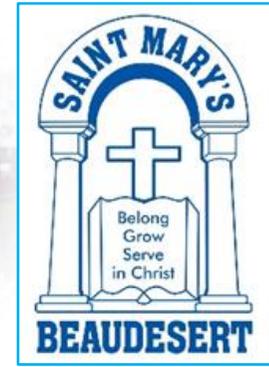




**St Mary's Beaudesert
2018
Annual Plan**



VISION	To inspire future generations to lead hope filled lives of influence as witnesses to the Good News of Jesus Christ.
MISSION	<p>The community of St Mary's, inspired by the Mercy tradition, believes in an education that nurtures a child's academic and personal growth. We are a welcoming community that encourages service to others through living the gospel values of Jesus.</p> <ul style="list-style-type: none"> ▪ <i>We Belong</i> - we are collaborative and flexible learners who value the unique qualities of ourselves and others. ▪ <i>We Grow</i> - we aspire to be innovative and creative individuals leading our own learning journey. ▪ <i>We Serve</i> - we find strength in each other as we enrich our world serving in the light of Christ.
VALUES	<ul style="list-style-type: none"> ➤ Excellence: inspired by our Catholic tradition and Mercy formation, we strive to be our best selves. ➤ Integrity: as witnesses to the Good News we are called to love one another in the image of God. ➤ Justice: as people of faith, we foster respectful relationships, advocating and empathising with those at the margins. ➤ Hope: empowered by the spirit, we embrace the future with confidence and hope.

Strong Catholic identity

St Mary's unique Catholic identity is reflected in our school-wide approach with the formation of staff, students and parents that is holistic, inclusive, personally meaningful and supports the individual's spiritual and faith journey.

Annual Goal

By the end of 2018, our staffs strengthened capacity to be Catholic educators of influence within the community of St Mary's will be strengthened by staff participation in both formation development programs and delivering on strategic initiatives. Lead formation program participants will identify an area of growth and/or change within the community (supported within Leuven Strategic Plan) and develop / implement these actions.

Strategies: *Sustain Catholic identity by delivering a planned and integrated approach to leadership for mission*

Professional development and formation through staff participation (2 staff) in the REAP Program; 2nd intake teacher participation in the Catching Fire Program; Keepers of the Flame (2); Spirit Fire (3); Guiding Lights (2) collaborate to achieve intended program outcomes.

Strategies: Grow the holistic and inclusive formation of students and staff

Staff Formation; Sr Mary Lawson, Catherine Foley and Teacher Leaders building on the traditions of the Sisters of Mercy and our rich school history, continuation of the nine Capacities with the targeted focus for 2018 on being faith filled people of *Welcome and Prayer*.

Strategies: Sustain and enhance authentic contemporary expressions of Catholic identity by; supporting the next phase of the Leuven Project; profiling and promoting re-contextualisation.

Building on the traditions of the Sisters of Mercy and our school history continued progress towards a St Marys mural centre piece in a new school entrance (*P&F supported*). McAuley and Duhig banners and history; Board Room renamed Ellen Whitty Room; Mercy Walk ***through in time***. Continued engagement by leadership team in the BCE Dialogue School Project (formerly Enhancing Catholic School Identity – BCE Leuven Project).

A recontextualised Catholic perspective is integrated and embedded across all learning areas across all year levels.

Strategies: Improve classroom teaching of religion through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story.

Curriculum team lens on Religion Unit plans to ensure explicit naming of differentiation required to meet diverse needs of students (Recommendations from Validation Report); Use of BI Tool and Line of Sight documents to assist in planning systematic RE curriculum units.

School wide processes such as the 4C's model and short-term planning cycles ensure the development of a school wide, self and collaborative reflective culture focused on continual improvement within the learning and teaching of RE programs.

The St Mary's community is committed to grow the engagement, progress and achievement in well-being for every student to provide a safe, nurturing and academically challenging environment.

Strategies:

Provide an induction and orientation to the Catholic Formation Framework, Catholic Identity Position Paper, and the Health: Relationship and Sexuality Education paper for all staff at Twilight evening. Formation of RSE implementation team for the progression of deliverables.

Professional learning to deepen teacher's knowledge, skills and understanding, and its application, in quality differentiated teaching practices to supporting learner's engagement and well-being.

Positive behaviour for learning strategies and the implementation of our Student Behaviour Support System (SBSS) initiatives for increased understandings / perceptions of student wellbeing. Use framework to inform actions and build equitable continuum of support.

Formation of SBSS Team to monitor and review well-being data and respond accordingly.

Implement connected curricular projects that develop students' teamwork, leadership and problem-solving skills through the Youth Ministry Leaders.

Deepen parents' knowledge and understanding of the Catholic Christian world view around Personal and Social Capabilities through various forums such as newsletter, web-based mediums – school TV (P&F supported).

Excellent Learning and Teaching

St Mary's teachers and school leaders identify and utilise highly effective evidence-based teaching strategies to improve learning outcomes for all students.

