

Annual Plan 2015

1 Mission and Religious Education

BG 1.1 At St. Thomas School we aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Status: In Progress Staff Members: Timeframe: 2013 (Terms 1,2,3,4) & 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

Achievements

18/02/2014 -

Strategic Intent:

A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.

A cohesive and integrated approach for the professional learning of staff in religious education and theology.

S 1.1.1 Enhance the capacity of teachers to implement the new RE curriculum using contemporary teaching and learning informed by current data in Religious education pedagogy.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

A 1.1.1.2 Utilise data from Visible Learning team to assist planning and teaching of RE Use of Learning intention and Success Criteria in planning, teaching and assessing Use teacher to student feedback as identified in ongoing Visible Learning PD Teacher to Teacher professional practice feedback within the RE classroom

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

S 1.1.2 Teachers work collaboratively with the APRE to implement Religion Curriculum

Status: In Progress Staff Members: Timeframe: 2013 (Terms 1,2,3,4) & 2014 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

A 1.1.2.3 Teachers engage input from the Education Officer RE, Beth Nolen in planning, teaching and moderation activities.

Status: In Progress Staff Members: Timeframe: 2013 (Terms 1,2,3,4) & 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

S 1.1.3 Provide opportunities for year level groups of teachers to work with the APRE to further plan, resource and implement the RE curriculum with a particular focus on assessment.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

BG 1.2 That the Marist ethos remains strong in the school community.

Status: In Progress Staff Members: Timeframe: 2013 (Terms 1,2,3,4) & 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

Strategic Intent:

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.

A cohesive and integrated approach for the spiritual formation of staff.

A shared understanding of and practical responses to Catholic Social Teaching.

S 1.2.2 Provide opportunities for staff, student and parent formation in Marist Spirituality

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

A 1.2.2.1 Staff induction with Marist Schools Australia for new staff

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

new staff

school officers that may have missed out in the past

Achievement:

Occurred in early 2014.

A 1.2.2.2 Staff attend the "Footsteps 1" or "Footsteps 2" program in Marist Spirituality

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

Budget allows for 4 staff to attend in 2014 approx \$750 + airfare + teacher release

Criteria for attendance

Available to All School Staff willing to attend,

Staff asked to present to the RE committee or staff mtg - a personal key finding / reflection / action they wish to undertake in response to the retreat

a checklist used based on of years of service, priority to staff to attend footsteps 1 before others attending footsteps 2

Achievement:

4 Staff in 2014.

A 1.2.2.3 Staff plan and participate in a Marist Spirituality retreat each year around the September show day.

Status: Complete Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

A 1.2.2.4 Invite local Marist Brothers to be present at significant liturgical and school events

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

Achievement:

Attendance at some Masses, Feast Days, Sports carnival and other significant events occurred.

A 1.2.2.5 Mini Marist Student Group forms. Student spiritual formation, participate in actions for social justice, student led prayer.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

Achievement:

Mini Marists began in Semester 2, 2014.

2 Learning & Teaching

BG 2.1 To ensure that Quality Education is grounded in current research that provides frameworks to support the planning and enactment of quality learning and teaching

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

Strategic Intents:

Enhanced pedagogical practice that is data-informed and evidence-based.

Improved literacy and numeracy standards.

Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.

School leadership teams and classroom teachers have well developed capacities to utilise information, communication

S 2.1.1 Implement the findings of the VL Team (VL Plan) particularly in the areas of Maths, English and R.E. by using Learning Intentions (LI), Success Criteria (SC), Peer Feedback and data.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

A 2.1.1.3 Collect and analyse data to inform student learning and teaching practice (PAT tests; NAPLAN; work samples; Single Word Spelling; Aust Curric Benchmarks; Teacher Reporting; Transition Meetings; IEP Meetings, Parent Interviews)

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

A 2.1.1.5 Work with staff and students to develop a common language of learning based on metacognitive principles. Provide staff Professional Development on metacognition and its impact on learning.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

S 2.1.2 To identify measurable improvement in student achievement and motivation in maths.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

A 2.1.2.2 Resourcing maths across the school with quality products

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

A 2.1.2.5 Develop mental maths strategies program aimed at Y4 & 5. Identify students through assessment to take part in the intervention which will be run by a newly employed teacher and some school officer time. This action is further supported by co teaching in Y3, 4, 5 in mathematics.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

S 2.1.3 Provide quality Professional Development to enhance teaching and Learning; specifically through the lense of Visible Learning practices.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

A 2.1.3.1 Continue and develop staff goal setting procedures

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4)

Achievement:

Goal setting process completed including staff writing their goals, expressing them to a school leader and linking them where possible to school goals.

S 2.1.4 Participate in the Developing Excellent Learning & Teaching (DELT) with BCE, looking at student reading data with a P-2 focus, and applying high yield strategies. This project will drive teaching and learning conversations and skilling throughout the school. It will also be the source of applying high yield strategies for best practice learning and teaching throughout the school.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 2.1.4.1 Provide time, resourcing and skilling to gather baseline data of students in P-2 for reading.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 2.1.4.2 Provide skilling and resourcing for the application of the high yield strategies (best practice pedagogy) to improve student literacy across all key learning areas.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 2.1.4.3 Develop a core group to undertake Professional Development with Brisbane Catholic Education (BCE) personnel and work closely with BCE Curriculum Support Staff in implementing the Developing Excellent Learning & Teaching (DELT) project.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

S 2.1.5 Develop a Learning and Teaching Leadership Team with a core focus of activating the school's vision for teaching and learning, using current research and learning data to inform school direction and continual improvement. The team will meet weekly and includes the Principal, APRE, CSTs, STIE, Teacher Librarian, APA.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

BG 2.2 To provide inclusive educational practices, with provision for equity and excellence, that are visible and explicit and responsive in moving all students forward in their learning.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

Achievements

Weekly Student Support meetings focussing and responding to varied student needs.

