Strategic Renewal Plan 2013-2017

Actions for 2013

Priority 1  Mission and Religious Education

GOAL

1.5 LEARNING AND TEACHING OF RELIGION

To provide a Religious Education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.

Some Actions include:

- Priority 1.5 Learning and Teaching of Religion review will be undertaken this year.
- Teachers will collaboratively plan to implement a program for the learning and teaching of religion which is based on the new Religious Education curriculum.
- To design a program that provides for the context and needs of the school community.
- To provide opportunities for teachers to access on-going professional learning in Religious Education and Theology, in order to build their capacity as Religious Educators.
- Teachers are engaged in reflection on their on-going professional learning and teaching of Religious Education.
- To creatively link the RE curriculum to the religious life of the school making use of the technology resources that we have available to us e.g. Web 2 tools.
- Teachers will provide students with regular feedback about their progress of learning intentions within Religious Education.
- Teachers will activate multiple ways of knowing, interacting and opportunities to construct knowledge in Religious Education.
- In implementing the new Religion curriculum teachers are engaged in pedagogical practice that is data informed and evidence based.
- Teachers will evaluate and assess students as activators of their own learning.
- Catching Fire continues to provide the focus for spiritual formation within the school community.
- Catching Fire Staff continue to attend spirituality workshops to promote a sense of leadership in their roles within the Spirituality Framework.
- Staff prayer is a valued component of our staff gatherings providing spiritual nourishment and reflection.
- Class Liturgies and Reconciliation play an important part of our ongoing practice of evangelisation.
- The Religious Education guidelines will promote living a life based on gospel values; reinforced by the parish sacramental program.
- The religious profile of the school inclusive of our Good Samaritan charism together with the learning and teaching content covered in all classrooms enhances the faith opportunities and provides life experiences for both the staff and students.
- Positive relationships continue with the Parish ensuring that opportunities are provided to participate in the life of the local and wider Church community. This year each year level has a designated class Mass inclusive of a special blessing of these students and their families.
- Partnerships within the school community are grounded in gospel values so that positive relationships are evident within the working and learning environment.
- Lenten Assemblies are held weekly, which support the Caritas Australia’s Project Compassion Appeal.
- October Catholic Missions and the end of year initiatives will provide donations to the local St Vincent de Paul Chapter and the Good Samaritan Foundation.
Priority 2  Learning and Teaching

GOAL
2.1 CURRICULUM DESIGN AND IMPLEMENTATION

To continue with the implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.

Some Actions include:

- Priorities 2.1 Curriculum Design and Implementation of the Australian Curriculum will be reviewed this year.
- The Sts Peter and Paul’s Statement of Beliefs reflects the School’s Mission and continues to shape curriculum design and implementation.
- The School’s statement of beliefs firmly underpins decisions about curriculum organisation, pedagogy, assessment and reporting of student learning and is enacted in classroom practice.
- Our curriculum planning at school is responsive to student progress and compliant with curriculum requirements.
- Curriculum planning demonstrates clear expectations about what teachers should teach and what students should learn.
- On-going Professional Development will be offered to teachers on the Australian Curriculum particularly in the subject areas of English, Maths, Science and Religious Education; using the inquiry based approach to learning and teaching.
- To implement the Technology Scope and Sequence developed in 2012.
- Teachers will engage in further spelling in-servicing.
- A Whole School Program in the form of a Scope and Sequence has now been developed for English inclusive of spelling using the Words Their Way Program.
- The Curriculum Support Teacher, Teacher Librarian, Guidance Counsellor, Learning Support Inclusive Education Teacher and Administration; supported and worked collaboratively with teachers preparing quality teaching and learning programs across all year levels.
- Curriculum Support Teacher & Key Teachers will continue to develop curriculum utilising resources so that we were not dependant on using text books. ICLT continues to be embedded in all subject areas.
- Programs were planned for quality assessment which provides comprehensive feedback and encouraged meaningful reflection and goal setting.
- The Student Reporting System which was implemented in 2012 will again be used to monitor and report student achievement standards based on the Australian Curriculum.
Priority 3  Professional Practice and Collaborative Relationships

GOAL

3.1 PROFESSIONAL LEARNING AND DEVELOPMENT

To develop a comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.

Some Actions include:

- Priorities 3.1
- To continue to develop a comprehensive community of learners, promoting collegiality, co-operation and co-learning in the classroom.
- Professional learning of staff is informed by teacher professional goal setting and review.
- Staff professional learning is effectively aligned to school renewal and school strategic goals.
- Professional learning aligns with National Professional Teaching Standards.
- Professional learning significantly enhances teacher pedagogy.
- Teachers will have well developed and periodically reviewed professional learning plans that are aligned with school goals.
- Opportunities are provided for Professional dialogue – staff engage in research based conversations with colleagues on pedagogy and on their own learning.
- Staff undertakes professional learning and are self-reflective in inviting, receiving and using feedback.
- The school intentionally connects professional learning with improved student learning outcomes which will enhance teacher pedagogy and student learning and well-being.
- To form a School implementation team for Religious Education to begin the process of introducing the new Religion curriculum.
- Whole staff professional development include:
  - PD Planning (Curriculum, Gifted and Talented) and CTJ with St Martin’s Carina.
  - ICLT Cluster Meetings – Years 5 and 6 - 1:1 Laptop Program.
  - Early Years Cluster meetings.
  - Conferences and Leadership Cluster Meetings.
- Collaboration and curriculum planning including the introduction of LIFE will be supported by Jodie Peeters and Helen Leeson, BCE EO, in order to provide support for teachers, in particular Years 1, 3 & 5.
- Further implementation of SRS with the support of BCE EO’s.
- Collaborative partnerships were formed with BCE support staff so that processes such as Enrolment Application and Support Procedures (EASP), Education Adjustment Programming (EAP) and Individual Education Planning (IEP) effectively supported students and staff.
- Specialist Teachers planned collaboratively with specialists in other schools to provide further opportunities for students to take part in higher level activities eg Interschool and Representative Sport, and Gifted Education Programs.
GOAL

4.2 LEARNING ENVIRONMENTS

To incorporate contemporary planning approaches which inform the planning design and use of facilities.

To embed sustainable environmental practices into the organisational structure and processes of the school.

Some Actions include:

- Priority 4.2 learning Environments will be reviewed this year.
- To be proactive and effective in establishing and maintaining welcoming, safe and inclusive learning environments.
- To establish contemporary learning environments to support learning and teaching.
- To resource, manage and maintain contemporary learning environments that are innovative and reflect current research.
- Staff and students dialogue on what constitutes and effective, contemporary and engaging physical learning environment – this dialogue underpins school decisions about the design and development of such environments.
- To provide learning environments that promotes high levels of student engagement with their learning.
- To ensure that the digital learning environment across the school is sustainable, reliable and safe.
- To further ensure that the digital learning environment enables teachers to create highly effective dynamic, personalised, multi-modal connected and engaging learning experiences for all students.
- Solar panels have been installed this year; students are now to be encouraged to monitor energy saving levels and the environmental impact.
- Explore ways to include sustainable practices across the school e.g. school wide water and energy saving plans.
- Students continue to be involved in initiatives to reduce, reuse and recycle as part of the sustainability curriculum e.g. gardening projects, worm farm composting. mulching, recycling.
- To ensure that the school maintenance plan is carried out with outcomes being achieved in order to benefit teaching and learning.
- The WHSO is supported in his role to ensure that there is ongoing development of a safe, productive and healthy workplace environment e.g. lockdown and evacuation practices.