and members of the School community in spiritual experiences including retreats, prayer and adult education opportunities; | By Dec 2007 |
| 1.14 continued to support students to understand and be of active service to those in need in the school, local and global communities, including:
the marginalized, lonely, disadvantaged; Catholic welfare organizations; community service organizations and appeals. | By June 2006 |

"At St Philomena's School we believe that we will foster a sense of Catholic community and that we will support the evangelisation work of the Parish."

CHARACTERISTIC TWO:

THE ST PHILOMENA'S MISSION ACHIEVEMENTS 1998 – 2003

ST PHILOMENA'S IS PROUD TO CLAIM THAT OVER THE PERIOD 1998-2003, OUR CATHOLIC SCHOOL ACHIEVED:

- 2.1 people in our Catholic community value each other through:
commendation and merit system • acknowledgement of achievements at assemblies;
primary class performances valued by other students/ teachers/ parents;
invitations to community members eg Parish priest, Nuns, to school events;
pastoral policy • visits to Fairview and hospitals • retreats and camps.
- 2.2 a sacramental programme which is supported by the school through:
parish council is made up of some school staff members;
dual program for sacraments parish and classroom bases.
- 2.3 teachers of this school who are active in parish life through:
musical contributions • eucharistic ministers and readers;
presence at weekend masses • teachers of sacramental programs;
teachers believe in what they teach and practice.
- 2.4 parents who are encouraged to get involved in parish life:
liturgies eg Mother's day, Easter, Father's day, have been developed for evangelisation purposes;
faith and practice programs • newsletters;
invited to parish celebrations eg St Patrick's Day and sacramental programs eg Reconciliation.
- 2.5 development of the Church as a place of worship is important to the school, reflected by:
all celebrations in Church;
teacher direction of appropriate behaviours in Church;
visit Church to enhance the RE program.
- 2.6 we respect difference in this school through:
Yarrowarra retreat, NAIDOC week, AEA staff, ASSPA presence;
sound field system, Education Individual Education Plans;
acknowledge different faiths on class rolls • interfaith dialogue in programs.



"At St Philomena's School we believe that we will foster a sense of Catholic community and that we will support the evangelisation work of the Parish."

CHARACTERISTIC TWO:

THE ST PHILOMENA'S MISSION (CONTINUED)

ST. PHILOMENA'S STRATEGIC OBJECTIVES

BY THE END OF 2008 WE WILL HAVE:

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|---|------------------|
| 2.1 examined, discussed, updated and promoted the school mission; | From 2004 - 2008 |
| 2.2 encouraged participation of staff, parents, and families in Parish life; | From 2004 - 2008 |
| 2.3 fostered within the student body a valuing of the School Mission; | From 2004 - 2008 |
| 2.4 continued practices that are inclusive of all faiths represented at the school. | From 2004 - 2008 |

"The great challenge for Catholic Schools in an increasingly secularized society is to present the Christian message in a convincing and systematic way."

The Church in Oceania, #33, 2001



“At St Philomena’s School we believe that students learn best in a cohesive school community which nurtures the dignity, self esteem and well-being of all, and where teamwork and collaboration in learning is highly valued.”

CHARACTERISTIC THREE: SUPERVISION AND PASTORAL CARE

ACHIEVEMENTS 1998-2003

ST PHILOMENA'S IS PROUD TO CLAIM THAT OVER THE PERIOD 1998-2003, OUR CATHOLIC SCHOOL ACHIEVED:

- 3.1 priorities placed on the needs of individual staff, newer staff members are made welcome:
 - primary and secondary have established new staff support programmes;
 - older staff able to offer experience to others and therefore feel valued.
- 3.2 effective use and analysis of Basic Skills Test data;
- 3.3 establishment of a school disciplinary policy which explicitly excludes corporal punishment as required by the Education Act;
- 3.4 staff professional development opportunities which are planned jointly;
- 3.5 a co-operative approach to planning:
 - our school recognised as one of best practice within the Diocese.
- 3.6 establishment of portfolios to indicate achievement;
- 3.7 development of a discipline policy which is aligned with the pastoral care policy;
- 3.8 teaching programmes which reflect an emphasis on modern assessment techniques;
- 3.9 strategies to cater for students with special learning needs.



