



St Martin's Catholic Primary School Strategic Plan 2025-2027

VISION: To be a Catholic school community that recognises the uniqueness and diversity of every person, nurturing faith, wellbeing, and inclusivity while pursuing excellence.

MISSION: We are a diverse and inclusive Catholic school community committed to fostering the spiritual, academic, and personal growth of every student.

Values:

Respect

Responsibility

Integrity

Kindness

This document has been built around four (4) **Pillars of OLSH Education** and the **Living Learning Leading Standard**.

Each Pillar and LLL Performance Standard has been described in an overarching statement representing what the school does and what it aims to achieve.

The intersection with the nine (9) **Domains** from the Catholic Education South Australia **Continuous Improvement Framework (CIF)** are noted in the final column of each table.



The charism of ST MARTIN'S CATHOLIC PRIMARY SCHOOL is based on the 4 Pillars of OLSH education:

- **FAITH FILLED:** We are heart people who are faith-filled
- **REVERENCE RELATIONSHIPS:** We are heart people who reverence relationships
- **PURSUE EXCELLENCE:** We are heart people who pursue excellence
- **TOUCH THE HEARTS OF OTHERS:** We are heart people who touch the hearts of others

CONTINUOUS IMPROVEMENT FRAMEWORK (CIF) DOMAINS

1. Catholic identity
2. Focused vision and goals
3. Strong leadership
4. High expectations of all
5. High quality teaching and learning
6. Effective use of data
7. Orderly and safe learning environments
8. Strong home, school, community engagement
9. Effective administration and resourcing

DEFINITIONS:

- **GOAL / Pillar:** A concise aspirational statement of what we want to achieve
- **STRATEGY:** A process / practice to move us towards the Goal – what we will do
- **ACTION:** What activities will we take to achieve Strategies – How we will do it

GOAL: Catholic Identity - Faith Filled

We are heart people who are faith filled

- To provide education in the Catholic tradition and faith through prayer and liturgy
- To provide a rigorous Religious Education curriculum which allows thriving, capable and confident learners and leaders
- To improve ReLAT Data
- To offer opportunities for faith development
- To care for our earth and God's creation
- To create a safe, respectful, compassionate, and inclusive learning environment

Strategy (What we will do)	Action (how we will do it)	Responsibility	Timeline	Resources (Funding & personnel implications?)	Measures of success (How will we know we have reached our goals?)	CIF Domain
1.1 To foster a welcoming and faith filled environment that promotes wellbeing, forgiveness and community connection.	<ul style="list-style-type: none"> • First 3 weeks of the school year to practise values. • Weekly Buddy class activities. • Parent Coffee meetings. • Weekly Affirmations. • Mother's and Father's Day events. • Weekly yoga and meditation. • Morning prayer for parents in class • Staff weekly check-ins (similar to a mentoring system). • Breakfast Clubs. • More access to School Counsellor and Chaplain. • Connections with the elderly. 	Whole School Community	3 years	Human resources Parent Network Funding for Counsellor and Chaplain Food Roster for check-ins	Happy community that bonds together. New initiatives put into action. Success of events.	1 & 7
1.2 To enhance Religious Education by implementing a curriculum that promotes quality teaching, regular prayer and inclusivity towards other faith traditions.	<ul style="list-style-type: none"> • RE unit planning time with the APRIM. • Continued class modelling by the APRIM. • More staff participation in the CESA Collaborative RE project. • Moderation with St Monica's. • Scripture connections to more themes and topics. • Assessment schedule for SEQTA • MITIOG Training for all teaching staff. 	APRIM CESA Consultants Visual Arts Teachers Teachers Parents Students St Monica's	3 years	CESA RE curriculum resources Planning Time Professional Learning Day Artwork	Higher amount of B and A grades. Students achieving success. Teacher moderating together. Explicit assessment schedule. Students cooking using vegetable produce.	4, 5 & 6

