**St. Mary’s, Laidley**

**Planning Overview**

**2014**

**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

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.

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| **BCE Priority - *Mission and Religious Education*** | | | |
| **Strategic intent** | **Goal (Based on what evidence?)** | | **Strategies**  **(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. | | * Provide Teachers with planning time supported by APRE, CST and EO-RE. * Provide relevant Professional Development. * Continue to provide relevant resources to support the implementation of the new curriculum. * Support staff in engaging with the new online RE Portal |
| 1.4 | To continue to develop staff spirituality through active participation and engagement with the Catching Fire program. | | * Actively participate is Staff Prayer. * 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. |
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| **BCE Priority – *Learning & Teaching*** | | | |
| **Strategic intent** | | **Goal (Based on what evidence?)** | **Strategies**  **(What do we need to do to achieve the goal?)** |
| 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 | * Establish a Visible Learning PLC at St Mary’s. * Engage in the relevant professional learning opportunities provided by BCE around Visible Learning. * Share knowledge and understandings around the strategies linked to Visible Learning. * Continue to develop knowledge and skills around contemporary learning. * Share experiences around implementation progress on using contemporary learning environments. |
| 2.3 | | To improve learning outcomes for students by building teacher capacity and confidence. | * Sharing experiences of Visible Learning. * Develop coaching opportunities to support the implementation of Visible Learning. * Accessing and being aware AITSL teaching standards. Working towards developing individual levels of achievement. |
| 2.2 | | To continue implementing the Australian Curriculum in English, Mathematics, Science and History and to begin the implementation of Geography and The Arts. | * Provide relevant professional development with particular emphasis on Geography and the Arts. * Make available planning time for teachers with CST. * Coaching program to assist teachers with the implementation of the Australian Curriculum. * 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. | * Professional sharing – formally through coaching, staff meetings, and informally through sharing successes and best practice * Create a folder on the school portal to add information on strategies and to develop continua * Revisit individual student data – assessing and reporting twice yearly, to be included in the end of Semester report * Continue to use Strong Start and other programs when appropriate, to support targeted learning, based on data. |
| **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. | * Co-ordinate a regular meeting with Fr Malachy to discuss needs and progress. * Actively support the Parish Sacramental Program. * Play an active role in the combined Parish and School 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. | * Engage in Professional Goal Setting aligned to School Goals. * Participate in Coaching sessions to discuss progress and achievements on goals. * Plan for both formal and informal coaching sessions. * Engage in review meetings to discuss how progress is impacting on student outcomes. |
| 3.5 | | To develop effective, structured professional learning communities to increase teacher capacity which will enhance learning outcomes for students. | * Involve staff in the development of Professional Learning Communities. * Assign lead teacher for each PLC. * Re-organise Staff Meetings to allow for great sharing by PLC. * Administration to work with PLC to review progress and discuss future direction. |
| **BCE Priority – *Strategic Resourcing*** | | | |
| **Strategic intent** | | **Goal (Based on what evidence?)** | **Strategies**  **(What do we need to do to achieve the goal?)** |
| 4.5 | | To continue to analyse data to inform planning for individual student differentiation. | * Analyse relevant data and implement practical programs and strategies when planning for individuals in classrooms. * Providing staff with professional development opportunities that have been identified as needs as a result of data. * Data will inform teaching practices and curriculum delivery. |
| 4.6 | | To continue to develop sustainable practices across the school environment. | * The St Mary’s Staff will develop a shared understanding of sustainability. * Will continue to develop our Sustainability Matters Project at St Mary’s so that it becomes an embedded part of our sustainable practices. * To review and assess our achievements in waste reduction. * To widen our community links with Sustainability Matters |

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| **BCE Priority** | **Strategic intent** |
| ***Mission and Religious Education*** | * 1. Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.   2. A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.   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.   4. A cohesive and integrated approach for the spiritual formation of staff.   5. A cohesive and integrated approach for the professional learning of staff in religious education and theology.   6. A shared understanding of and practical responses to Catholic Social Teaching. |
| ***Learning & Teaching*** | 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. |
| ***Professional Practice and Collaborative Relationships*** | 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. |
| ***Strategic Resourcing*** | 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. |

**Notes-**