“During childhood and adolescence, a student needs to experience personal relations with outstanding educators, and what is taught has greater influence on the student’s formation when placed in the context of personal involvement, genuine reciprocity, coherence of attitudes, life-styles and day to day behaviour.”

The Catholic School on the Threshold of the Third Millennium #18, 1997



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CHARACTERISTIC THREE:

SUPERVISION AND PASTORAL CARE (CONTINUED)

ST. PHILOMENA’S STRATEGIC OBJECTIVES

BY THE END OF 2008 WE WILL HAVE:

ANTICIPATED TIMELINE

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| 3.1 | planned for professional development consistent with St Philomena’s Strategic goals; | By Dec 2004 |
| 3.2 | increased the consistent use of the Merit and Demerit system to maintain a positive standard of behaviour; | By Dec 2004 |
| 3.3 | investigated a computerized reporting format across K – 10; | By Dec 2004 |
| 3.4 | reviewed the success and relevance of the School’s Code of Conduct; | By Dec 2004 |
| 3.5 | implemented the computerized reporting format across K – 10; | By June 2005 |
| 3.6 | evaluated the effectiveness of the computerized reporting format across K – 10; | From 2005 -2008 |
| 3.7 | linked and combine the external testing data bases with the new computerized reporting system; | By 2006 |
| 3.8 | maintained the priority given to the development of students’ confidence and positive self-esteem; | From 2004 – 2008 |
| 3.9 | maintained appropriate support for parents experiencing difficulties through referral to: <ul style="list-style-type: none"> • the School Psychologist • the Parish Priest • family Groups • Centacare • additional Needs Coordinators • special External Agencies | From 2004 -2008 |
| 3.10 | ensured the consistent implementation of the School’s Pastoral Care and Discipline Policy and procedures by all staff, parents and students. | From 2004 -2008 |



"At St Philomena's School we believe that students learn best in a safe, stimulating, aesthetically pleasing and functional environment in which resources are appropriate to students' needs in each curriculum area."

CHARACTERISTIC FOUR:

DECISION MAKING AND COMMUNICATION

"As they went from town to town, they delivered to them for observance the decision that had been reached by the apostles and elders who were in Jerusalem."

(Acts 16:4)

ACHIEVEMENTS 1998-2003

ST PHILOMENA'S IS PROUD TO CLAIM THAT OVER THE PERIOD 1998-2003, OUR CATHOLIC SCHOOL ACHIEVED:

- 4.1 a practice of regular quality staff meetings with Agenda and Minutes kept by all departments ensuring communication;
- 4.2 opportunities for reflection on school needs through: wish lists; 1:1 interviews with coordinators; suggestion boxes;
- 4.3 an active P&F working together with the school and supported by the Staff;
- 4.4 efficient channels of communication through: newsletters, meetings, info nights, school magazine, letters;
- 4.5 defined roles and responsibilities in the school through :staff and students' handbook, staff role descriptions; staff meetings;
- 4.6 school board meetings which are lively and topical;
- 4.7 practical care arrangements which are in place for before school and after school and are well communicated to parents;
 - allocated areas for early and late students.
- 4.8 seeking of excellence through:
 - programming;
 - PD days / reporting back to staff;
 - uniform / discipline / pastoral care;
 - parental involvement;
 - additional needs / resources;
 - parental involvement eg Canteen.
- 4.9 decision making process involving the older students;
- 4.10 SRC and wider student body who elect their leaders;
- 4.11 developing more structured SRC meetings;
- 4.12 development of an Occupational Health and Safety committee which meets regularly;
- 4.13 an Administration which can and does respond to the needs of parents;
- 4.14 arrangements for student illness, medication and drug issues are in place and followed;
- 4.15 child protection protocols which are in place and followed.



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CHARACTERISTIC FOUR:

DECISION MAKING AND COMMUNICATION (CONTINUED)

ST. PHILOMENA’S STRATEGIC OBJECTIVES

BY THE END OF 2008 WE WILL HAVE:

