

Strategic Renewal Report 2014



St Francis Xavier Catholic Primary School Runaway Bay

This report outlines an evaluation of some of our goals for 2014. These goals are linked to Mission and Religious Education, Learning and Teaching, Professional Practice and Collaborative Relationships and Strategic Resourcing.

All school communities have an obligation to undergo a process of renewal. The document *The Strategic Renewal Framework for Catholic Schooling* details collaboratively developed Archdiocesan educational priorities and intentions that provide direction to the renewal process at the local school level. All schools in the Archdiocese use this framework to inform strategic renewal plans, goal setting, annual review and reporting.

The 2012-2016 *Strategic Renewal Framework* document can be accessed on the Brisbane Catholic Education website at www.bne.catholic.edu.au. (Click on the ABOUT US tab.)



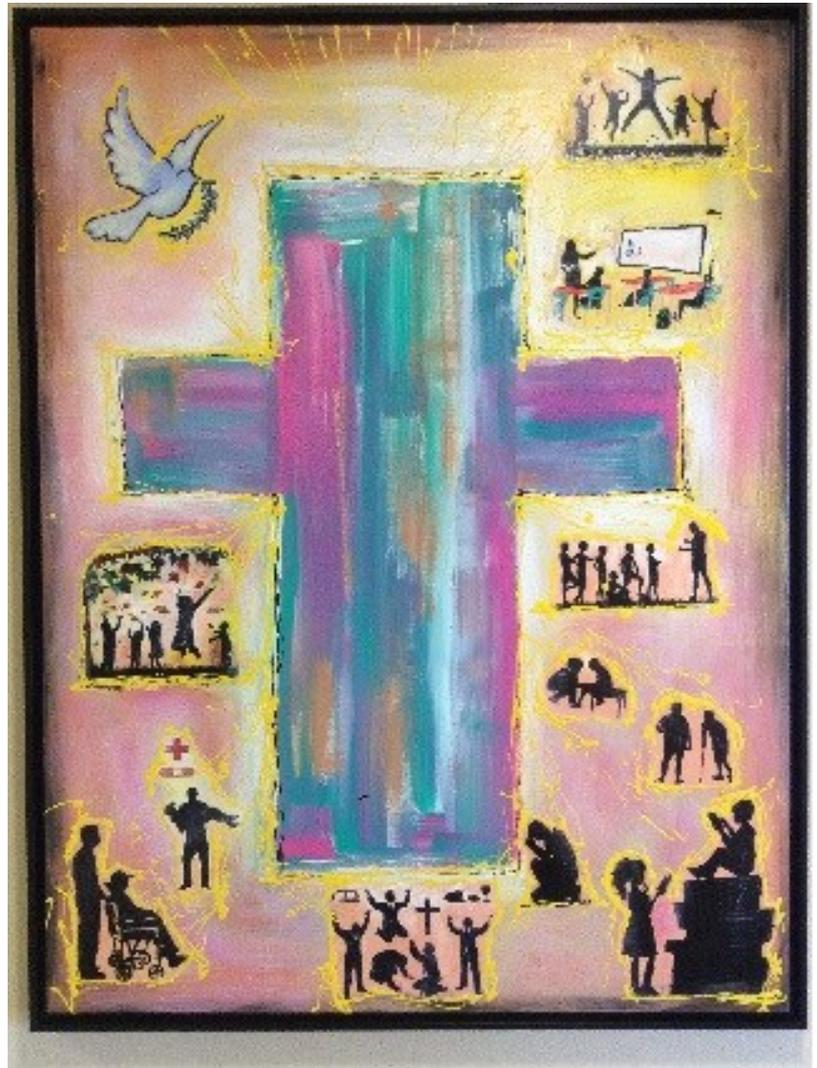
Strategic Renewal Plan 2014

Report for 2014

PRIORITY 1: MISSION AND RELIGIOUS EDUCATION

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



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- Facilitated Internal School Review – 1.1 Religious Identity and Culture
- Continued to communicate the Archdiocesan Sacramental Policy to the School Community with particular attention to the responsibilities for teacher, school, parents and parish ISR (1.1)
- Continued to lead the staff in their understanding of the content and intent of the Brisbane Catholic Education Justice Education Policy (1.1) (1.6)
- Supported teachers make connections with the new RE Curriculum, our Mission and Vision, Making Jesus Real (MJR), and the Ignatian Way of proceeding (1.2; 1.4; 1.5)
- Attempted to integrate The Examen more regularly into the prayer life of the school ISR (1.3)
- Some classes implemented Christian Meditation ISR (1.3)
- A greater understanding of the new Religious Education Curriculum is evident (1.5)

PRIORITY 2: LEARNING AND TEACHING



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

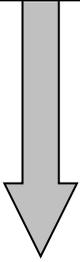
2.8 School leadership teams and teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching

REPORT FOR 2014

- Facilitated Internal School Review – 2.5 Learning and Teaching Improvement
- Began a process of examining and reflecting on our practices of moderation for reporting (2.1)
- Introduced staff to the Business Intelligence tool as a means to analyse data and so inform the way we teach (2.1)
- Provided Professional Development opportunities for staff related goals and whole school initiatives (2.1; 2.2; 2.3; 2.8)
- Provided opportunities for teachers to understand and implement the History and Geography curricula (2.2)
- Opportunities did not arise to support the teaching of Spelling (2.2; 2.3)
- No specific opportunities were provided to embed our pastoral care policy into curriculum planning ISR (2.5)
- Reviewed school Behaviour Teaching and Learning framework (2.5)
- Successfully implemented Gold Coast City Council *Active School Travel* program (2.5)
- Provided some opportunities for gifted and talented children to participate in Brainways and QUEST led activities ISR (2.6)
- Implemented the 1-1 laptop for Year 4 (2.8)
- Successfully supported the Year 6/7 Leadership Program (2.4)

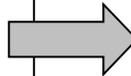


PRIORITY 3: PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS



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

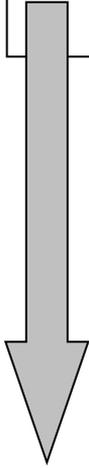


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- Facilitated Internal School Review – Professional Learning and Development
- Relationship between Church and School is very strong (3.1)
- Provided opportunities for parent conversation, collaboration, consultation and engagement with school (3.2)
- Provide more support for staff goal setting and review practices (3.3)



PRIORITY 4: STRATEGIC RESOURCING



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

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- Facilitated Internal School Review – 4.2 Learning Environments
- Managed the financial and resourcing issues related to the transition of Year 7 to Secondary (4.1; 4.2; 4.7)

