

Strategic Renewal Plan 2012-2016 - Schools

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 - 2014- APRE shared planning time with all year levels on a termly basis. In addition engaged in focussed planning time with key year level staff for RE Planning.

05/11/2014 - 2014- Focussed staff meeting PD, specifically regarding the World of the Texts. Wk7 T1 staff meeting- Planned classroom prayer & Christian Meditation. Wk3 T2 Teaching Scripture whole staff PD. Wk2 T4 RE Report writing

05/11/2014 - Visible Learning techniques implemented in RE including the use of Learning Intentions and Success Criteria.

05/11/2014 - 2014- Term 4 reporting in RE occurred, preceded by support for each year level in creating comment banks.

05/11/2014 - Meetings occurred monthly and fed back to the leadership team and/or the leadership meetings. Group was headed by the APRE.

05/11/2014 - Assemblies, newsletters, School Pastoral Board and P&F meetings were the main forums utilised to make the vision for RE present to the wider school community.

05/11/2014 - Beth Nolan was present in 2014 to support staff meeting PD and planning with staff.

05/11/2014 - Staff used planning and School Renewal Funding to identify key staff and work with the APRE top map and cluster RE content.

05/11/2014 - APRE clustered with other Sunshine Coast APREs to share practice and discuss vision.

05/11/2014 - APRE worked with each year level to moderate assessment pieces to ensure a consistency of judgement across classes.

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 1.1.1.1 Opportunities for Teacher PD with the RE curriculum and pedagogy at staff mtg, with individual staff, led by APRE in planning time, with the EO and other relevant presenters. Identified by APRE and RE committee eg Beth Nolen RE curriculum implementation eg Vaneesa Hall - Judaism Resource Link - digital technologies in RE Early Years Scripture project PD with other Sunshine Coast schools as identified by RE Committee and BCE staff

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

Achievement:

2014- APRE shared planning time with all year levels on a termly basis. In addition engaged in focussed planning time with key year level staff for RE Planning.

2014- Focussed staff meeting PD, specifically regarding the World of the Texts. Wk7 T1 staff meeting- Planned classroom prayer & Christian Meditation. Wk3 T2 Teaching Scripture whole staff PD. Wk2 T4 RE Report writing

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)

Achievement:

Visible Learning techniques implemented in RE including the use of Learning Intentions and Success Criteria.

A 1.1.1.3 Staff report in RE with a comment that indicates clearly the learning intention for each semester and student achievement Create a RE comment bank that is guided by the achievement standard

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

Achievement:

2014- Term 4 reporting in RE occurred, preceded by support for each year level in creating comment banks.

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 1.1.2.1 Religion Curriculum and RLOS Committee meets regularly to guide the direction of RE Curriculum at STM

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

Achievement:

Meetings occurred monthly and fed back to the leadership team and/or the leadership meetings. Group was headed by the APRE.

A 1.1.2.2 The Vision for Religious Education at STM is regularly communicated with staff and parents through by school leadership and the RE committee.

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

Achievement:

Assemblies, newsletters, School Pastoral Board and P&F meetings were the main forums utilised to make the vision for RE present to the wider school community.

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) & 2016 (Terms 1,2,3,4)

Achievement:

Beth Nolan was present in 2014 to support staff meeting PD and planning with staff.

A 1.1.2.4 A Key teacher from each year level works with the APRE to map out / cluster the content of a year level for the school year.

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

Achievement:

Staff used planning and School Renewal Funding to identify key staff and work with the APRE to map and cluster RE content.

A 1.1.2.5 APRE and Year level teams have a scheduled planning session together each term to plan teaching and learning of RE.

Status: Not Started Staff Members: Timeframe: 2014 (Terms 1,2,3,4)

A 1.1.2.6 RE Committee prepares for Validation Process of teaching and learning of RE at STM

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

A 1.1.2.7 APRE collaborates with other APREs especially those on Sunshine Coast

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

Achievement:

APRE clustered with other Sunshine Coast APREs to share practice and discuss vision.

A 1.1.2.8 APRE leads Teachers in moderation processes with RE student assessment

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

Achievement:

APRE worked with each year level to moderate assessment pieces to ensure a consistency of judgement across classes.

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)

Achievements

05/12/2014 - 2014- Marist Brothers were invited to each significant school gathering including Masses, Sporting events and graduations.

05/12/2014 - Mini Marists were set up in term4 and were involved with the St Vincent De Paul gathering as we moved towards Christmas.

05/12/2014 - Serve Oneanother was used as our prayer theme throughout the year and also utilised during decision making processes.

05/12/2014 - 2014- a focus on Marist charism occurred considering the absence of Marist Brothers working within the school. The school continued to adopt the Marist #serveoneanother for a 2014 focus and was made present at every whole school assembly and church gathering.

05/12/2014 - 6 Staff attended Marist Spirituality retreats in Mittagong at The Hermitage.

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 1.2.1 Continually communicate key messages of the Marist Charism to the school community.

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

A 1.2.1.1 Use assemblies as a forum to communicate Marist perspectives of the Gospel message.

