

Guardian Angels Catholic Primary School

2012-2016 Strategic Renewal Plan

Priority 1 : Mission and Religious Education

Strategic Intent	Goal	Strategy
<p>1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.</p>	<ul style="list-style-type: none"> Extend the influence of Qualities of Angels to all aspects of school life and the curriculum. Continue to support the implementation of the new Religious Education Curriculum 	<ul style="list-style-type: none"> Extend the influence of Qualities of Angels to all aspects of school life and the curriculum
<p>1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.</p>	<ul style="list-style-type: none"> Develop a deep understanding of the Religion Curriculum and its intent and use this knowledge to plan and implement high quality learning opportunities for students. 	<ul style="list-style-type: none"> Ongoing support from APRE and CST to assist with planning quality units of work in Religion Provision of exemplars of high quality units of work Provision of opportunities for dialogue to promote a shared understanding of learning expectations for students Development of a school-based scope and sequence for religion - requirement for validation
<p>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.</p>	<ul style="list-style-type: none"> Extend the influence of Qualities of Angels to all aspects of school life and the curriculum. Create a Mercy Charism walk around the school. Build capacity to make connections between the Religion Curriculum, Religious Life of the School, other learning areas and school initiatives. 	<ul style="list-style-type: none"> Reinvigorate the Qualities of Angels with connections made to school initiatives. Revisit the Religious Life of the School aspect of the Religious Education document
<p>1.4 A cohesive and integrated approach for the spiritual formation of staff.</p>	<ul style="list-style-type: none"> Continue Staff Prayer opportunities for personal development and classroom use. Continue Staff Prayer opportunities for personal development and classroom use. 	<ul style="list-style-type: none"> Provide opportunities for personal faith development staff eg Meditation, Lenten Program

<p>1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.</p>	<ul style="list-style-type: none"> • Inservice the staff on the new Religious Education curriculum as it is released. • Set daily prayer in each class. • Engage in high quality professional learning targeting identified religious concepts and understanding. 	<ul style="list-style-type: none"> • Provide continual professional development and planning opportunities. • The RE Team will be the steering committee for the implementation of the RE Curriculum. • Provision of continual professional learning opportunities in Religious Education for all teachers
<p>1.6 A shared understanding of and practical responses to Catholic Social Teaching.</p>	<ul style="list-style-type: none"> • To create a new mission and justice policy 	<ul style="list-style-type: none"> • Develop a policy of outreach for the maginalised • Specific charities identified annually to receive support



Priority 2 : Learning and Teaching

Strategic Intent	Goal	Strategy
2.1 Enhanced pedagogical practice that is data-informed and evidence-based.	<ul style="list-style-type: none"> Build capacity to access, understand and use student learning data 	<ul style="list-style-type: none"> Use of BI Tool to inform planning for learning for all students Review data collection practices Analyse the impact that teaching has on student learning outcomes
2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.	<ul style="list-style-type: none"> To ensure that the cross curricular capabilities are evident in planning and implementation Introduce through extensive PD a consistent and regular approach to the teaching of Maths – P-3 Embedding of Japanese into whole school programs. Enhancing the use of Primary Connections as a resource for Science instruction Further develop understanding of the intent of the phase one Australian Curriculum learning areas Develop understanding of phase two and three Australian Curriculum learning areas 	<ul style="list-style-type: none"> Support existing Curriculum Committees in developing school based approaches to English, Mathematics, History and Science Continued implementation of Australian Curriculum in English, Mathematics, Science and History Ensure that all teachers fully understand the expectations of the Australian Curriculum: English, Mathematics, Science and History from the BCE perspective Reorientate and/or familiarise teachers with the intent and expectations of the Australian Curriculum: Geography, The Arts, Languages, HPE, etc. from the BCE perspective
2.3 Improved literacy and numeracy standards.	<ul style="list-style-type: none"> A consistent approach to the teaching and learning of literacy at Guardian Angels. Maintain a consistent approach to the teaching and learning of literacy at Guardian Angels. Ensure appropriate PD for school officers 	<ul style="list-style-type: none"> PD for school officers.
2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary.	<ul style="list-style-type: none"> To provide a smooth transition to being a Prep – Year 6 school. 	<ul style="list-style-type: none"> Transition plan to be included in school master plan Ensuring that all year levels are provide with appropriate and adequate resourcing
2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.	<ul style="list-style-type: none"> Implement processes and strategies that support and foster social and emotional well-being for students 	<ul style="list-style-type: none"> Reinforce consistent behaviour management strategies across the school with natural and realistic consequences for inappropriate behaviours Access outside agencies to provide support and information for students and families

		<ul style="list-style-type: none"> Promote a whole school approach that fosters social and emotional capabilities and addresses the issue of bullying
2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.	<ul style="list-style-type: none"> Continue to provide support for the ST:IE in screening, monitoring and program development. Continue to provide support for the ST:IE in screening, monitoring and program development. Introduce the Arts Curriculum throughout the school Enhance the capabilities of all staff to provide specific and focussed support to improve learning for diverse learners. 	<ul style="list-style-type: none"> Differentiated Teaching programs Provide additional staffing to support the learning of students with a verified learning impairment. Additional Speech Pathology Services support. Support teachers' understanding of the diverse learning needs of their students
2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.	<ul style="list-style-type: none"> Provide "real life" experiences within KLA units 	<ul style="list-style-type: none"> School Banking and Finance sessions for middle and upper students Cyber safety programmes to be provided annually for upper school students
2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.	<ul style="list-style-type: none"> Promote the use of ICTs as a tool for fostering a contemporary classroom and develop an understanding of effective practices that enhance the student learning environment 	<ul style="list-style-type: none"> Embed contemporary practices that result in high impact teaching and that fully engage learners

