STRATEGIC INTENTS:

1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church

1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition

1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community

1.4 A cohesive and integrated approach for the spiritual formation of staff

1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology

1.6 A shared understanding of and practical responses to Catholic Social Teaching

GOALS FOR 2014:

S 1.1.2 Continued engagement of key staff with Catching Fire formation programme (2012 - 2014)

S 1.1.3 Build an understanding of the three worlds of the text in staff and students (2014)

S 1.1.4 Ensure authentic experience of Religious identity and culture (2014 - 2015)

S 1.1.5 Implement Religious Curriculum incorporating RLOS and using the BCE template (2014 - 2015)

S 1.1.6 Develop an awareness of Catholic Social Teaching among staff and students and the belief that the students can do something positive to make the world a better place. (2013 - 2016)

S 1.2.3 Connect values, and Mercy charism with our Catholic story and a shared understanding of our foundational influences (2014 - 2016)
PRIORITY TWO: LEARNING AND TEACHING

In the spirit of contemporary education, to create a competency based learning environment in which children learn through enriching, exciting and expanded opportunities, always supported by a dedicated community.

STRATEGIC INTENTS:

2.1 Enhanced pedagogical practice that is data-informed and evidence-based

2.2 Implementation of the Australian Curriculum

2.3 Improved literacy and numeracy standards

2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling

2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional well-being

2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for all children

2.8 School leadership teams and teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching

GOALS FOR 2014:

S 2.1.2 Establish a Visible Learning Team to lead evidence based approaches to enhance student learning (2013 - 2016)

S 2.1.4 Upload ACER testing to BI tool. Work with teachers in year level teams to help them understand how BI tool operates

S 2.5.1 Establish a Student Intervention Team that support and nourish the intellectual, spiritual, physical, social and emotional well-being of the students (2014-2016)

S 2.2.2 Provide resources and implement strategies to meet the spiritual, physical, social, and emotional wellbeing of the students (2014 - 2016)

S 2.3.1 Support implementation of Reading to Learn (Year 5-7)
PRIORITY THREE: PROFESSIONAL PRACTICE & COLLABORATIVE RELATIONSHIPS

In the spirit of the gospels, to build a community which values quality relationships and that cares for all members, nurturing and fostering their professional competencies and emotional, physical and spiritual well-being.

STRATEGIC INTENTS:

3.1 Structures, processes and collaboration with clergy and parish bodies

3.2 Partnerships that provide for consultation and engagement with parents

3.3 A comprehensive approach to staff well-being and development - professional learning, professional standards, performance management and pastoral care

3.4 Leadership development and succession planning

3.5 Development of effective professional learning communities within schools and across the wider BCEO community

3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies

3.7 A safe, healthy and productive school environment for students, staff and community

3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO

GOALS FOR 2014:

S 3.1.1 To forge strong relationships with Surfers Paradise Parish, other Gold Coast schools and BCEO community.

S 3.1.2 To communicate relevantly, regularly and effectively with parents
Prioriy Four: Strategic Resourcing

In the spirit of sustainability, to resource the contemporary needs of the local community and our school.

Strategic Intents:

1. The strategic renewal plan directs the allocation of school resources
2. Collaborative processes are in place to develop the budget and to allocate resources
3. The formation and professional learning of staff is clearly evident in budget priorities
4. Resourcing decisions and priorities support financial accessibility for families
5. Information and learning management systems enhance student and staff engagement with learning, teaching and school operations
6. Sustainable environmental practices are embedded into the organisational structure and processes of schools
7. Contemporary learning approaches inform the planning, design and use of facilities

Goals for 2014:

- S 4.2.1 Continue future planning for Year 7 transition to secondary school by developing management plan that addresses school finances, future enrolments, facility use and parental and student expectations of Year 6 and Year 7 in 2014. (2012 - 2014)
- S 4.2.7 Investigate options for Year 6/7 block
- S 4.4.3 Trial a teacher observation and feedback programme that supports our literacy initiative (2014)
- S 4.4.4 Support peer mentoring and coaching through observation, feedback, professional dialogue and reflection (2014)
- S 4.5.1 Review current model of leasing computers for 1 to 1 programme given the end of lease cost and the reduced time with Yr 7 moving to secondary
INTERNAL REVIEW ITEMS 2014

Priority 1 – MISSION AND RELIGIOUS EDUCATION
1.2 Social Justice and Action

Priority 2 – LEARNING AND TEACHING
2.5 Learning and Teaching Improvement

Priority 3 - Professional Practice and Collaborative Relationships
3.1 Professional Learning and Development

Priority 4 - Renewal and Quality Assurance
4.1 Stewardship of Resources