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

2014- Occurred

A 1.2.1.2 Communicate with parents in the newsletter, key messages expressed in Marist Documents eg Water from the Rock,

Status: Not Started Staff Members: Timeframe: 2014 (Terms 1,2,3,4)

A 1.2.1.3 Celebrate major Marian Feasts for eg Feast of the Assumption. Celebrate Feast of St Marcellin Champagnat

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

A 1.2.1.4 Articulate Marist spirituality when giving student awards - Weekly "Marist Spirit" award and Marcellin Champagnat award each semester

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- Occurred.

A 1.2.1.5 Use Marist Prayers in the classroom and staff prayer. Each class given a Marist Prayer book in 2014

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

A 1.2.1.6 Educate new Parents about our Marist Charism at Prep night and through the school website

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

Achievement:

2014- Occurred at prep information night.

A 1.2.1.7 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)

Achievement:

2014- Marist Brothers were invited to each significant school gathering including Masses, Sporting events and graduations.

A 1.2.1.8 Mini Marist Student Group organises activities within the community that promote Social Action and Justice - inline with Yearly Marist Theme "Serve One Another" T1 Project Compassion - Pig-a-thon T2 Family Spirit Activity T3 Marist Solidarity activity for an overseas Marist Community T4 SVDP Christmas Appeal

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

Achievement:

Mini Marists were set up in term4 and were involved with the St Vincent De Paul gathering as we moved towards Christmas.

A 1.2.1.9 Use Marist School Australia Yearly theme of "Serve Once Another" as a lens for communicating gospel message throughout the year.

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

Achievement:

Serve Oneanother was used as our prayer theme throughout the year and also utilised during decision making processes.

A 1.2.1.10 Staff contribute to direction of ongoing formation through the RE and RLOS Committee

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 occurred.

A 1.2.1.11 Masses, liturgies and prayer assemblies contain word, symbol and rituals from Marist tradition

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- a focus on Marist charism occurred considering the absence of Marist Brothers working within the school. The school continued to adopt the Marist #serveoneanother for a 2014 focus and was made present at every whole school assembly and church gathering.

A 1.2.1.12 Begin year with whole staff PD regarding Marist ethos of the school; throughout the year engage in Marist twilight; continue PD link with Marist Brothers (Footsteps).

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

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:

6 Staff in 2014 attended The Hermitage in Mittagong to deepen their knowledge of Marist Spirituality.

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

Achievements

05/12/2014 - Students have had some language of learning implemented to help them consider their journey and what successful learners do- Learning Intentions, Success Criteria, If its tricky I'm learning, Feedback.

05/12/2014 - Learning Intention and Success Criteria are used broadly across the school.

05/12/2014 - The school has begun utilising the analysis of data using a Business Intelligence tool- looking at long term trends; successes and concerns with specific concepts in specific year levels/ We have engaged Graeme Akers from BCE to assist in the analysis of school data. The school has moved to online Pat testing.

05/12/2014 - The school has implemented an inquiry based pedagogy for maths; the use of maths coach (Judy Hartnett) to support planning and teaching; use of peer and expert coaching and implementation of Visible Learning goals.

05/12/2014 - Michael Barra conducted whole staff PD assisting in breaking open the key elements of the Australian Curriculum- Mathematics.

05/12/2014 - Ongoing Numicon PD occurred and was broadly incorporated by staff in P-1. Resources purchased to support this action.

05/12/2014 - Goal setting process completed including staff writing their goals, expressing them to a school leader and linking them where possible to school goals.

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 2.1.1 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 2.1.1.1 LI: develop a common language for students regarding their learning journey and to be able to identify when they are successful in their learning.

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

Achievement:

Students have had some language of learning implemented to help them consider their journey and what successful learners do- Learning Intentions, Success Criteria, If its tricky I'm learning, Feedback.

A 2.1.1.2 SC: Teachers are to utilise the processes SC and LI so that they are clearly articulated and known by students.

Status: In Progress Staff Members: Cathy Maudsley, Annette Duffy Timeframe: 2014 (Terms 1,2,3,4)

Achievement:

SC & LI broadly used across the school.

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)

Achievement:

The school has begun utilising the analysis of data using a Business Intelligence tool- looking at long term trends; successes and concerns with specific concepts in specific year levels/ We have engaged Graeme Akers from BCE to assist in the analysis of school data. The school has moved to online Pat testing.

A 2.1.1.4 Develop peer to peer feedback capacity through the expertise of Michelle Young

Status: Complete Staff Members: Timeframe: 2014 (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 2.1.2.1 School wide implementation of a pedagogies; use of maths coach (Judy Hartnett) to support planning and teaching; use of peer and expert coaching and implementation of VL goals (3 days SRF/teacher focussed on planning and peer feedback)

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

Achievement:

The school has implemented an inquiry based pedagogy for maths; the use of maths coach (Judy Hartnett) to support planning and teaching; use of peer and expert coaching and implementation of VL goals (3 days SRF/teacher focussed on planning and peer feedback)

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 2.1.2.3 Use of Michael Barra for staff PD on intent of Maths Curriculum

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

Achievement:

Michael Barra conducted whole staff PD assisting in breaking open the key elements of the Australian Curriculum- Mathematics.

