

Planning Overview 2014

St. Mary's, Laidley

Learning Landscape

Considerations when planning for 2014

PRIORITY 1 - MISSION AND RELIGIOUS EDUCATION

- 1.2 To continue to build teacher capacity in the planning and implementation of the new Religion Curriculum.
- 1.4 To continue to develop staff spirituality through active participation and engagement with the Catching Fire program.

PRIORITY 2 - LEARNING AND TEACHING

- 2.2 To continue implementing the Australian Curriculum in English, Mathematics, Science and History and to begin the implementation of Geography and The Arts.
- 2.1 To commence the implementation of Contemporary Learning and Visible Learning by building teacher capacity and confidence so that learning is enhanced for students and learning outcomes are improved.
- 2.3 Learning by building teacher capacity and confidence so that learning is enhanced for students and learning outcomes are improved.
- 2.5 To consolidate and extend knowledge and understanding of the Personal and Social General Capability so teachers can enhance the wellbeing of students through explicitly taught strategies.

PRIORITY 3 - PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS

- 3.1 To actively engage with the parish to support the restructuring of the parishes from Rosewood/Laidley/Gatton to Laidley/Gatton.
- 3.3 To develop a coaching culture within the staff to develop personal and professional goal setting which will enhance learning outcomes for students.
- 3.5 To develop effective, structured professional learning communities to increase teacher capacity which will enhance learning outcomes for students.

PRIORITY 4 - STRATEGIC RESOURCING

- 4.5 To continue to analyse data to inform planning for individual student differentiation.
- 4.6 To continue to develop sustainable practices across the school environment.

BCE Priority - *Mission and Religious Education*

Strategic intent	Goal (Based on what evidence?)	Strategies & Achievements (What do we need to do to achieve the goal?)
1.2	To continue to build teacher capacity in the planning and implementation of the new Religion Curriculum.	<ul style="list-style-type: none"> • Provide Teachers with planning time supported by APRE, CST and EO-RE. Teachers released for ½ day each semester to work with Pat Lavercombe - Brisbane Catholic Education – Religious Education Consultants. • Provide relevant Professional Development. Professional Development Sessions organised for Staff to share in best practise. All teaching staff participated in a Twilight Session – The World behind the Text. • Continue to provide relevant resources to support the implementation of the new curriculum. \$2000 was budgeted and spent to purchase new RE Teaching Resources. • Support staff in engaging with the new online RE Portal. Staff were supported and guided by the APRE in unpacking the RE Portal and deepening their knowledge in this wonderful resource.
1.4	To continue to develop staff spirituality through active participation and engagement with the Catching Fire program.	<ul style="list-style-type: none"> • Actively participate in Staff Prayer. Staff Prayer was held every Wednesday morning with all staff being invited. • Provide relevant professional development in spirituality. • Making it real through an active on the streets experience. • Provide opportunities for staff to further develop their own spirituality and faith development through sharing professional resources. Staff involved in a practical hands-on Arts afternoon to make their own resources.

BCE Priority – *Learning & Teaching*

Strategic intent	Goal (Based on what evidence?)	Strategies (What do we need to do to achieve the goal?)
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2.1	To commence the implementation of Visible Learning and to continue to develop our knowledge and understanding around the use of Contemporary Learning Environments. And	<ul style="list-style-type: none"> • Establish a Visible Learning PLC at St Mary's. Six staff joined as the St Mary's Visible Learning Team. • Engage in the relevant professional learning opportunities provided by BCE around Visible Learning. St Mary's Visible Learning Team attended all VL Training Days. Staff also worked with Jo-Kimmins through staff meetings to further develop their understanding and knowledge around VL. • Share knowledge and understandings around the strategies linked to Visible Learning. St Mary's VL Team worked with all staff to develop the St Mary's Lens of Learning. • Continue to develop knowledge and skills around contemporary learning. St Mary's Staff worked with Danielle Carter to further enhance the use of contemporary learning environments.
2.3	To improve learning outcomes for students by building teacher capacity and confidence.	<ul style="list-style-type: none"> • Sharing experiences of Visible Learning. Staff shared achievements and celebrated successes through sharing at Staff Meetings and through classroom visits. • Develop coaching opportunities to support the implementation of Visible Learning.
2.2	To continue implementing the Australian Curriculum in English, Mathematics, Science and History and to begin the implementation of Geography and The Arts.	<ul style="list-style-type: none"> • Provide relevant professional development with particular emphasis on Geography and the Arts. Staff engaged in two three hour professional development sessions with Helen Hennessey and Evelyn Chapman, Education Officers – Geography and the Arts. • Make available planning time for teachers with CST. Each term staff provided with planning time to work with Curriculum Support Teacher and BCE – Education Officers to enhance curriculum planning. • Ensuring teachers are accessing relevant and current resources such as ACARA website, BCE documents and professional reading.
2.5	To consolidate and extend knowledge and understanding of the Personal and Social General Capability so teachers can enhance the wellbeing of students through explicitly taught strategies.	<ul style="list-style-type: none"> • Professional sharing – formally through coaching, staff meetings, and informally through sharing successes and best practice. Ongoing professional sharing has occurred at many levels both within the school and within the wider Lockyer Valley Catholic Cluster. • Create a folder on the school portal to add information on strategies and to develop continua. Central file created on staff