	ANTICIPATED TIMELINE
4.1 developed and implement a plan for ongoing evaluation of policy across the school;	By Dec 2004
4.2 completed the implementation of the maintenance plan;	By Dec 2004
4.3 developed an email and electronic communication policy;	By Dec 2004
4.4 maintained the support offered to beginning teachers;	From 2004 -2008
4.5 achieved the development of clear and explicit role statements across the school;	By March 2004
4.6 created opportunities for staff professional development on Common Law Duty of Care;	By Sept 2004
4.7 implemented and evaluate the email and electronic communication policy;	By Dec 2005
4.8 reviewed the Student Leadership Policy;	By June 2005
4.9 development of an internal appraisal process for all roles;	By June 2005
4.10 reinforced the staff responsibilities within Duty of Care;	From 2004 -2008
4.11 developed a recruitment and retention plan for the staffing of the school;	By June 2006
4.12 reviewed the adequacy of the infrastructure plan in relation to school direction;	By June 2007
4.13 implemented a the staffing of the recruitment and retention plan for school.	By Jan 2007



"At St Philomena's School we believe that students are effective in their learning when their parents are supported in their role as first educators, and students are encouraged to be active participants in and contributors to the wider community."

CHARACTERISTIC FIVE:

SCHOOL, FAMILY, PARISH AND WIDER COMMUNITY IN PARTNERSHIP

"So then, whenever we have an opportunity, let us work for the good of all, and especially for those of the family of faith."
(Galatians 6:10)

ACHIEVEMENTS 1998-2003

ST PHILOMENA'S IS PROUD TO CLAIM THAT OVER THE PERIOD 1998-2003, OUR CATHOLIC SCHOOL ACHIEVED:

- 5.1 partnerships with parents through parent teacher meetings, 3 way interviews, pastoral meetings, information evenings, book day;
- 5.2 perceptions by parents that teachers as professional;
- 5.3 a positive reputation for the school is reflected through enrolments, providing a better option, pastoral care, uniforms;
- 5.4 an administration which is open to question;
- 5.5 support for local organizations supported by school, NAIDOC week, Brolga festival, Croc Eisteddfod;
- 5.6 parents assisting in classrooms;
- 5.7 consultation with parents about change through notes, meetings of the P&F Newsletters;
- 5.8 support for Catholic work of charity ie Caritas;
- 5.9 a welcoming staff room;
- 5.10 well resourced facilities thanks to parents;
- 5.11 positive relations with other schools, including local schools, and Holy Trinity Inverell;
- 5.12 a School board which meets annually and attends Diocesan AGMs.



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CHARACTERISTIC FIVE:

SCHOOL, FAMILY, PARISH AND WIDER COMMUNITY IN PARTNERSHIP (CONTINUED)

ST. PHILOMENA’S STRATEGIC OBJECTIVES

BY THE END OF 2008, WE WILL HAVE:

ANTICIPATED TIMELINE

- | | |
|---|------------------|
| 5.1 cultivated the positive school identity within the community ie appearance, activities, behaviour; | From 2004-2008 |
| 5.2 enhanced and further developed the positive partnership between parents and staff; | From 2004-2008 |
| 5.3 developed strategies to initiate positive interactions with other Moree schools and educational bodies; | By Dec 2005 |
| 5.4 improved parents’ understanding of and support for school policy ie pick up and drop off, sign in; | By June 2005 |
| 5.5 taken advantage of expertise in parental and wider community to enhance learning experiences; | By Jan 2005 |
| 5.6 supported future developments in the youth ministry initiated by the Parish through the NET Team; | From 2004 -2008 |
| 5.7 developed a public relations policy to be implemented 2005; | By Dec 2005 |
| 5.8 explored other opportunities for interaction between the school and local indigenous community; | From 2004 - 2008 |
| 5.9 reviewed status of CSO’s projection of student numbers for future school directions and potential for growth; | By Dec 2006 |
| 5.10 implemented the public relations policy; | By Dec 2005 |
| 5.11 developed strategies with regard to the CSO feasibility study; | By Dec 2006 |
| 5.12 strengthened liaison with the Parish so as to support the participation of students in Parish life; | By Dec 2007 |
| 5.13 where possible, strengthened links with indigenous communities and various multicultural communities. | By 2004-2008 |



“At St Philomena’s School we believe that students learn best when curriculum is relevant and challenging, and when teaching practices are appropriate to individuals’ learning needs.”