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	<ul style="list-style-type: none"> • More focus on lesson / days for outdoor education. • Parent cooking demonstrations for classes. • Multi-Faith professional learning for staff. • Biblical prayer space outdoors – artwork, welcoming, student voice. 				Greater understanding of our multi-faith community.	
1.3 Enhance faith formation through meditation, prayer, affirmations and partnerships with sister school.	<ul style="list-style-type: none"> • Faith based incursions and experiences. • Visiting Parish church/informal visits from Parish priest to classrooms • Year level masses at church • Students in roles at Sunday mass • Prayer, mediation, Angelus, Mantra, affirmations, staff prayer, class prayer. • Staff Retreat Day every 2 years. • Deacon Andrew visiting classes. • Invitations to parents for faith formation. • Sacramental program connections. • Parish school moderation and Mass. • Living OLSH tradition based on values. • Knowing St Martin and why he is so important to us. 	APRIM Staff Parents Students Sacramental Team Parish Deacon/Priest	3 years	Retreat venue and budget Excursion / Incursion budget Affirmation posters and resources for meditation Sacramental Program Parish	Strong engagement of liturgical experience and faith formation opportunities for all members of our school community. Knowing our history and who we are.	1 & 8
1.4 Promote ecological conversion by incorporating outdoor learning and school initiatives	<ul style="list-style-type: none"> • Active Sustainability Committee. • Recycling program. • Creation Carers role. • Naming and documenting our Sustainability Projects. • Chicken Carers. • Produce – more cooking experiences. 	Sustainability Officer and Committee Staff Parents Students	3 years	Produce	More interest in our Sustainability projects. Cleaner and tidier school and community. Recycling correctly.	7 & 8

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	<ul style="list-style-type: none"> Highlighting Season for Creation, World Environment Day and Catholic Education Week. 					
<p>1.5 To engage students to promote social justice and foster compassion.</p>	<ul style="list-style-type: none"> Soup Group for Moore Street. Social Catholic Teachings. Catholic Charities. Bookmaking for Nursing homes. Crafts with the elderly. Clothing donations – second hand clothing stall. Highlighting the impact our donations have on others. 	<p>APRIM Students Teachers Chaplain</p>	<p>3 years</p>	<p>Outside agencies to talk to the students about impact Liaising with Nursing home Set up of a clothing stall</p>	<p>Money raised. Student awareness of the varying charities. Generous donations. Connection with local Nursing home.</p>	<p>8</p>

GOAL: Community Engagement - Reverence Relationships

We are heart people who reverence relationships

- To provide opportunities for parents to feel included in the school community.
- To be more inclusive of all cultures and faiths in our school community.
- To provide opportunities for our students' grandparents and our elderly parishioners to be involved in our school community.
- To provide opportunities for students to engage in lunchtime 'clubs' of interest.
- To encourage more volunteers in our school community.
- To connect with our school neighbours and Parish through information sharing.
- To promote and further develop our Playgroup.
- To develop staff cohesiveness and morale.

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2.1 Make connections with local business and clubs, especially parent owned, and old scholars.	<ul style="list-style-type: none"> • Reach out to Greenacres Library to collaborate on ideas and activities 	Literacy coordinator	2025	Greenacres Library	Collaborative events organised	8
	<ul style="list-style-type: none"> • Reach out to local cafes to see if they are interested in a revolving artwork installation 	Art coordinator	2025	Student artwork	Artwork is displayed and rotated in 1-2 cafes	
	<ul style="list-style-type: none"> • Collaborate with local business for sharing expertise (e.g. career days) 		Ongoing			
	<ul style="list-style-type: none"> • Reach out to sports clubs and old scholars to collaborate with PE 	PE Team	Ongoing			
	<ul style="list-style-type: none"> • Seek old scholars to be involved in motivational speaking (e.g. high school preparation) 	Class teachers Marketing coordinator	Ongoing	Assembly time	Students engaged in relevant presentations	
	<ul style="list-style-type: none"> • Create a family business directory and student reunions 	Marketing coordinator	3 years	Budget allocation		
2.2 Develop a focus on Indigenous perspectives	<ul style="list-style-type: none"> • Regular hands-on activities and learning for all students 	Indigenous Perspectives Coordinator	2025 2025	Budget funding	Indigenous unit included at each year level	8

