



ST VINCENT'S PRIMARY SCHOOL
A place of shared stories and vibrant memories



Strategic Renewal Framework



2012 - 2016

for Catholic Schooling
Archdiocese of Brisbane



Teaching Challenging Transforming

ANNUAL PLAN GOALS AND ACTIONS 2013



2013 GOALS

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PRIORITY ONE: Mission and Religious Education

In the spirit of the Catholic tradition, to work collaboratively to strengthen our evangelising mission with the parish and the wider community

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 2013:

- 1.4 For participants of Catching Fire to develop a school project around spirituality
- 1.5 To encourage new staff members and experienced teachers to participate in REAP
- 1.1 To support teachers in the implementation of the Religion Curriculum
- 1.1 To engage teachers in writing Learning Bytes that incorporate ICLT.



2013 ACTIONS

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PRIORITY ONE: Mission and Religious Education

1.1 To support teachers in the implementation of the Religion Curriculum

- Worked with Religion Implementation Team and EO-RE
- Linked with Marymount in workshops to 'break open' the curriculum exploring Sacred Text, Church and Christian Life. Jewish religion covered during PL day.
- Began work on Scope and sequence for each level
- Year 3 & 4 created a religion weebly
- RE committee lead the implementation
- All year have planned a unit in the new BCE planning proforma.

1.1 To engage teachers in writing Learning Bytes that incorporate ICLT.

- Teachers wrote one learning byte using Web 2 tools and became more familiar using the planning documents

1.4 For participants of Catching Fire to develop a school project around spirituality

- 2 staff members continued with Guiding Lights
- 2 staff members completed Keepers of the Flame
- Project not undertaken as AP-RE was not available to lead it

1.5 To encourage new staff members and experienced teachers to participate in REAP

- Two graduates and one experienced teacher attended REAP
- Teachers reported they had classroom practices and used resources created
- Teachers spoke positively to other staff members
- Two teachers continued on to Graduate Certificate





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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 2013:

- 2.1 To use data (particularly PATR & PATM) to plan a differentiated unit of work
- 2.2 To introduce professional day to support teachers to plan units of work using Australian Curriculum in English and Mathematics
- 2.3 To complete Reading to Learn PL (Year 5, 6 & 7) and to plan units that use the strategies in Term 3 and First Steps Reading.
- 2.3 To implement Crack the Code into Year 1 and support individual students (Stephen Flynn)
- 2.5 To review St Vincent's Behaviour Management in light of release of Student Behaviour Support Regulations, Guidelines and Procedures
- 2.6 To review and renew ST-IE role as a consultancy role (John McArdel)
- 2.8 To introduce LIFE LMS to Years 2, 4 and 6



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PRIORITY TWO: LEARNING AND TEACHING

2.1 To create a whole school plan of standardized assessment tools to track learning and staff will use this data to inform learning and teaching

- Profile day, planning days using data –teachers are becoming more data informed
- Teachers were introduced to the BI Tool. Limited uptake
- Data used when determining class lists
- Formalise the use of a suitable range of assessment tools in Numeracy and Literacy: PAT Maths & Reading (online version); PM Benchmarks; Crack the Code Spelling test, PIPS.

2.2 To introduce professional day to support teachers to plan units of work using Australian Curriculum in English and Mathematics

- Teachers planned English and Mathematics Units using available resources including templates from QCAA for year plan and C2C units when available
- Teachers gained a better understanding of the content and achievements standards

2.5 To review St Vincent's Behaviour Management in light of release of Student Behaviour Support Regulations, Guidelines and Procedures

- Behaviour support team completed re-writing the Behaviour Management Policy so that it met the requirements of Student Behaviour Support Regulations, Guidelines and Procedures
- Staff worked on developing a new set of rules

2.3 To improve literacy standards through R2L and Crack the Code and First Steps Reading.

- Yr5-7 teachers completed Reading to Learn Professional Learning
- Year levels teams planned initial units with Leadership
- A new phonics programme was introduced into Prep AND Year 1. There is an ongoing commitment to the training of teachers. Speech Pathologist employed for Level 3 support.
- Staff completed First Steps Reading training with Valda Millar and the strategies were used when planning
- Visible Learning Team attended professional learning and looking at John Hattie's work, being data informed, determining effect size and looking at what strategies made a difference. This will be a major focus major focus in 2014. Parents received information via the P&F on the initiative.

