



St Joseph's Primary School Kangaroo Point

School Renewal Goals 2015

Updated 3 March 2015

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.

STRATEGIC INTENTS	STRATEGIES
1.1 Policies, programs and practices which explicitly articulate the nature and purpose of Catholic schooling within the broader evangelising mission of the Church.	<ul style="list-style-type: none"> • Continue to foster warm and welcoming environment inclusive of all community members in the spirit of the Mercy tradition • Participate in the Leuven Catholic Identity Project to better understand how our Catholic Identity is expressed in work and practice • Make our 'Mercy Values' explicit across the school community • Opportunities are offered for the celebration of Parish School Masses
1.2 A Religious Education curriculum which promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.	<ul style="list-style-type: none"> • Staff continue to implement the new Religious Education curriculum across the school so that students are engaged in a contemporary and rigorous religious education curriculum.
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.	<ul style="list-style-type: none"> • Religious identity and charism of the school and the Christian faith are drawn from the inspiration of the Josephite and Mercy charisms and are deeply embedded in the daily life of the school • Catholic religious identity is authentically expressed through the provision of high quality and meaningful rituals, signs, and sacred spaces throughout the school • Facilitate Year 6 retreat to the Mercy Heritage Centre • Celebration of Class liturgies and significant celebrations across the year eg St Joseph's Day, St Mary of the Cross Feast Day, Catherine McAuley Feast • Support of the Parish Sacramental Program
1.4 A cohesive and integrated approach for the spiritual formation of staff.	<ul style="list-style-type: none"> • Release new staff to the school to engage with the history and charism of the Sisters of Mercy through access to the Mercy Heritage Centre
1.5 A cohesive and integrated approach for the learning of staff in Religious Education and theology.	<ul style="list-style-type: none"> • Formation and professional development of Religious Education and Theology is offered to staff
1.6 A shared understanding of and practical responses to Catholic Social Teaching.	<ul style="list-style-type: none"> • Support of various Social Justice Initiatives e.g. Caritas, Catholic Mission, H2O Project, Mercy Works • Being responsive to unplanned events e.g. bushfires, flood emergencies, local families etc
School Renewal and Validation topics: 1.2 Evangelisation and Faith Formation	<ul style="list-style-type: none"> • Form focus groups inclusive of school surveys

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.

STRATEGIC INTENTS	STRATEGIES
2.1 Enhance pedagogical practice that is data informed and evidence-based.	<ul style="list-style-type: none"> • Implement The <i>Delivering Excellent Learning and Teaching, 2014 -2016 Strategy</i> whereby we seek to inspire to high expectations for learning that maximises engagement, progress and achievement for each student across our school • Achievement Trend Data will be analyzed to inform classrooms instruction and specific interventions for all students are in place. • Use of assessment data to tailor individual student learning and define the precise and intensive support for instructional improvement • Staff meeting to discuss and determining expected standards for literacy and numeracy at each year level • Articulate expected standards for literacy and numeracy at each year level
2.2 Continued implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of recognising equity and excellence.	<ul style="list-style-type: none"> • Teachers will be planning teaching, assessing and reporting across all areas of the Australian Curriculum • Continue to work with BCE and school curriculum support staff to embed the intentions of geography into the planned curriculum • HPE Curriculum will be explored and implemented with a view to change approach to HPE delivery rather than modify existing practice
2.3 Improve literacy and numeracy standards.	<ul style="list-style-type: none"> • All students demonstrate improved progress in Literacy and Numeracy whereby all students will have access to differentiated instruction and assessment that is responsive to the unique needs of the learner to support a students' high achievement and learning for life • Continue to implement Multi-Lit/Support-a-Reader programs • Education and training of parents and School Officers to support student reading
2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling.	<ul style="list-style-type: none"> • Staff adopt the strategy that every child can learn and has the right to learn while ensuring that every child is learning by making ongoing assessments and by incorporating that information about each child's learning into daily instruction. • Teachers use an action learning cycle of goal setting, implementation, reflection using data, peer observation and feedback in order to improve student learning. • Engage teachers to continue in developing collaborative and supportive reflection and feedback skills that focus on moving collegial learning forward.
2.5 Comprehensive whole school approaches to provide pastoral care, protection of students, student behavior support and foster social and emotional well-being.	<ul style="list-style-type: none"> • Consolidate use of Restorative Practice Framework program to improve well-being, self-esteem and self-confidence and deal with student behaviour in a fair way with logical consequences • Continue to implement Kids Matter program into school. Further professional development for staff. • Implement the Second Steps Program as part of the Kids Matter Program • Staff Professional Development in NCI • Leadership skills are taught to students and ongoing support is provided for them to demonstrate these skills e.g. Senior Leaders, and SRC • Staff and children's well-being week 7 of each term e.g. no homework during this week • Engage in Cyber safety education • Investigate personal development program for years 5 and 6

<p>2.6 Targeted strategies that ensure the identification, monitoring and improved educational outcomes for specific, diverse student populations.</p>	<ul style="list-style-type: none"> • Teachers refocus attention on increasing all students' achievement through intentional assessment and instructional practices e.g. PM Benchmark, PAT Standardized Testing, Torch Testing, 100 Pictures Naming Words • Use of the Business Intelligence Tool to record standardized assessment results • Specific programs offered by Guidance Counselor and Pastoral Care Worker across the school • DELT Discussions with Teachers to monitor and support our DELT initiative • On-going opportunities created for Reflective Practice and Sharing of Practice, through regular allocated staff meetings. • Planning with clear Learning Intentions and Success Criteria that are explicit, making connections with Overviews
<p>2.8 School leadership team and classroom teachers have well developed capacities to utilize information communication and learning technologies to improve learning and teaching.</p>	<ul style="list-style-type: none"> • Continued implementation of LMS and support of teachers • Use of Business Intelligence Tool • Use and refinement of staff portal • Provide specific IT support in a teaching and learning context • Encourage use of other professional tools to enhance professional skills and confidence in particular models of contemporary learning
<p>School Renewal and Validation topics: 2.4 Student Wellbeing and Pastoral Care</p>	<ul style="list-style-type: none"> • Form focus groups inclusive of school surveys

Professional Practice and Collaborative Relationships (Priority 3)

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.

