St Joseph’s Primary School
Kangaroo Point

School Renewal Goals 2014

Updated 26 March 2014
Mission and Religious Education Priority 1

St Joseph’s is a Catholic school community attentive to the life giving presence of God where the spirituality and the spiritual development of each person is recognised, supported and valued. Embracing the Archdiocesan vision of Jesus, Communion Mission, staff, parents and students strive to share the Good News and live by Gospel Values. It is our belief that prayer, liturgy and celebration are key elements of our spirituality. We remain committed to ongoing faith education within our community.

<table>
<thead>
<tr>
<th>STRATEGIC INTENTS</th>
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</table>
| 1.1 Policies, programs and practices which explicitly articulate the nature and purpose of Catholic schooling within the broader evangelising mission of the Church. | • Support of BCE policy  
• Whole School Mass and liturgies supporting days of significance within the school and Church calendar  
• Promote these in the newsletter to encourage community participation and attendance  
• Celebration of Catholic Education Week  
• Policies aligned with teachings of the Catholic Church  
• Implementation of new RE curriculum | All staff  
All staff, Aleisha  
Micheal, Aleisha  
All staff  
School Board, Admin team  
APRE, CST |
| 1.2 A Religious Education curriculum which promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition. | • Form RE Support Implementation Team  
• Attend relevant in-service relating to new RE curriculum  
• In-servicing of staff in new RE guidelines  
• Seeking support from Education Officer RE  
• Implementing RE curriculum across all year levels  
• Resourcing to support teaching and learning of RE  
• Invite Father David to a staff meeting to talk about Christian and broader Christian tradition | Admin team  
Aleisha, RE SI Team  
Aleisha, Jayne, Lachlan  
Aleisha  
Aleisha, CST  
Aleisha, CST  
Aleisha |
| 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 | - Facilitate Year 5 retreat to the Mercy Heritage Centre  
- Visit Emmaus Nursing Home with Year 6/7, School Choir and Years 4 – 7 Violin students  
- Class liturgies and significant celebrations across the year eg St Joseph's Day, St Mary of the Cross Feast Day, Mercy Day  
- Continue discussions towards a Parish-based Sacramental Program  
- Support the Parish based Sacramental Program  
- Continue conversation regarding Charism of the Sisters of Mercy and Sisters of St Joseph  
- Social justice initiatives  
- Discussion about Faith Formation and evangelization in the parish and providing school support where applicable | Micheal  
Micheal, Jane, Stephanie, Mark, Annemarie, Lachlan, Jayne, Emma  
Aleisha and Class Teachers  
Micheal, Aleisha, Fr David, Sister Gabrielle  
Aleisha  
Aleisha, staff in relevant year levels  
Micheal  
Sister Maureen  
Fr David, Micheal, Aleisha, Sister Maureen |
| --- | --- | --- |
| 1.4 A cohesive and integrated approach for the spiritual formation of staff. | - Investigate opportunities for staff spiritual formation and encourage participation  
- Encouraging staff to attend Catching Fire Reunion days | Aleisha  
RE SI Team  
Aleisha |
| 1.5 A cohesive and integrated approach for the learning of staff in Religious Education and theology. | - Approach Father David to provide professional learning for staff around religious education and theology  
- RE SI Team offers opportunity for professional learning in the new RE curriculum  
- Approach Education Officer RE to provide professional learning for staff around implementation of the religious education curriculum | Micheal  
Aleisha |
| 1.6 A shared understanding of and practical responses to Catholic Social Teaching. | - Further develop H2O project and support of Micah projects  
- Increased support and awareness of Project Compassion  
- Source and engage a speaker to promote Caritas  
- Responding to community events as they occur eg sick community members  
- Parent social group to support new community members | Sister Maureen  
Sister Maureen  
Aleisha  
All staff  
Sister Maureen |
Learning and Teaching Priority 2

At St Joseph’s School our teaching and learning practices aim to promote inclusive learning that is life long, life giving and engages the whole person. We aim to teach, challenge and transform all learners, catering for the diverse needs of the students at St Joseph’s, providing a safe and secure environment where students are supported to grow and develop as active individuals.

