SCHOOL GOALS 2010

PRIORITY 1

RELIGIOUS AND EVANGELISING MISSION

1.1 Religious Identity and Culture

Review the school mission and vision to clearly articulate the school’s identity and espoused values.

- Survey staff, parents and students as appropriate to gather information in regards to possible changes to the mission and vision statement.
- Identify the school’s ethos and charism.
- Investigate possibility of ‘re-branding’ the school emblems, motto etc. using BCE marketing consultant and/or professional consultants as appropriate.
- Establish a working party to further develop the mission and vision.

Prime responsibility: Greg and Liz

Achievements:

- Survey completed and results collated. Information used to inform new mission and vision statement.
- Extensive consultation and PD completed during year with staff and parents identifying the Josephite spirituality as our charism.
- Consultation carried out and staff working party established. Currently working with BCE marketing to produce revised format.
- Working party established and working well.

1.2 Evangelization and Faith Formation

Participate in the “Catching Fire Program” to enrich and develop staff spirituality.

- Nominated staff to attend each component of Catching Fire.
- Catching Fire participants engage the rest of the staff in program as appropriate.
- Provide professional learning opportunities in line with catching fire program.

Prime responsibility: Liz

Achievements:
• Seven staff involved in formal Catching Fire program and all staff involved in Catching Fire activities such as retreats and PD.
• Catching Fire participants met regularly to reflect and plan activities.
• Josephite retreat opportunity developed for all staff in Sydney.
• Discernment process initiated for future Catching Fire and Mary MacKillop retreat.

1.4 Social Action and Justice

Promote opportunities within the school to raise the consciousness of individuals and school community about the importance of Justice and Peace in local and global contexts.

• Change focus of year seven house leadership groups to encompass social justice action.
• Continuation of school involvement with Catholic agencies to promote justice and peace.

Prime responsibility: Liz

Achievements:

• Year seven house group allocated a different social justice focus and by working with the APRE, developed an understanding and practical response to Social Justice issues.
• Supported Caritas, Catholic Mission, Aspley Care and the Aspley Respite Centre through financial and practical ways.

1.5 Learning and Teaching of Religion

Continue development the school RE program, including scope and sequence of RE teaching and learning program.

• Formalize RE planning sessions and begin process of moving from outcomes to essentials.

Prime responsibility: Liz

Achievements:

• APRE regularly planned with class teachers, including introducing the enquiry approach to RE planning, and is now preparing for new RE curriculum.

PRIORITY 2

STUDENT LEARNING OUTCOMES
2.1 Vision for Learning

Develop a vision for learning that underpins curriculum organization, pedagogy, assessment and the reporting of student learning.

- Engage stakeholders in the process of validation of this component of School Renewal.

Prime responsibility: Peter

Achievements:

- Vision for learning component reviewed and validated.
- Vision for learning developed and being implemented throughout the school.

2.3 Learning and Teaching

Gather learning data from multiple sources (standardized tests, NAPLAN, teacher input etc) to inform the development of comprehensive teaching and learning programs that cater for differing student needs.

- Develop teacher’s skills in differentiating curriculum for students in the classroom.
- Introduce standardized testing program for all year levels to collect literacy and numeracy data.
- Use collected data to inform planning and intervention where necessary.
- Develop individual student folio to map progress through collected data across year levels.
- Further develop action enquiry practices into pedagogy.
- Further define and refine the role of the Resource Centre Coordinator.

Prime responsibility: Peter and Jo-anne

Achievements:

- Professional development for teachers in differentiation by BCE consultants, CST and the APA.
- Whole school testing program implemented throughout the school.
- Results of testing used to inform planning and support for children.
- Individual student folios for students developed and implemented.
- Resource Centre Coordinator role redefined and continues to be.

2.4 Assessment of Student Learning

Develop a whole school assessment plan to monitor student performance to inform teaching and learning.
• Develop whole school assessment plan.

Prime responsibility: Peter and Jo-anne

Achievements:

• Assessment plan commenced and will continue to be developed in 2011.

2.5 Reporting Student Achievement

Develop an interim reporting process to meet School, BCE and Government requirements.

• Research and develop and interim report that is student specific, comprehensive, accurate, meaningful and easily understood.

Prime responsibility: Peter

Achievements:

• Report card developed and implemented. Very well received by parents and staff.

PRIORITY 3

STUDENT SUPPORT

3.2 Learning Support

Review the roles and procedures in the provision of support for students with disabilities and students identified as having learning needs in light of the BCE Shaddock recommendations and implementation.

• Engage stakeholders in the process of validation of this component of School Renewal.
• Use BCE consultants to assist in the process of reviewing Learning Support provision within the school.

Prime responsibility: Greg

Achievements:

• Learning Support component reviewed and validated.
• Learning support provision in the school thoroughly reviewed through surveys, staff meetings, LET meetings and by BCE consultants.
• New role descriptions developed as a result of the review and new position advertised. Unfortunately, the new position was not filled.
• New processes for learning support developed for implementation during 2011.