Strategies:

Development of a school wide *Mission and Vision for Learning* that is inspirational, aspirational and gives hope for a preferred future. A vision that inspires a deep belief that every student is capable of progressing in their learning, is respected and valued as a member of St Mary's, and is graced by a hope filled future. Activate learning by explicitly teaching the literacy demands of each learning area to impact positively on learning progress and achievement; Respond with feedback that is ongoing, progressive and responsive to progress learning; Evaluate the impact of teaching on student progress and achievement through short term planning cycles. Implementation of the Primary Learning Teacher (PLT) Literacy and Numeracy role (PLL & PLT modelling 4C's); Explicit improvement agenda built on the use of High Yield Strategies with a specific focus on Learning Walks and Talks; Implementation of systemic plan for collection, analysis and range of student achievement and wellbeing data. School wide processes and teams have been established to support the 4C's model and short-term planning cycles to ensure the development of a school wide, self and collaborative reflective culture focused on continual improvement of school wide learning and teaching programs.

Individual students are achieving their potential through effectively embedded language and literacy strategies.

Annual Goal

Our learning growth challenge framed by a number of data sets (2017 writing analysis, NAPLAN, BI Tool) is to grow the engagement, progress and achievement levels of each student in literacy, with a specific focus on improving / increasing achievement in writing (2017 achievement data sets: Year 3 40.4%; Year 4 23.9; and Year 5 42.9%).

By the end of 2018, we will aspire to achieve the key components (2) within our Learning Growth Plan as part of the Excellent Learning and Teaching initiative: namely our;

SMART Goal: By the end of 2018, teachers are demonstrating consistency of practice and precision pedagogy in the expected and effective practices that enhance students' reading comprehension. This is evidenced by **80% or more** of our learners in Prep to Year 2 displaying reading skills placing them at or above the expected growth benchmark for their year level (PM Benchmark growth level markers: Prep 5-8; Year 1 - 14-18; Year 2 - 22-26).

SMART Goal: By the end of 2018, teachers are demonstrating consistency of practice and precision pedagogy in the expected and effective practices that enhance student's capacity across the eight domains of writing. This is evidenced by **70% or above** of the students in Year 3, 4, 5 and 6 achieving a total score between 20 – 24 across the eight domains within the Writing Analysis.

Strategies

Systematic implementation of the Writing Progressions across the school; Fostering a culture that promotes learning by providing clear learning intentions, co-constructed success criteria and student feedback.

Curriculum / ELT Team leading consistency of practice and development of staff Professional Development on areas such as Grammar and writing workshops
Leading Collaborative Cultures as professional development resource and reference point for staff.

The school maximises learning potential with strong parent and community partnerships to support each child and their learning.

Strategies

Early engagement with students and parents to identify and respond to student learning needs.

Connect with allied health services to support student learning need.

Establish a network of community organisations to support and assist families.

Use strategic partnerships to deliver innovative and agile solutions to complex issues.

Collaborate with parents to deliver readiness learning opportunities to ensure students are actively engaged and prepared for their early stages of schooling.

Building a Sustainable Future

There is a strong school culture at St Mary's that focuses on teachers as learners to grow the engagement, progress, achievement and wellbeing for each student.

Annual Goal

(A) Using the National School Improvement Tool (NSIT) as an authoritative reference point, by the end of 2018 teaching staff would identify as a collective group progression towards a high / outstanding level. Recommended team groupings across domains; 1, 2 & 7; 5 & 8; 3; 4; 6; 9 (School Board & P&F)

Strategies

Develop an understanding on collaborative enquiry, teachers nominate for professional learning group around a domain, build understanding around KPI within levels, rate collectively with evidence, use professional goal setting to plan a way move forward in performance levels. Staff meeting at the end of each Term to discuss progression of enquiry, revisit and present in Term 4.

The implementation of short term planning cycles supported by a strong collegial culture of professional trust builds a culture that promotes continual learning and growth;

Collective capacity building is fostered above individual development; and structures and processes support intentional collaborative work.

School wide processes and teams have been established to support the 4C's model and short-term planning cycles to ensure the development of a school wide, self and collaborative reflective culture focused on continual improvement of school wide learning and teaching programs.

The school's stewardship of resources in areas such as technology is transparent, compliant and accountable, informed by the principles of equity and sustainability.

Annual Goal

(B) By the end of 2018, targeted use of funding resources through BCE special grants and additional school / community discretionary resources has provided upgrades to enhance our learning and teaching spaces. St Mary's school continues to effectively renew its physical environment and available facilities to maximise opportunities for student learning and progress.

Strategies

A school wide collaborative process has been developed to align our developing school wide *Vision and Mission for Learning* that is reflected in collaborative contemporary learning spaces (P&F Supported).

Annual Goal

(B) By the end of 2018, continued recommendations of the MOQ Digital report for the sustainable school wide targeted resourcing / delivery of technology to leverage contemporary curriculum programs has been implemented and progressed.

Strategies

Continuation of a service delivery (Fawmatt) utilising external expertise within a system focus. Teacher lead eLearning Leader team with identified intentions and success criteria focusing on deliverables outlined within the MOQ report (P&F Supported – IT upgrades as required).

Parent / Community engagement within the framework of the P&F and Advisory School Board.