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| 2.1 Enhance pedagogical practice that is data informed and evidence-based. | - Continue to embed visible learning approaches across the school  
- Use data effectively to respond to student learning progress and achievement  
- Meet with EO Curriculum to interrogate data to identify areas of need  
- Meet with Graham Akers to discuss school data to inform learning and teaching  
- Planning with teachers to identify specific areas of need and discuss strategies to support specific students | All staff  
CST, STIE, Teachers |
| 2.2 Continued implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of recognising equity and excellence. | - Use the achievement standards to measure student progress and achievement.  
- Access Valda Millar’s professional development on using the achievement standard  
- Access and use a range of technologies to enhance students’ capacity to create, collaborate and communicate their learning so that students have access to quality teaching and learning  
- Planning and ongoing dialogue with teachers to ensure that the Australian Curriculum is being implemented appropriate to specific Learning areas | Class Teachers  
CST  
Class Teachers |
| 2.3 Improve literacy and numeracy standards. | • Building capacity in literacy teaching that enables each student to be successful across curriculum areas through Reading 2 Learn  
• Staff participation in Reading 2 Learn professional development  
• Collaboration with Mary-Anne Fogarty around Reading 2 Learn strategies  
• Planning and resourcing of high quality texts  
• Teachers modelling Reading 2 Learn strategies to other teachers to demonstrate best practice and open dialogue about teaching and learning  
• Using data to inform planning and intervention  
• Informing parents about strategies for improving literacy standards  
• Increased rigor around basic mathematics concepts eg times tables  
• Clear expectations across school that teachers are implementing and embedding Reading 2 Learn  
• Review of home reading processes to identify best practice  
• Teachers demonstrate a deep understanding of current pedagogical practice to ensure learning is highly visible, personalised, active and interactive  
• Teachers are able to demonstrate a collective responsibility for, and commitment to, constructive feedback from colleagues eg Reading 2 Learn lesson observations  
• Teachers regularly offer feedback to students that reflects their learning progression  
• Student achievement is widely recognised and celebrated  
• Developing use of Business Intelligence tool plus additional school-based assessment data to effectively monitor how all students are moving forward in their learning and to identify students in need of support or extension  
• There is a visible culture for learning and teaching improvement | All staff  
Admin team  
CST, Mary-Anne  
Class Teachers, TL  
Class Teachers  
Class Teachers, STIE  
Class Teachers  
Admin Team, Class Teachers  
Class teachers  
Class teachers, CST, STIE, T/L  
Class teachers  
Class teachers  
All staff  
Class teachers, CST, STIE  |
| 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. | • Leadership program incorporates both year 6 and 7  
• Investigate learning and teaching environment designs which are responsive to current pedagogical and educational practices to support senior primary with a view of creating a contemporary senior primary precinct  
• Continue to develop the garden project as a usable outdoor learning space  
• Whole school approach to pedagogy which is understood and enacted in every room, eg Personal Best, We Are Learning To..., Reading to Learn  
• Refresh the school's vision for learning making clear links to BCE learning and teaching framework, BCE model of pedagogy and visible learning |
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<td></td>
<td>Admin Team, Sister Maureen, Mark Admin Team</td>
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<td>Classroom Teachers, Admin Team</td>
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<td>Classroom Teachers</td>
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<td>Admin Team Classroom Teachers</td>
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| 2.5 Comprehensive whole school approaches to provide pastoral care, protection of students, student behavior support and foster social and emotional well-being. | • Continue to implement Kids Matter Framework inclusive of staff well-being, student well-being  
• Continue the practice of week 7 of each term being well-being week for staff and students  
• Fine tune the parent social group with a focus on supporting new members to our community  
• Share the Whole School Behaviour Policy with the school community via newsletter and website  
• Opportunities are offered for Personal Development Education in Years 5 to 7 |
|  | Kids Matter Team |
|  | All Staff |
|  | Sister Maureen |
|  | Micheal |
|  | Micheal, Aleisha |
| 2.6 Targeted strategies that ensure the identification, monitoring and improved educational outcomes for specific, diverse student populations. | • Standardised testing across the school that informs teacher judgment  
• Monitoring assessment and using evidence to inform planning in order to support all students  
• Teachers will begin to regularly review data on student progress and use this data to inform their pedagogy, make judgments to respond with feedback to students and parents to move student learning forward  
• IEPs and Student Support Team Meetings to monitor specific goals for students with diverse learning needs  
• Accessing BCE support staff to assist the teacher enhance student access and learning  
• High expectations and standards are identified by staff |
<p>|  | Classroom Teachers Teachers, CST, STIE STIE, GC |
|  | Teachers, STIE, GC |</p>
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<th>2.7 Career education and creative curriculum planning that improves student access to pathways and maximizes school and post school options.</th>
<th>• Providing opportunities for students to access alternative programs eg GATEWAYS, Hearts ‘n’ Minds to maximize student learning</th>
<th>STIE, GC, class teacher</th>
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<td>2.8 School leadership team and classroom teachers have well developed capacities to utilize information communication and learning technologies to improve learning and teaching.</td>
<td>• Continue to enhance teachers capacity to use information communication and learning technologies to enhance and improve teaching and learning • Opportunities for staff to attend relevant professional development to support the use of ICLT in the classroom • Accessing BCE support staff as necessary to support teachers • Continuing sharing of best practice and resources through teacher discussion and demonstration</td>
<td>Class teachers, Admin team, STIE, CST, Admin team, class teachers</td>
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| School Renewal and Validation topics: 2.3 Pedagogical Practice 2.5 Learning and Teaching Improvement | • Form focus groups inclusive of school surveys | }
At St. Joseph’s School, all members of the school community seek to actively promote and contribute to strengthening the partnerships and relationships within the school community to ensure a sense of belonging to church, parish and the wider community.