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	<ul style="list-style-type: none"> Create a video acknowledgement of country with students 	Marketing Coordinator		Budget allocation	Video is produced and used at presentations	
2.3 Increase the number of engaging community events	<ul style="list-style-type: none"> Showcase learning through open mornings/evenings etc. Continue with A Day on the Green and disco, consider movie night and school fair/wellbeing day <p>School cookbook</p>	<p>Leadership Class teachers</p> <p>Social committee Parent Network</p> <p>EALD Coordinator</p>	<p>Ongoing</p> <p>2025</p> <p>2026</p>	<p>Budget funding</p> <p>Budget funding</p>	<p>1 event per semester per year level</p> <p>1 event held per semester</p> <p>Completed and distributed to families</p>	8
2.4 Grow awareness and involvement of EAL/D community	<ul style="list-style-type: none"> Investigating parent interest in sharing culture in classrooms in line with monthly language celebrations Investigate demand for English lessons for families/book swaps <p>Students sharing their language with greetings at assembly</p>	<p>EALD Coordinator</p> <p>EALD Coordinator</p> <p>Class teachers</p>	<p>2025</p> <p>2025</p> <p>3 years</p>	<p>Budget funding</p> <p>Electronic survey</p>	<p>Increased involvement from parents</p> <p>Responses to electronic survey</p> <p>Each assembly begins with diverse language greetings</p>	8
2.5 Develop family engagement and whole school support of learning in school.	<ul style="list-style-type: none"> Increase social media sharing Parent volunteers reading in early years Nature play for playgroup with student buddy system Leadership teaching in classrooms, reading to class etc. 	<p>Marketing coordinator</p> <p>Literacy Coordinator</p> <p>Playgroup coordinator</p> <p>Leadership team</p>	<p>2025</p> <p>3 years</p> <p>2025</p> <p>Ongoing</p>	<p>Budget allocation</p> <p>Parents</p>	<p>Regular posting of learning stories to social media</p> <p>Increased parent involvement</p> <p>1 event per term</p> <p>Each class visited once per year</p>	8

We are heart people who pursue excellence

- To set high expectations of all community members
- To foster ongoing commitment to learning
- To provide stimulating and nurturing environments
- To provide a well-balanced curriculum addressing the needs of students
- To plan collaboratively and set goals for future learning
- To monitor student learning and provide feedback
- To gather and interpret data to assist in improving student outcomes
- To encourage student responsibility and independence

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3.1 To improve literacy outcomes by implementing the Playberry Laser program, focusing on a multisensory approach and consistent daily reviews in phonics, reading, spelling, and handwriting. Playberry Laser reinforce foundational literacy skills, and foster student confidence and proficiency.	Reception – Year 2 Program has been implemented. Train teachers in Playberry Laser <ul style="list-style-type: none"> • Year 4 2025 • Year 5 2026 • Year 6 2027 Train new teachers who join the school during that time. Ongoing training and demonstration lessons with Playberry consultants.	Leader of Learning Early Years Coordinator Playberry Consultants	2025-2027	Professional Development Budget Subscription costs Reading Decks, Morphology Decks Whiteboards & Clickers.	Reading results Dibels results Australian Standardised Spelling test results Playberry - Monitoring assessments using Spelling and Heart word progress monitoring	5, 6
3.2 To gather and interpret data to drive improvement in student outcomes. <ul style="list-style-type: none"> • Implementing a consistent approach to writing analysis 	Develop the Rubrics based on ACARA Language Features, ACARA Learning Progressions, CESA Performance Standards and CESA Creating Texts and CESA Grammar Matrix. <ul style="list-style-type: none"> • Year 2 teachers to trial Complete Roll out of the Rubrics	EALD Coordinator Leader of Learning Year 2 team to move to all year levels.	2025 2025 – 2027	Time allocated to complete the final rubrics. Access then on T-drive.	Improvement in students' grades and EALD LEAP levels.	6

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<p>across grades R-6 by using writing rubrics that identifies and A-E grades.</p> <ul style="list-style-type: none"> Ongoing Implementation of Dibels Assessments. 	<p>Ongoing implementation of Dibels assessments from Year 1 – 4 2026 Year 5 2027 Year 6 Professional Development on Dibels data collection and analysis of data. CESA Trial with Dibels Data.</p>	<p>Leader of Learning and Early Years Coordinator</p>	<p>2025 – 2027</p>	<p>Dibels Assessments Coordinators and ESO's to complete assessments. CESA Dibels Dashboard. Staff Meeting time</p>	<p>CESA Dibels results dashboard and evidence of growth.</p>	
<p>3.3 To provide a well-balanced curriculum that meets diverse student needs by implementing Tier 2 and Tier 3 literacy and numeracy support groups.</p>	<p>Students to be placed into groups based on teacher knowledge, Dibels data, Playberry data, Number Check and PAT data.</p> <p>Curriculum leaders to set up an outline for ESO's on group expectations, student participation and use of the resources.</p> <p>Curriculum leaders support ESO's through training and observations of sessions.</p> <p>Monitor progress and adjust student participation based on student data.</p> <p>Research and trial Tier 3 support. Research assessments to measure growth.</p>	<p>Leader of Learning and Early Years Coordinator Inclusive Education Coordinator</p>	<p>2025 – 2027</p>	<p>Training time for Tier 2 and Tier 3. Purchasing resources for Tier 3.</p>	<p>Tier 2 & 3 Procedures and expectations for ESO's document.</p> <p>Improvement in student growth based on Dibels data, reading levels, spelling results and Tier 2 and Tier 3 progress monitoring data.</p> <p>Goals set for individual students and assessments chosen to monitor progress.</p>	<p>4, 5</p>

