



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 2014



2014 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 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)



2014 ACTIONS

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PRIORITY ONE: Mission and Religious Education

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

Admin and staff members continue to engage with Catching Fire programme

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

Staff PL on three worlds of the text and then taught by teachers with mandatory bible text for CTJ with Marymount Primary.

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

Audit started to be completed in 2015. RLOS audit completed.

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

Religion Implementation Committee worked on scope and sequence with in collaboration with classroom teachers and AP-RE.

AP-RE modelled different types of prayer for teachers and teachers have a copy of scope and sequence of prayers.

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)

An emphasis on doing not giving. Children raised money to purchase swags for the homeless and these were presented to Rosies. Children were more involved in both fundraising and knowledge of some of the five principles of Catholic Social Teaching. 'We are the hands of Jesus in the World' (Matthew 25) was the theme for the year and connected to Corporal Works of Mercy

S 1.2.3 Connect values, and Mercy charism with our Catholic story and a shared understanding of our foundational influences (2014 - 2016)

Looking at the sayings of Catherine McAuley to place with artwork around the school. Looking at other foundational influences – Neil Shannon, Mary MacKillop, St Vincent



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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 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)



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

Visible Learning Team from 2013 continued working. Visible Learning Projects – Prep Quality of feedback; Yr 1 Bump it Up Walls; Yr 5 Learning Intentions for Reading to Learn were very successful. Teachers began to use learning intentions, success criteria and visual timetables to promote student learning.

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

Professional Days were used to familiarise teachers with the data collected in the school, particularly PAT-R, PAT-M and NAPLAN and how to gain access to that data from the BI Tool.

S 2.3.1 Support implementation of Reading to Learn (Year 5-7)

Teachers in Year 5 -7 had joint planning sessions, support with choosing text. R2L data at June 2014 showed varying ES and the lowest ES was with more capable students in Year 5. Leadership team members mentored and worked with these teachers on providing a more challenging experience for students.

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)

Student Intervention Team formed (principal, learning support teachers, guidance counsellor and pastoral worker) to streamline processes and support.

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

School Wide Positive Behaviour Support Policy completed and validated. Development of new school rules – care for self, care for others, care for learning and care for school and environment

Friendly Schools' Plus was resourced and taught from P-7.

Daniel Morcombe Safety Curriculum was taught in Term 3 before the 'Walk for Daniel Day'. Leadership activities for both Year 6 & 7.

Positive Partnership Team attended PL to gain understanding of the needs of students on the autism spectrum, producing end of year information sheets for 2015 classes. The feedback from parents was excellent, saying it reduced anxiety in the children. Planning for the The 'Sunshine Space' was also commenced.



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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.

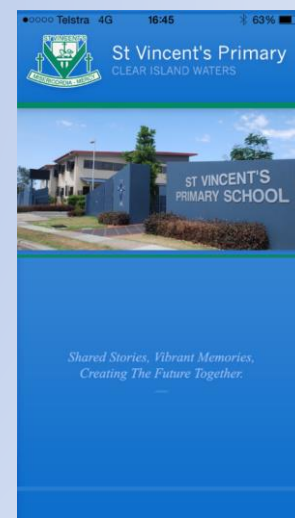
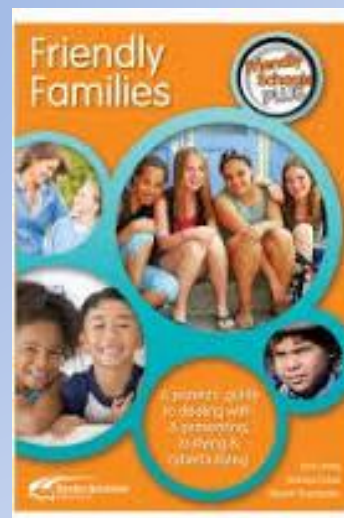
STRATEGIC INTENTS:

- 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 2012:

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

S 3.1.2 To communicate relevantly, regularly and effectively with parents





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

Staff Professional Learning was held with staff from other Gold Coast School

Staff attended PL with other schools of the Surfers Paradise Parish on The Joy of the Gospel and Special Minister of the Eucharist training

Staff received training about being extraordinary Ministers of the Eucharist from pastoral associate.

S 3.1.2 To communicate relevantly, regularly and effectively with parents

Parent Information Sessions conducted – Reading, 1 to 1 laptops, Brett Lee

Small group of parents participated in 'You Have Set Us Free - 2014 Adult Lent Program

Friendly Schools' Plus parent book purchased by P&F for all parents

Parent portal was introduced and all parents received access it to – limited uptake at the end of 2014

Encourage and practice regular communication with parent group via email, face to face meetings, use of the parent portal and SKOOLBAG app





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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 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 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



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GOALS FOR 2014:

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Enrolments for 2016 were strong with a loss of 2 classes only. Budget workshop BCE showed a balanced budget. Parents were very keen for all leadership experiences were repeated in both year levels.

S 4.2.7 Investigate options for Year 6/7 block

Options for classrooms explored – renovate or detonate! The cost difference was around \$300000 for purpose built classroom. Final decision left until 2015/2016



S 4.4.3 Trial a teacher observation and feedback programme that supports our literacy initiative (2014)

R2L project with Year 5. Each teacher had a leadership Team member as a mentor. Worked on learning intentions and effect size and feedback to students.

Prep teachers observed and gave feedback to each other on the quality of their feedback to the students.

S 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

Decision was made for the school to purchase the computers outright and parents would pay them off over 10 payments – an interest free loan. Parent consultation was that this was a far better idea. It avoided the extra work and cost involved in returning them to Finance Company.



2014 INTERNAL VALIDATION

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INTERNAL REVIEW ITEMS 2014

Priority 1 – MISSION AND RELIGIOUS EDUCATION

1.2 Social Justice and Action

Overall Rating 5

Future Action: Provide opportunities for social action and justice that involve staff and student in deeper engagement and reflection

Priority 2 – LEARNING AND TEACHING

2.5 Learning and Teaching Improvement

Overall Rating 5

Future Action: Engagement with teachers, parents and students around learning and teaching particularly the continuing work in Visible Learning and Accelerated Literacy Learning

Priority 3 - Professional Practice and Collaborative Relationships

3.1 Professional Learning and Development

Overall Rating 5

Future Action: Teacher goal setting and review process; coach/mentor around literacy initiative

Priority 4 - Renewal and Quality Assurance

4.1 Stewardship of Resources

Overall Rating 5

Future Action: Increased awareness of the processes and consultation with the wider community in allocation of resources.