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| 3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school. | • Principal regularly meets with Father David to strengthen the shared mission of the Parish and the School  
• Support of Parish Sacramental program  
• Principal regularly meets with the Parish Finance committee  
• Master and building plans on display for Parish feedback | Micheal, Fr David  
Aleisha, class teachers  
Micheal |
| 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. | • Opportunities are regularly offered to the parent community to meet on an informal basis eg coffee with the principal, parent social group  
• Opportunities are offered for the parent community to express opinions through participation in building committee, School Board, P&F  
• Master and building plans on display in the office, on website and advertised in the newsletter for parent feedback  
• Parent information evenings | Micheal  
Class teachers  
Micheal  
Micheal, Class Teachers |
| 3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care | • Dedicated well-being week for staff inclusive of no staff meeting  
• Implementation of a well-being space in the staff room  
• Professional learning opportunities are offered in a variety of areas including self-identified  
• All staff engage in goal setting at the beginning of the school year with follow ups at the end of the year  
• Pastoral care initiatives are implemented on an ad hoc basis across the year  
• Opportunities shared with staff for the utilisation of the BCE counselling service  
• Staff goals have clear, identifiable links to school strategic goals | Admin  
Admin  
Admin  
All staff  
Sister Maureen, all staff  
Micheal  
All staff |
| 3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education. | • Leadership opportunities are offered to staff  
• Expressions of interest for acting leadership positions or transfers  
• Staff are encouraged to consider a career succession plan | Micheal  
Micheal  
Micheal |
| 3.5 Development of effective professional learning communities both within schools and across the wider BCEO community | • Continue to foster professional learning community within St Joseph's while looking for opportunities to extend this into the wider BCEO community eg CTJ, TL, APRE  
• Promotion of high levels of collegiality, collaboration and co-learning that has a positive impact on student learning | Admin, teachers |
| --- | --- | --- |
| 3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies | • Continuing to foster a good working relationship with UQ  
• Continuing to foster relationship with adopt-a-cop  
• Continuing to foster relationships with AVT  
• Continuing to foster relationships with community groups offering various sporting initiatives  
• Continuing to foster relationships with local members of parliament | STIE, Micheal |
| 3.7 A safe, healthy and productive school environment for students, staff and community | • Complete up to date WHSO policies  
• WHSO audit as per BCE requirements  
• Implementation of Kids Matter framework  
• Commitment to sustainable schools initiative  
• Support of active school travel  
• Implementation of waste free Wednesday  
• Continued support of edible garden project | Micheal, Mel  
Kids Matter Team  
All staff, Linda  
All staff  
All staff, Guardians of the Earth  
All staff |
| 3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO | • Continue to foster collaborative partnerships between schools and BCE eg CTJ  
• Regular communication with Area Supervisor and EOs | Admin, teachers  
Admin team |
| School Renewal and Validation topics: 3.1 Professional Learning and Development | • Form focus groups inclusive of school surveys |  |
**Strategic Resourcing (Priority 4)**

St Joseph’s School is committed to school management policies and practices which are based on the principles of justice, equity and accessibility. We implement quality practices which ensure reflection, review and school renewal in an ongoing means.

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<td>4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.</td>
<td>• Ongoing allocation of school resources is informed by the school renewal plan</td>
<td>Micheal</td>
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<td>4.2 Collaborative processes are in place to develop the budget and to allocate resources.</td>
<td>• Principal works in conjunction with finance secretary and school board to develop the school budget and allocate resources</td>
<td>Micheal</td>
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<td>4.3 The formation and professional learning of staff is clearly evident in budget priorities.</td>
<td>• Funds are allocated for professional learning of staff in the school budget</td>
<td>Micheal</td>
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| 4.4 Resourcing decisions and priorities support financial accessibility for families. | • Various strategies are in place to support families experiencing financial hardship  
• Access to uniforms and stationery for families experiencing financial hardship | Micheal  
Micheal |
| 4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations. | • Staff are provided with laptop computers to assist supporting ICLT  
• Staff have access to BI tool, eMinerva, Oliver, Portal  
• Begin the process of educating parents about the existence and use of the parent portal  
• Continue to ensure that the school website and ‘skoolbag app’ remains current | Micheal  
All staff  
Micheal, Lyn  
Micheal, Lyn |
| 4.6. Sustainable environmental practices are embedded into the organizational structure and processes of schools. | • Sustainable environmental practices are embedded across the school eg water tanks, edible garden, composting, solar panels, Guardians of the Earth program  
• Staff participation in Assisi Formation program | All staff  
Linda |
| 4.7 Contemporary learning approaches inform the planning, design and use of facilities. | • Building design takes into account multiple purposes for contemporary use of the learning space  
• Investigation within the new building project of a lift to ensure access for all  
• Ongoing maintenance program to ensure buildings are safe, secure and welcoming  
• The design and development of new buildings are a contemporary and engaging learning environment which supports quality teaching and learning engagement  
• Survey senior students to ascertain their wants and needs for their new learning environment | Admin team  
Admin team  
Micheal  
Admin team  
Senior students |
| --- | --- | --- |
| School Renewal and Validation topics:  
**4.2 Learning Environments** | • Form focus groups inclusive of school surveys | |