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<p>3.4</p> <p>To deliver a well-balanced curriculum that meets the needs of all students by creating an R-6 Mathematics Curriculum Map and establishing clear non-negotiables. This strategic approach will ensure consistency in foundational math skills across year levels, support targeted learning outcomes, and guide instructional practices, fostering a cohesive and effective mathematics education from Reception through Year 6.</p>	<p>Implementation of Maths Mapping from R-6.</p> <p>Further develop Learning Assessment practices with a focus on ACARA Learning Progressions and CESA Performance Standards to enhance student progress and achievement.</p> <ul style="list-style-type: none"> • Mathematics Non-negotiables R-6 • Term 1 Whole School Planning Day <p>Research and trial an evidenced based Maths approach.</p> <p>Continue to develop a program R-2 with explicit teaching and ACARA maths vocabulary.</p> <p>CLARITY Mathematics R-6 – Implementation of Learning Intentions Success Criteria Bump it Up Walls Student Goal Setting 5 Essential Questions</p>	<p>Leader of Learning and Early Years Coordinator CESA Instructional Coach</p>	<p>2025 – 2027</p>	<p>Year level teams released to work on mapping and assessments.</p> <p>OCHRE Non-negotiables and expectations document</p> <p>New 5 Questions posters</p> <p>Early years coordinator to develop a program and train ESO's.</p>	<p>Results in NAPLAN, PAT and other Maths assessments.</p> <p>Learning walks and talks. Anchor charts on display.</p>	<p>4, 5, 6</p>
<p>3.5</p> <p>MODERATION MATHEMATICS</p> <p>To implement a structured mathematics moderation process across primary school levels to ensure consistent, accurate, and equitable assessment practices.</p>	<p>Using Learning Assessment Tasks R-6 complete moderation sessions around Mathematics.</p>	<p>Mathematics Coordinators and CESA Coach</p>	<p>2026 - ongoing</p>	<p>Staff Meeting</p>	<p>Alignment of Maths learning outcomes from R-6. Mathematic results and teacher feedback.</p> <p>Feedback from teachers about the process.</p>	<p>4, 5, 6</p>

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<p>3.6</p> <p>To embed inquiry and play-based learning into all areas of the curriculum, enabling students to make connections across subjects and fostering a holistic approach to education. Teachers will be supported with resources and professional development to create engaging, hands-on learning experiences that build key skills progressively from early years through primary levels.</p>	<p>Teachers will be supported with resources and professional development to create engaging, hands-on learning experiences that build key skills progressively from early years through primary levels.</p> <ul style="list-style-type: none"> Develop outdoor learning opportunities. Creative Role Play and Provocations. <p>Integration of subjects to enhance Inquiry.</p> <ul style="list-style-type: none"> STEM, HASS, RELIGION, HEALTH, Year 6 Business and Economics & Civics and Citizenship. <p>Student voice:</p> <ul style="list-style-type: none"> Providing a variety of ways to complete a project or task. Student's choosing how they want to deliver a final assessment. 	<p>Early Years Coordinator</p> <p>Interested parties.</p>	<p>Ongoing</p>	<p>Planning time</p> <p>Staff meeting time</p> <p>Wellbeing coordinator for the Student Voice</p> <p>Teaching and learning resources</p>	<p>Planning documents/curriculum mapping</p> <p>Outdoor learning environments established</p> <p>Student engagement measured through observations</p>	<p>5, 7, 9</p>
<p>3.7 Pedagogy</p> <p>Enhance and refine primary school pedagogy to promote engaging, inclusive, and effective teaching practices that address diverse learning needs.</p>	<p>Cognitive Load Theory Professional Development</p> <ul style="list-style-type: none"> Week 0 – Introduction day <p>Science of Reading Year 4-6</p>	<p>Leader of Learning and Early Years Coordinator</p> <p>Leader of Learning</p>	<p>2025</p> <p>2025</p>	<p>Professional Development training in Cognitive Load Theory Mastery. (completed 2024)</p> <p>CESA portal for resources.</p>	<p>Teacher feedback form.</p> <p>Rich conversations</p>	<p>4, 5</p>

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	Peer Observations - learning from each other in all subject areas. Exploration of AI as a tool for teaching and learning	Curriculum leaders Teachers	2025 – ongoing Ongoing	Release time for teachers Staff meeting – small group release.	Observation data Programming documents	

GOAL: Student Agency, Identity, Learning and Leadership - Touch the Hearts of Others