A 2.1.2.4 Numicon PD

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

Achievement:

Ongoing Numicon PD occurred and was broadly incorporated by staff in P-1. Resources purchased to support this action.

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.

A 2.1.3.2 Engage Michelle Young for peer to peer feedback development

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

Achievement:

Completed in semester 1 2014.

A 2.1.3.3 Engage Judy Hartnett to plan with teachers and model lessons

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

Achievement:

Completed early 2014 with positive feedback and evidence of some change in practices regarding mathematics.

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

05/12/2014 - Weekly Student Support meetings focussing and responding to varied student needs.

05/12/2014 - Implementation of YCDI and advertised throughout the school in conjunction with the new school rules through newsletters, assemblies, posters, stickers, certificates and magnets.

05/12/2014 - You Can Do It posters, certificates and magnets were completed and provided to staff and students. Surf boards created and due for implementation in early 2015.

05/12/2014 - Assemblies reviewed at the end of term 1. Buddies to continue without the assembly component. A P-2; 3&4; 5&6 assembly to take place in alternate weeks to fortnightly whole school assemblies and led by School Leadership Team member.

05/12/2014 - ACMA inservice for parents completed- low attendance but great feedback.

05/12/2014 - PPP run with ongoing attendance by approximately 10 parents.

05/12/2014 - New school rules made present to staff and students through assemblies, classroom posters, staff meeting PD regarding the behaviour policy and with Dr. Brenda Heyworth regarding students with anxiety based disorders.

05/12/2014 - Language cards sent to all staff 2014 & 2015 for use.

05/12/2014 - YCDI awards, posters and stickers created and integrated into school.

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 2.2.1 To continue with the implementation of the Kids Matter Framework in order to support the mental health and wellbeing of students.

Status: Not Started Staff Members: Timeframe: 2014 (Terms 1,2,3,4)

A 2.2.1.1 Fully implement and review You Can Do It Program Achieve

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

Achievement:

On review, YCDI is used across year levels. The way in which the document is used to develop social and emotional learning journeys could be deepened and more consistent across the school.

[A 2.2.1.2 Fortnightly assemblies run by Y6 & 7 to promote YCDI thinking/ strategies Buddy activities to consolidate YCDI ideas](#)

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

Achievement:

Assemblies reviewed at the end of term 1. Buddies to continue without the assembly component. A P-2; 3&4; 5&6 assembly to take place in alternate weeks to fortnightly whole school assemblies and led by School Leadership Team member.

[A 2.2.1.3 Launch of YCDI program \(posters, magnets, surf board areas\)](#)

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

Achievement:

You Can Do It posters, certificates and magnets were completed and provided to staff and students. Surf boards created and due for implementation in early 2015.

[A 2.2.1.4 Parent Information sessions \(ACMA; PPP\)](#)

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

ACMA inservice for parents completed- low attendance but great feedback.

PPP run with ongoing attendance by approximately 10 parents.

[A 2.2.1.5 STM Rules implementation and promotion in school wide positive behaviours](#)

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

Achievement:

New school rules made present to staff and students through assemblies, classroom posters, staff meeting PD regarding the behaviour policy and Dr. Brenda Heyworth.

[A 2.2.1.6 Teachers teaching and using the language of YCDI](#)

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

Language cards sent to all staff 2014 & 2015 for use.

Link to VL "Language for Learning" considered.

2015 YCDI staff inservice.

YCDI awards, posters and stickers created and integrated into school.

[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

05/12/2014 - Michael Barra, Michelle Young, VL Team, Judy Hartnett & David Hornseby engaged to PD staff on investigative mathematics strategies, teaching spelling and grammar in the early years, Peer to Peer feedback.

05/12/2014 - STM engaged in the Literacy Project 2015, employing a CST to oversee the project and its requirements.

05/12/2014 - 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 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 3.1.1.2 PD regarding peer feedback

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

Michelle Young engaged in term 1 & 2 2014. Other opportunities provided for engagement in peer to peer feedback.

Achievement:

Michelle Young (BCE) engaged in Terms 1 & 2 regarding Peer to Peer feedback.

A 3.1.1.3 Michelle Young for peer to peer feedback development

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

Achievement:

Michelle Young engaged for Peer to Peer feedback in Term 1 & 2 2014.

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

05/12/2014 - 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.

05/12/2014 - 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)

GG 4.2 Student First Support

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

Teachers actively engage with other teachers through professional learning and collaboration (supported by Student First Funding) to improve their teaching practice.

Achievements

04/03/2014 - Run Professional Development twilight for all teaching staff on peer feedback and observation, followed up by Observation, feedback opportunities and further reflection of PD at staff meetings.

05/12/2014 - Support peer mentoring and coaching through observation, feedback, professional dialogue and reflection - budget for relief staff to enable staff to observe other classes and give feedback over 2014 & 2015.

05/12/2014 - Learning walks by admin staff, followed up by feedback to teachers

Strategic Intent:

Local School Priority Area

S 4.2.1 Support peer mentoring and coaching through observation, feedback, professional dialogue and reflection

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