CHARACTERISTIC SIX:

CURRICULUM AND TEACHING PRACTICE AT ST PHILOMENA’S

“The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered.”
(Congregation for Catholic Education, *The Catholic School*, n.39)

ACHIEVEMENTS 1998-2003

ST PHILOMENA’S IS PROUD TO CLAIM THAT OVER THE PERIOD 1998-2003, OUR CATHOLIC SCHOOL ACHIEVED:

- 6.1 easily available syllabus documents for staff in hard copy and CD Rom for as well as web site access;
- 6.2 early intervention as a priority;
- 6.3 system endorsed resources which are used effectively:
 - staff made aware of new resources
 - central location of resources
- 6.4 literacy promoted across the curriculum;
- 6.5 teaching of higher order thinking skills:
 - Bloom’s, Multiple Intelligences, De Bono’s Hats, Count Me In Two
 - opened ended questions in some Key Learning Areas
 - individual contracts and assignments
- 6.6 structures which are in place to talk regularly about curriculum such as staff meetings and special allocation of time;
- 6.7 effective use of results from BST, ELLA, SNAP and WRAP by the school
 - results are used to identify additional needs – grouping for Eng, Maths
 - time allocation during staff meetings to discuss and present effective use of ELLA and SNAP results in KLA’s
 - comprehensive use of results to group and aide students
- 6.8 there is a love of learning in this school;
- 6.9 students at educational risk are identified;
- 6.10 a flow across the years giving a smooth coverage to the curriculum:
 - transition programs starting to be put in place
 - stage planning approach
 - assessment books made available to future teachers
- 6.11 a nurture of a love of reading is promoted through DEAR, Books for Boys, Library sessions, home readers;
- 6.12 a plan for technology development through upgrading and swapping and internet usage;
- 6.13 we cater for different learning styles through programming requirements, support staff and use of technology and resources;
- 6.14 scope and sequence charts for the K-10 syllabus documents;
- 6.15 different teaching strategies are encouraged.



“At St Philomena’s School we believe that students learn best when curriculum is relevant and challenging, and when teaching practices are appropriate to individuals’ learning needs.”

CHARACTERISTIC SIX:

CURRICULUM AND TEACHING PRACTICE AT ST PHILOMENA'S (CONTINUED)

ST. PHILOMENA'S STRATEGIC OBJECTIVES

BY THE END OF 2008, WE WILL HAVE:

ANTICIPATED TIMELINE

6.1 developed a documented 3 year plan for the re-imagining the library;	By Dec 2004
6.2 implemented stage 1 of the 3 year library plan;	By Dec 2004
6.3 developed and implemented an Information Technology Master Plan;	By Dec 2004
6.4 initiated the systematic analysis of the external testing processes;	By Dec 2004
6.5 continued to provide for Additional Needs as a priority;	From 2004-2008
6.6 developed and implemented transition strategies for Year 10 into Year 11;	By Dec 2005
6.7 further developed strategies for Gifted and Talented;	By 2006
6.8 further developed and highlighted a transparent Aboriginal perspective in each Key Learning Area;	By 2005
6.9 implemented stage 2 of the 3 year library plan;	By Dec 2005
6.10 reviewed and continued the implementation of the Information Technology Master Plan;	By June 2006
6.11 continued the analysis of the external testing and integrate the results in the planning processes;	From 2006-2008
6.12 developed and implemented transition strategies for Year 6 into Year 7;	By Dec 2006
6.13 continued the full implementation and resourcing for Gifted and Talented Education;	From 2005-2008
6.14 maintained the Aboriginal perspectives in each Key Learning Area K-10;	From 2007-2008
6.15 investigated the introduction of the Board Of Studies course “Aboriginal Studies” 7-10;	By 2006
6.16 continued to enhance and maintain a deliberate focus and support for the non academic pursuits.	From 2004-2008



IMPLEMENTATION AND MONITORING THE DEFINING CHARACTERISTICS

FROM STRATEGIC PLAN TO ANNUAL PLAN

The 2004 – 2008 Strategic Plan, **GOING FORWARD TOGETHER**, will form the basis for the development of annual plans. In August each year, the Principal will oversee the development of the School's Annual Plan by the School Board and Executive which will identify within each priority the goals to be addressed, and for each such goal:

- the strategies to be used to achieve the goal
- responsibilities of persons/group for monitoring and ensuring success
- timeline for completion and
- the criteria to be used to demonstrate success

The Annual Plan will be presented to the staff for consideration and to the Board for endorsement by October of each year. This will inform the budgetary processes and the resourcing of the goals and strategies that have been identified for each priority that year. Through the Principal, the school will be required to report annually to the local school community on the implementation of the Annual Plan. The Principal and School Board will gather data from the school and report on progress made in relation to achievement of the goals set out in Going Forward Together.