Implementation of YCDI and advertised throughout the school in conjunction with the new school rules through newsletters, assemblies, posters, stickers, certificates and magnets.

Strategic Intent:

Enhanced pedagogical practice that is data-informed and evidence-based.

Improved literacy and numeracy standards.

Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.

Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.

S 2.2.2 Implement a 1-1 iPad system through years 5 & 6.

Status: Complete Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 2.2.2.1 Provide development to staff on the best use of technology and specifically iPads to enhance teaching and learning.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 2.2.2.2 Collaborative, peer sharing of techniques and uses of iPads in classrooms, across age groups (every second Thursday afternoon).

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 2.2.2.3 Train 'expert' student groups in the use of learning focussed iPad apps, to have them train other students, sharing their knowledge, across year levels and classes.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 2.2.2.4 Increase Curriculum Support Teacher time and School Officer (technology focus) time in order to support the teaching and learning, and technology requirements, of the implementation process.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

3 Professional Practice & Collaborative Relationships

BG 3.1 To continually improve and up-skill teacher capacity, professional knowledge skills and collaborative practices in order to maximise teacher effect on student learning.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

Achievements

Michael Barra, Michelle Young, VL Team, Judy Hartnett & _____ engaged to PD staff on investigative mathematics strategies, teaching spelling and grammar in the early years, Peer to Peer feedback.

STM engaged in the Literacy Project 2015, employing a CST to oversee the project and its requirements. For 2015 STM redesigned teacher non contact organisation, employing new staff and re arranging the Specialist Timetable to ensure all staff within a year level are released for two hours per week as a total team for collaborative planning.

Strategic Intent:

A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.

Development of effective professional learning communities both within schools and across the wider BCEO community.

Productive links are forged with professional bodies and institutions, the broader community and government agencies.

Consultative and collaborative partnerships are evident among schools and between schools and BCEO.

S 3.1.1 Create opportunities for teachers to grow in their own professional capacity through peer feedback and shared reflection on teaching practices.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

A 3.1.1.1 Build a climate of trusting professional relationships through feedback

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

Achievement:

Trust was discussed at numerous Leadership meetings regarding Peer to Peer feedback. This climate is not year achieved and further actions and strategies need to be considered to further build confidence specifically regarding peer to peer feedback.

A 3.1.1.4 Improve annual goal setting process including use of AITSL Teacher Standards, year level collaborative goal setting and school leadership support and involvement in professional goal setting conversations throughout the journey.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 3.1.1.5 Restructure teacher Planning and Preparation time to allow greater opportunities for teacher to peer feedback, and also work in other teachers' classrooms on a weekly basis which serves as a stimulus for teacher to teacher conversations regarding quality practice.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

4 Strategic Resourcing

BG 4.1 The continual reviewing and upgrading of strategic resources in order to provide a learning environment for students where they are engaged, creative and innovative learners.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

Achievements

In 2014 STM increased student access to iPads and took the decision to move to 1-1 iPads in years 4 & 5 in 2015. The majority of classes have apple tv's implemented. The LIFE platform was engaged in through systematic training of staff and followed up with through weekly workshops. Mac1 were engaged for staff PD during 2014 and also for a full day in 2015.

Learning spaces were reviewed as a part of the cyclical review during 2014. There are a broad range of positive and versatile/flexible spaces for students/teachers to use.

Strategic Intent:

The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.

Collaborative processes are in place to develop the budget and to allocate resources.

The formation and professional learning of staff is clearly evident in budget priorities.

Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.

S 4.1.1 To enhance Teaching & Learning through the use of digital technologies.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

A 4.1.1.1 Support teachers in effective use of ipads through PD; peer sharing; procedures for using apps; procedures for managing technologies; use of LIFE platform in classrooms to engage students.

Status: In Progress Staff Members: Timeframe: 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

Achievement:

2014- Mac1 staff engaged to PD staff on iPad use in the classroom during 3 hrs twilight. This was followed up by a full day's PD in 2015 focussed around using apps to enhance teaching and learning.

In 2014 LIFE platform was engaged in heavily by the CST and then a rotation of training staff from each year level completed using LMS funding. Thursday afternoon workshops occurred for further skill sharing and updating. This is due to continue in 2015, inclusive of new staff.

S 4.1.2 Prioritise the upgrading and redesigning of learning spaces inside and outside of the classrooms.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 4.1.2.1 Look at best practice design which supports learning.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 4.1.2.2 Engage someone to design and include in the school Masterplan a modification of external learning environments to enhance teaching and learning.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 4.1.2.3 Collaborate with parents, teachers and the wider community to prioritise the future development of the physical learning environments.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)

A 4.1.2.4 After consultation with the school community and with architects, further develop and communicate the master plan and funding to the parent body and staff.

Status: In Progress Staff Members: Timeframe: 2015 (Terms 1,2,3,4)