We are heart people who touch the hearts of others

- To encourage service to others
- To provide outreach to the wider community
- To include everyone, especially those less fortunate than ourselves
- To celebrate learning and achievements skills
- To develop personal and social

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4.1 Empower students to actively engage in the social emotional learning program, The Resilience Project, fostering their self-awareness and interpersonal skills to create a positive school environment.	<ul style="list-style-type: none"> • Commit to continuing The Resilience Project subscription. • Use the concepts of GEM and emotional intelligence as a focus for our whole school Wellbeing Sessions • Timetabled lessons • Use the Language of GEM • Involve the community in The Resilience Project; parent sessions with classes and reaching out to nursing homes. • Whole school approach on how to support students with 'Big Behaviours' by training key ESO's students can process and understand their behaviours. This could be done by "Our Place" ESO's. 	Wellbeing Coordinator Class teachers	Ongoing 40-minute lessons each week over 3 years	TRP subscription	Observation of student interactions Using the language and skills of TRP Kinder students Happy community	1, 3, 4, 7,
4.2 Promote student wellbeing and voice by creating a student-led newsletter that celebrates learning, achievements and highlights throughout the term cultivating a sense of pride, community	<ul style="list-style-type: none"> • Develop a group of interested students to design a school newsletter • Gather achievements and highlights form the term • Include information about TRP, cooking and personal skills 	Marketing and communications Coordinator Parents	1x publication per term	Time provided	Student and family feedback Student and family interest	1, 3, 4

Strategy (What we will do)	Strategies / Action (how we will do it)	Responsibility	Timeline	Resources (Funding & personnel implications)	Measures of success (How will we know we have reached our goals?)	CIF Domain
and positive school culture.	<ul style="list-style-type: none"> Podcast theme- things happening around the school 	Interested students/teachers or parents			Strong sense of belonging, pride and community	
<p>4.3</p> <p>Strengthen connections with the wider community by building relationships with local organisations such as nursing homes and engaging students in meaningful outreach activities that promote service and develop empathy and social responsibility.</p>	<ul style="list-style-type: none"> Make contact with a local nursing home. Invite residents to St Martin's for a visit to read our bookmaking, TRP lesson, listen to our band and serve homemade biscuits and tea Interested classes visit the nursing home each term to play a game or read a story or sing a song 	<p>Marketing and communications Coordinator</p> <p>Wellbeing Coordinator</p> <p>Outreach team</p> <p>Justice Group</p> <p>Create a team of interested people (teachers and families)</p>	2025-2027	<p>Craft, cooking</p> <p>Volunteers for walking to the nursing home</p> <p>Community bus</p>	<p>Community feedback of GEM (Gratitude, empathy and mindfulness)</p> <p>Strong relationships and connections with older generations</p> <p>Understanding of others and our call to service.</p>	8
<p>4.4</p> <p>Provide a variety of clubs and programs to support student wellbeing, helping students connect with like-minded peers and meet diverse interests and needs.</p>	<ul style="list-style-type: none"> Invite interested family members to assist with the clubs (Homework, coding, chess, running, art, dance, games, singing, sewing, craft etc) Provide time before and after school as well as recess and lunch times 	Teachers Specialists Volunteers parents or grandparents.	<p>Ongoing</p> <p>At recess, lunch and other suitable times of the school day</p>	Games provided	Commitment and attendance of the club members	7, 8

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<p>4.5 Collaborate with sustainable businesses to support our school community and educate students, staff, and parents on sustainable practices, fostering a culture of environmental responsibility within our school.</p>	<ul style="list-style-type: none"> Nature Play to teach programs that fit in with curriculum learning for example cubby building or mud play Creation of a video displaying the cycle of waste disposal/composting (Yo-chi video of waste disposal) 	<p>Marketing and communications coordinator Interested teachers, ESOs and families Creation Carers Sustainability Group</p>	<p>2025-2027</p>		<p>Creation of a video displaying the waste cycle at St Martin's</p>	<p>8, 9</p>
<p>4.6 Establish a community kitchen and cooking program that promotes sustainability and cultural dishes while teaching life skills focused on preparing healthy foods, fostering community engagement and nutritional awareness.</p>	<ul style="list-style-type: none"> Invite parents to demonstrate and cook cultural foods. Teach food preparation skills Teach nutrition Soup making Student voice in the canteen offerings 	<p>Interested teachers, families, and ESOs Marketing and communications coordinator</p>	<p>2025-2027</p>	<p>Ingredients and space</p>		<p>1, 2, 3, 8</p>