ANNUAL REPORT – THE COMMUNITY

The Annual Development Plan is a document which provides the school community with fair, reliable and objective information about school performance, initiatives and developments during the year, and the achievements arising from the implementation of the Annual Development Plan.

As a result of undertaking this process the school community will:

- be better informed about the achievements, quality and performance of the school
- have an indication of the extent to which the needs of particular groups of students have been met
- be better placed to ask meaningful questions about the performance of the school
- have a clearer understanding of those areas of school and student performance needing improvement
- have further promoted the performance, successes and achievements of the school in the local and wider community
- perceive the school as being more publicly accountable for its quality and effectiveness.





CATHOLIC IDENTITY AND RELIGIOUS DIMENSION AT ST. PHILOMENA'S

1.1, 1.2, 1.3, 1.5, 1.8, 1.9 Admin Team, Principal
1.10, 1.11, 1.12, 1.13, 1.14, 1.4, 1.6, 1.7 REC

THE ST PHILOMENA'S MISSION

2.1 Public Relations Committee
2.2 Parish Priest
2.3, 2.4 Admin Team

SUPERVISION AND PASTORAL CARE

3.1, 3.4, 3.7 Admin Team, Principal
3.2, 3.3, 3.5, 3.6 Assistant Principals, Principal

DECISION MAKING AND COMMUNICATION

4.1, 4.11, 4.12, 4.13 Board Exec
4.2 Finance Officer
4.3, 4.4, 4.7, 4.10, 4.8 Admin Team
4.5, 4.6, 4.9 Principal

SCHOOL, FAMILY, PARISH AND WIDER COMMUNITY IN PARTNERSHIP

5.1, 5.2, 5.3, 5.8 Admin Team, Principal
5.7, 5.10 Public Relations Committee
5.4, 5.5, 5.9, 5.11 Board Executive
5.6 REC

CURRICULUM AND TEACHING PRACTICE AT ST PHILOMENA'S

6.1, 6.2, 6.9 Principal, Librarian
6.3, 6.7, 6.10, 6.16 Admin Team
6.4, 6.8, 6.12, 6.14, 6.15 Assistant Principals
6.5 Additional Needs Coordinator
6.6, 6.11, 6.13 Curriculum Coordinators



The St. Philomena's School Board is pleased to endorse the Strategic Management Plan 2004-2008, GOING FORWARD TOGETHER. The plan represents the culmination of a comprehensive consultative process which has included contributions from the whole St. Philomena's community together with the findings of the CSO's audit of our School.

The role of the School Board together with the School Executive has been to collate, timeline and strategise the extensive feedback we received. As a Board the plan is now our guide as to the areas of focus we will have and the direction both pastorally and educationally St. Philomena's will follow in the year's ahead.

The Strategic Plan is now firmly entrenched in the agenda of the current and future School Boards. It is a vital tool which the Board will use to assist the School Executive in managing St. Philomena's both strategically and operationally.

The plan will be closely and regularly monitored on an ongoing basis throughout the school year to ensure goals are pursued, achieved and success measured. Annually, together with the School's budget an annual plan will be developed for the ensuing twelve months in line with this strategic plan. The School Board will report to the School community at least annually on the plan's progress.

We are extremely confident GOING FORWARD TOGETHER is representative of the thoughts of our entire St. Philomena's community, and so look forward to the whole school community's involvement in bringing this plan to life. We feel the goals and strategies are achievable and relevant to the progress of our School and will ensure the continued success of St. Philomena's now and in the future.

**Mark Johnson
Harvey Gaynor**

On behalf of
THE SCHOOL BOARD



St. Philomena's School
MOREE



ST. PHILOMENA'S SCHOOL

Diocese of Armidale

55 Boston Street, Moree NSW 2400

Telephone (02) 6752 1577

Fax (02) 6752 4250

E-mail: stph_mor@arm.catholic.edu.au

Web: www.stphilomenasmoree.edu.au



Our Mission is to provide students with a Catholic education in a caring, disciplined environment where striving for excellence and respect for others are promoted.

**ST. PHILOMENA'S SCHOOL
STRATEGIC PLAN 2004-2008**