		<p>portal containing all planning for each of the Key Learning Areas and Year Levels.</p> <ul style="list-style-type: none"> • Revisit individual student data – assessing and reporting twice yearly, to be included in the end of Semester report. Staff provided time to analysis data contained within the BI Tool to track and report student progress. • Continue to use Strong Start and other programs when appropriate, to support targeted learning, based on data. Student Support Team used evaluations of whole school data to determine targeted areas of intervention and used a variety of programs including: Strong Start, Daniel Morcombe Curriculum, Friends, Social Skills.
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BCE Priority – Professional Practice and Collaborative Relationships

Strategic intent	Goal (Based on what evidence?)	Strategies (What do we need to do to achieve the goal?)
3.1	To actively engage with the parish to support the restructuring of the parishes from Rosewood/Laidley/Gatton to Laidley/Gatton.	<ul style="list-style-type: none"> • Co-ordinate a regular meeting with Fr Malachy to discuss needs and progress. Each term the St Mary’s Leadership Team met with Fr Malachy. • Actively support the Parish Sacramental Program. St Mary’s Staff played a lead role in the Sacramental Program and hosted the Sacramental Weekend at St Patrick’s Parish. • Play an active role in the combined Parish and School Fete. St Mary’s Staff played a key role along with Parents and Parishioners to plan, co-ordinate and hold a very successful and enjoyable 2014 Parish Fete.

3.3	To develop a coaching culture within the staff to develop personal and professional goal setting which will enhance learning outcomes for students.	<ul style="list-style-type: none"> • Engage in Professional Goal Setting aligned to School Goals. All staff involved in professional goal setting and review. • Participate in Coaching sessions to discuss progress and achievements on goals. Regular coaching sessions held both formal and informal to discuss progress both on staff, student and whole school goals. • Engage in review meetings to discuss how progress is impacting on student outcomes. Termly focus meeting scheduled with the Support Team to discuss student progress with each classroom teacher.
3.5	To develop effective, structured professional learning communities to increase teacher capacity which will enhance learning outcomes for students.	<ul style="list-style-type: none"> • Involve staff in the development of Professional Learning Communities. All staff across the school involved in multiple Professional Learning Communities. • Assign lead teacher for each PLC. Experienced lead teachers were invited to take on the lead within each of these PLC to guide and feedback progress. • Re-organise Staff Meetings to allow for great sharing by PLC. This has been very success with time allocated at the start of each meeting for professional sharing. This is often led by the host teacher. • Administration to work with PLC to review progress and discuss future direction. Achieved.

BCE Priority – Strategic Resourcing

Strategic intent	Goal (Based on what evidence?)	Strategies (What do we need to do to achieve the goal?)
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4.5	To continue to analyse data to inform planning for individual student differentiation.	<ul style="list-style-type: none"> Analyse relevant data and implement practical programs and strategies when planning for individuals in classrooms. Leadership Team staff trained in the BI Tool. BI Tool shared with all staff with classroom planning being directed influenced by data in the BI Tool. Ongoing evaluation and discussion occurring between CST and Support Team. Providing staff with professional development opportunities that have been identified as needs as a result of data. Supporting student with ASD. Data will inform teaching practices and curriculum delivery. Curriculum Planning commences with a Data Discussion and is discussed with evidence.
4.6	To continue to develop sustainable practices across the school environment.	<ul style="list-style-type: none"> The St Mary's Staff will develop a shared understanding of sustainability. Staff brainstormed the wide variety of areas that sustainability refers to. From these discussions an action plan was developed. Will continue to develop our Sustainability Matters Project at St Mary's so that it becomes an embedded part of our sustainable practices. St Mary's Sustainability Matters Project significantly grew in 2014 with the introduction of our chooks and expansion of our gardens. Regular classroom sessions were run with explicit teaching in sustainability linked to curriculum. To review and assess our achievements in waste reduction. St Mary's continued to make positive steps in waste reduction. To widen our community links with Sustainability Matters. St Mary's commenced conversations with community partners to continue to develop and strengthen our sustainability project. Throughout 2014 a variety of external community groups visited our project to hear how it began and our achievements to date.

BCE Priority	Strategic intent
<i>Mission and Religious Education</i>	<ul style="list-style-type: none"> 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.
<i>Learning & Teaching</i>	<ul style="list-style-type: none"> 2.1 Enhanced pedagogical practice that is data-informed and evidence-based. 2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence. 2.3 Improved literacy and numeracy standards. 2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary. 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 specific diverse student populations. 2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options. 2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.
<i>Professional Practice and Collaborative Relationships</i>	<ul style="list-style-type: none"> 3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school. 3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school. 3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care. 3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education. 3.5 Development of effective professional learning communities both 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.
<i>Strategic Resourcing</i>	<ul style="list-style-type: none"> 4.1 The strategic renewal plan informed by the principle of stewardship 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.

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