STRATEGIC INTENTS	STRATEGIES
3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.	<ul style="list-style-type: none"> • Regular communication with the Parish through regular meetings with Father David to strengthen the shared mission of the Parish and the School parish community • The School is richly integrated into the life of the Parish through participation and collaboration in the sacramental program • Principal regularly meets with the Parish Finance committee
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.	<ul style="list-style-type: none"> • Opportunities are regularly offered to the parent community to meet on an informal basis e.g. Coffee with the Principal and Sr Maureen's Parent Social Group • Opportunities are offered for the Parent community to express opinions through participation in building committee, School Board, P&F • Opportunities are offered to Parents to attend Parent Information Evenings and Parent Groups as necessary e.g. PPP Program • Opportunities for Teachers to regularly share student progress throughout the year
3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care	<ul style="list-style-type: none"> • Teachers will continue to regularly engage in professional learning communities that inform their pedagogical practice with an intention to enhance student learning. • Provide an opportunity for staff to set personal and professional goals with the expectation that these will be reviewed twice during the course of the year • Formalised opportunities to meet with staff to discuss goals, priorities, career aspirations etc • Continue to implement staff well-being week
3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.	<ul style="list-style-type: none"> • Through facilitation of goal setting identify opportunities for staff members to 'step up' • Provide information for staff members regarding opportunities for further career advancement • Identify specific learning opportunities to support staff development
3.5 Development of effective professional learning communities both within schools and across the wider BCEO community	<ul style="list-style-type: none"> • Engagement in formal and informal professional networks to facilitate professional dialogue e.g. DELT Schools, Catholic Identity Schools
3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies	<ul style="list-style-type: none"> • Continue to foster a good working relationship with UQ, adopt-a-cop, AVT, community groups offering various sporting initiatives, local members of parliament
3.7 A safe, healthy and productive school environment for students, staff and community	<ul style="list-style-type: none"> • Continue to look for opportunities to further implement 'Kids Matter' across the school • Investigation of relevant programs for implementation across specific year level junctures e.g. Program Achieve, Bounce Back, Peer Mediation, Restorative Practices, Friends, Rock 'n' Water, Pearls for Girls, Bully Bulldozer • Opportunities for parent involvement through reading programs and parent help • Organise special activities for: Grandparent's Day, Mother's Day, Father's Day, Liturgies across the year • Engage families through Tea and tissues morning tea, Coffee with the Principal, Parent Information Evening, Christmas Barbecue, Parish initiatives • Support of Active School Travel Initiatives

<p>3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO</p>	<ul style="list-style-type: none">• Continue to foster collaborative partnerships between schools and BCE e.g. CTJ• Regular communication with Area Supervisor and EO's
<p>School Renewal and Validation topics: 3.5 Accountability and Compliance</p>	<ul style="list-style-type: none">• 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.

STRATEGIC INTENTS	STRATEGIES
4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.	<ul style="list-style-type: none"> • Financial and other resources are allocated to adequately meet the needs of those in need • A culture of sustainability is promoted by staff, students and parents • Development of comprehensive policies and procedures that are transparent to support the sustainable use of facilities and resources e.g. master plan, financial management • Engage with Sparrow on a deeper level to record School Renewal Processes
4.2 Collaborative processes are in place to develop the budget and to allocate resources.	<ul style="list-style-type: none"> • Principal works in conjunction with finance secretary and school board to develop the school budget and allocate resources
4.3 The formation and professional learning of staff is clearly evident in budget priorities.	<ul style="list-style-type: none"> • Funds are allocated for professional learning of staff linked to professional goals is allocated in the school budget
4.4 Resourcing decisions and priorities support financial accessibility for families.	<ul style="list-style-type: none"> • Various strategies are in place to support families experiencing financial hardship
4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.	<ul style="list-style-type: none"> • Teachers are expected to effectively engage all students in online collaborative learning environments including Learning Management System (LMS). • Ongoing use of the Parent Portal for parent information • Use of Business Intelligent Tool • Use of online Parent Teacher interview tool (PTO) • Investigate on line technology for Uniform Shop ordering • Continue to ensure that the school website and 'BCE Connect App' remains current
4.6. Sustainable environmental practices are embedded into the organizational structure and processes of schools.	<ul style="list-style-type: none"> • Sustainable environmental practices are embedded across the school e.g. water tanks, edible garden, composting, solar panels, Guardians of the Earth program • Science in the Garden project inclusive of planning and lessons with Linda Brennan • Encourage weekly nude food lunches – Waste Free Wednesday
4.7 Contemporary learning approaches inform the planning, design and use of facilities.	<ul style="list-style-type: none"> • To develop a strategic plan to ensure responsible resourcing for curriculum needs and future enrolment • Ongoing maintenance program to ensure buildings are safe, secure and welcoming
School Renewal and Validation topics: 4.5 School Improvement	<ul style="list-style-type: none"> • Form focus groups inclusive of school surveys