

Annual Plan 2016

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)

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 1.1.1.4 Through collaboratively planning, reflecting on student achievement and discussing pedagogical practices we build teacher capacity to respond to student learning to inform future learning and teaching.

Status: In Progress **Staff Members:** **Timeframe:** 2016 (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 1.1.2.9 Engage teachers collaboratively with the APRE to depth units of work that focus on creating learning intentions and success criteria that link to rich assessment tasks aimed at providing multiple opportunities for students to demonstrate their learning.

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

A 1.1.2.10 APRE to work with members of the school implementation team and staff to prepare documentation for RE validation.

Status: In Progress **Staff Members:** **Timeframe:** 2016 (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) & 2016 (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 1.2.3 To develop a shared understanding of and practical responses to Catholic Social Teaching.

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

A 1.2.3.1 Educate staff and students through assemblies (guest speakers and APRE) and through in-class teaching and learning, aiming to engage students at their level to develop social awareness and engagement.

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

S 1.2.4 Provide opportunities for the spiritual formation of staff.

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

A 1.2.4.1 Professional Development including twilight PD "Our Daily Bread"; expanding knowledge on Marist Charism; Staff spirituality day; and Footsteps 1 and 2 for identified staff.

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

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:** 2014 (Terms 1,2,3,4) & 2015 (Terms 1,2,3,4) & 2016 (Terms 1,2,3,4)

Strategic Intent:

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 2.1.6 Consolidate introduced DELT pedagogy to enhance student engagement, progress and achievement in literacy: specifically through the lens of Visible Learning practices.

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

A 2.1.6.1 Enact targeted strategies that ensure the identification, monitoring and improved education outcomes: learning and teaching team to visit classrooms and discuss learning with students (walk-throughs) to determine the impact of the learning experience.

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

A 2.1.6.2 Conduct review and response meetings to collaboratively support teachers in developing and implementing pedagogical practices to ensure students continue to move forward in their learning.

Status: In Progress **Staff Members:** **Timeframe:** 2016 (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)

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 2.2.3 Implement strategies that ensures assessment identifies students progress and achievement; that monitors student learning; and informs planning to challenge and support students in their learning journey.

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

A 2.2.3.1 Facilitate professional development in the form of workshops around assessment for learning, assessment as learning and assessment of learning. Provide opportunities as part of this for staff to implement quality assessment into their English planning. Form a team to become coaches in Dylan Williams formative assessment strategies.

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

A 2.2.3.2 Consolidate teacher understanding through conversations, peer observations and professional development around providing descriptive feedback that informs learning goals for students.

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

A 2.2.3.3 Develop staff understanding through peer observations and professional development the links between assessment, learning intentions, success criteria and feedback. Specifically developing success criteria as modelling, providing examples and as criteria co-constructed with students.

Status: In Progress **Staff Members:** **Timeframe:** 2016 (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)

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 Work with year level teams to identify needs, strategies, pedagogies, and to monitor the impact of teaching on student learning.

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

Achievement:

Trust was discussed at numerous Leadership meetings regarding Peer to Peer feedback. This climate is not yet achieved and further actions and strategies need to be considered to further build confidence specifically regarding peer to peer feedback. Other strategies which provide opportunities for rigorous professional conversations should be considered.

A 3.1.1.6 Work with other local Catholic Primary schools to gain ideas and a broader understanding around how they enact review and response meetings.

Status: In Progress **Staff Members:** **Timeframe:** 2016 (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)

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 4.1.3 Provide extended learning environments where students are engaged, creative and innovative learners.

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

A 4.1.3.1 To further improve outdoor learning areas in consultation with teachers and P & F.

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

A 4.1.3.2 Re-design the Marcellin room in the library to create a space that caters for different learning styles.

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