3.5 Gifted Education

Develop a process of differentiation of the curriculum to effectively cater for gifted and talented children in the classroom.

• Professional learning for staff on differentiation strategies.
• Allocate school officer time to assist with G&T strategies.
• Use student folio to map G&T children’s progress through year levels.

Prime responsibility: Peter

Achievements:

• Professional development for teachers in differentiation by BCE consultants, CST and the APA.
• Time allocated and the G&T program partially successful. Additional time to be allocated in 2011.
• Student folios commenced and G&T component included.

PRIORITY 4

STAFF SUPPORT

4.1 Professional Learning Community

Develop processes to support a culture of ongoing professional learning amongst the staff, linking with the Queensland College of Teachers Professional Standards.

• Provide opportunities for all staff to understand and become familiar with the requirements of the Professional Standards.
• Develop a mentoring/coaching program amongst staff.
• Provide opportunities for experienced staff (AST etc) to lead school renewal processes.
• Link teacher’s professional goals to the school goals.

Prime responsibility: Greg, Peter and Liz

Achievements:

• PD in the Professional Standards provided by APA and BCE consultant.
• Mentoring Program not commenced. To be started in 2011.
• AST teachers led different component review sessions with staff. Was very well received.
• Teacher goal setting commenced and will become more formalized in 2011.

PRIORITY 5

PARTNERSHIPS AND RELATIONSHIPS

5.1 Relationships with Parents, Care-Givers and Local Community

Review the quality of communication with, induction of and involvement of parents, care-givers and the wider community with the school.

• Engage stakeholders in the process of validation of this component of School Renewal.

Prime responsibility: Greg, Peter and Liz

Achievements:

• Appropriate consultation with school stakeholders was conducted during the renewal processes.

PRIORITY 6

INFORMATION, COMMUNICATION AND LEARNING TECHNOLOGIES

6.3 Resourcing

Upgrade and enhance the ICLT provisions within the school including connectivity, hardware and professional development.

• Upgrade ICLT infrastructure to cater for increasing demand and resourcing.
• Provide equity of access across year levels to new and established hardware and infrastructure.
• Develop new procedures for support and maintenance of ICT network.
• Provide Professional Learning program for staff.

Prime responsibility: Greg and Peter

Achievements:

• Infrastructure, especially wireless network, upgraded to a high standard.
• Stocktake of ICLT resources conducted and resources re-allocated according to need. Printing resources to be addressed in 2011.
• New consultants engaged and successfully managed maintenance issues with ICLT.
• Tuesday Tutes in ICLT introduced and other opportunities provided for staff on a needs basis.

PRIORITY 7

RESOURCING CATHOLIC SCHOOLS

7.3 The Physical Learning Environment

Complete the BER projects, meeting appropriate accountability requirements.

• Manage building program including the provision of furnishings, landscaping, acoustics and AV equipment.
• Explore naming options for new multi-purpose building.

Prime responsibility: Greg and Peter

Achievements:

• BER program successfully completed and building opened. A great achievement!
• It was decided not to name the building specifically.

2010 KEY PRIORITIES

1. Review the school mission and vision to clearly articulate the school’s identity and espoused values.

Strategies:

• Survey staff, parents and students as appropriate to gather information in regards to possible changes to the mission and vision statement.
• Identify the school’s ethos and charism.
• Investigate possibility of ‘re-branding’ the school emblems, motto etc. using BCE marketing consultant and/or professional consultants as appropriate.
• Establish a working party to further develop the mission and vision.

Prime responsibility: Greg and Liz

Achievements:
1. Survey completed and results collated. Information used to inform new mission and vision statement.
2. Extensive consultation and PD completed during year with staff and parents identifying the Josephite spirituality as our charism.
3. Consultation carried out and staff working party established. Currently working with BCE marketing to produce revised format.
4. Working party established and working well.

2. Review the roles and procedures in the provision of support for students with disabilities and students identified as having learning needs in light of the BCE Shaddock recommendations and implementation.

Strategies:

- Survey staff regarding Support Services within the school.
- Review Learning Support component of School Review.
- Using review data, develop new process or positions to meet needs of the students and school.

Prime Responsibility: Admin team

Achievements:

- Survey of staff carried out as part of the School Review component review.
- In consultation with BCE consultant, Area Supervisor and other principals, new ST-IE roles developed and duty statements written to meet needs arising from consultation feedback. The roles of ST-IE Learning Support Coordinator and ST-IE Student Support developed.
- Applicants sought for new ST-IE position.

3. Develop a vision for learning that underpins curriculum organization, pedagogy, assessment and the reporting of student learning.

Strategies:

- Review the current vision for learning in light of current curriculum and pedagogical change.

Prime Responsibility: Peter

Achievements:

- New vision for learning statement produced and used in all policies and programs.