2.6 To review and renew ST-IE role as a consultancy role (John McArdel)

- ST-IE role was reviewed. The notion of the 'main game' was introduced with the classroom teacher having responsibility for learning and teaching and the ST-IE as a supporting role (consultant)
- Student Intervention Team (Support Teachers, Guidance Counsellors, Pastoral Co-ordinator and Principal) to meet weekly in 2014 to determine policy, to clarify roles and to ensure continuity across student support occurs



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PRIORITY THREE: PROFESSIONAL PRACTICE & CALLOBARATIVE 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 2013:

- 3.3 To support teachers in working towards their goals, by providing a coach and access to professional learning
- 3.3 To support teacher development by providing ongoing feedback for further development and celebration by supporting growth through 'walk throughs' and formal observations





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PRIORITY THREE: PROFESSIONAL PRACTICE & COLLABORATIVE RELATIONSHIPS

3.3 To support teachers in working towards their goals, by training all staff members in coaching and to provide a coach and access to professional learning to all staff members

All staff members completed coaching course conducted by Michelle Young during Professional Learning Days

All staff were assigned a coach and once a month the staff meeting time was dedicated to coaching. Most teachers chose a goal around First Steps and/or Reading to Learn.

Feedback indicated that some found coaching successful while a few felt it didn't work for them, mainly because of the relationship. Some staff members indicated that they would like to continue the following year

3.3 To support teacher development by providing ongoing feedback for further development and celebration by supporting growth through 'walk throughs' and formal observations

Walk throughs and formal observations were limited in 2013 but did occur.





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PRIORITY FOUR: STRATEGIC RESOURCING

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

STRATEGIC INTENTS:

- 4.1 The strategic renewal plan directs the allocation of school resources
- 4.2 Collaborative processes are in place to develop the budget and to allocate resources
- 4.3 The formation and professional learning of staff is clearly evident in budget priorities
- 4.4 Resourcing decisions and priorities support financial accessibility for families
- 4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations
- 4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools
- 4.7 Contemporary learning approaches inform the planning, design and use of facilities

GOALS FOR 2013:

- 4.1 To improve and document processes and policies for 1 to 1 Laptop programme, with students taking greater responsibility for the care and maintenance of laptop
- 4.1 To investigate and purchase laptops for Year 4 1 to 1 programme and iPads for Prep – 4 and Learning Support
- 4.3 Ensure budget allows for cost of Religion Curriculum Implementation (\$30000), Reading to Learn (\$30000), Professional Days (staffing schedule) and Personal Professional Learning (\$30000)
- 4.6 To involve staff and students in reducing our footprint by monitoring electricity consumption over 2 months
- 4.7 Finalise planning for Year 7 transition to High School



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PRIORITY FOUR: STRATEGIC RESOURCING

4.1 To improve and document processes for 1 to 1 Laptop programme, with students taking greater responsibility for the laptop

Staff worked in new agreement and all parents attended information session.

4.3 Ensure budget allows for cost of Religion Curriculum Implementation (\$30000), Reading to Learn (\$30000), Professional Days (staffing schedule) and Personal Professional Learning (\$30000)

Funding was allocated from budget and staffing schedule. Many staff members are not using personal professional learning budget

4.7 Finalise planning for Year 7 transition to High School

After consultation with parent body it was decided that there would be no multi-age groupings and it was decided to duplicate the experiences for both. Parents were informed of the Western Australian experience and opted for separate Yr6 and Yr7 leadership experiences (eg Leadership Days, games leaders, camp, end of year celebrations)





2013 INTERNAL REVIEW VALIDATION

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INTERNAL REVIEW ITEMS 2013

MISSION AND RELIGIOUS EDUCATION

1.3 PRAYER AND WORSHIP

Overall Rating 5

Future Action: Working with staff to develop a deeper understanding of prayer. Explicit teaching of prayers by teachers



PROFESSIONAL PRACTICE & COLLABORATIVE RELATIONSHIPS

3.2 Work Culture

Overall Rating 5

Future Action: Working with school officers to develop their roles as part of the team



STRATEGIC RESOURCING

4.2 Learning Environments

Collaborative 21st century learning spaces

Overall Rating 5

Future Action – working towards collaborative 21st century work spaces