STRIVE FOR SUCCESS

Priority 3 : Professional Practice and Collaborative Relationships

Strategic Intent	Goal	Strategy
<p>3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.</p>	<ul style="list-style-type: none"> Strengthen and streamline communication between parish and school to promote shared purpose 	<ul style="list-style-type: none"> Be open to opportunities for outreach within the wider and local communities (De Paul Villa, Hill View House, Angels Kitchen etc.) Regular meetings with Parish Priest and parish support staff to discuss school's participation in parish events and vice versa Invite parish staff to attend regular social gatherings with school leadership team and staff Student participation in parish masses Regular class visits to De Paul Villa Aged Care Facility
<p>3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.</p>	<ul style="list-style-type: none"> Strong participation in the Angels Challenges program. Continue to support the role of Patron Parents 	<ul style="list-style-type: none"> Arrange for a meeting of new families to ensure they know about Guardian Angels and are comfortable settling in to their new school Greater positive promotion in the Week 4 GA News at Friday assembly. In all parent information sessions, the same information was given by all teachers. This helps ensure a uniform understanding of the importance of Angels Challenges throughout the school
<p>3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.</p>	<ul style="list-style-type: none"> Maintain an understanding of contemporary learning with new staff. Promote a healthy work environment that fosters personal well-being and builds positive staff relationships Explore the professional expectations of teachers and align professional development and goal setting 	<ul style="list-style-type: none"> Staff will be 'buddied' to support each other with the learning of contemporary strategies. Access outside agencies to provide support and information for staff Promote positive staff relations

<p>3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.</p>	<ul style="list-style-type: none"> To foster and encourage a sense of joint ownership and leadership for staff members. Implementation of the “shared wisdom” model for decision making at staff level. 	<ul style="list-style-type: none"> Provide increased opportunities for leadership at staff level Provision of opportunities for innovative planning and programming at class and whole school level. Classes on show – celebration of learning Open Day to showcase Guardian Angels
<p>3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.</p>	<ul style="list-style-type: none"> A systematic process of peer mentoring across the whole school. 	<ul style="list-style-type: none"> Staff will be grouped into threes for a formal process of lesson observations.
<p>3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.</p>	<ul style="list-style-type: none"> To ensure that Guardian Angels is part of wider educational and social community. Access possible community partnerships to broaden educational opportunities for students. 	<ul style="list-style-type: none"> Maintain and update school website Create beneficial links with local Kindergarten and parish based Playgroups Stronger links and exposure in local newspaper Link with government and community sustainability groups explored
<p>3.7 A safe, healthy and productive school environment for students, staff and community.</p>	<ul style="list-style-type: none"> To create a safe school philosophy to enhance learning opportunities for all students. Create a facilities Master plan to address all landscaping, environmental and safety needs. 	<ul style="list-style-type: none"> Revise location of Pick Up procedures Communicate safe drop off and pick up procedures Create a facilities master Plan for future development
<p>3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.</p>	<ul style="list-style-type: none"> To organise an effective, meaningful and enjoyable interschool Conference for all staff To organise and plan the Year 7 Leadership Day for all Year 7 pupils in all Catholic Schools on the Gold Coast Embed practices that support collaborative relationships with BCE primary and secondary schools in our local district Embed practices that support collaborative relationships with BCEO 	<ul style="list-style-type: none"> Employ the most effective speakers for these two days Arrange for speakers and schools to be engaged in Leadership activities Connect with local BCE schools to facilitate opportunities for teachers and students to share and learn with and from each other Liaise with BCEO staff to ensure practices are well informed and reflect BCEO expectations

Priority 4 : Strategic Resourcing

Strategic Intent	Goal	Strategy
4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.	<ul style="list-style-type: none"> Adopt new 2012-2016 Strategic Renewal plan 	<ul style="list-style-type: none"> New plan distributed to staff and families and published on new website Internal Review processes to link back to new Plan SPARROW (BCE online reporting tool) utilised to record achievements against goals
4.2 Collaborative processes are in place to develop the budget and to allocate resources.	<ul style="list-style-type: none"> Equity, access and consultation inform all budget allocations 	<ul style="list-style-type: none"> Teachers manage annual class resources budget Budget is drafted in consultation with staff, BCE accountants and Parish Finance Committee. School Fees and Levies are set in line with BCE recommended fees and local needs. Utilise the school website to communicate update of P&F committee, school events, master plan, future budget priorities
4.3 The formation and professional learning of staff is clearly evident in budget priorities.	<ul style="list-style-type: none"> Allocate school discretionary funding to professional learning 	<ul style="list-style-type: none"> Allocation of SRF funds for professional development. Sourcing of additional funding avenues from BCE to enable participation in programs
4.4 Resourcing decisions and priorities support financial accessibility for families.	<ul style="list-style-type: none"> Families seeking enrolment are supported to fulfill their financial obligations according to their ability to contribute. 	<ul style="list-style-type: none"> Fees are set in consultation with the Parish Finance Committee Fees collection Policy is distributed to all families annually A fees Concession process is implemented and advertised Outstanding fees process is established and implemented

<p>4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.</p>	<ul style="list-style-type: none"> • Source, introduce and implement a new student learning data base 	<ul style="list-style-type: none"> • In conjunction with Brisbane Catholic Education examine options available for a new student learning database
<p>4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools.</p>	<ul style="list-style-type: none"> • To change the mind set on travel to and from school. • Increase awareness of Healthy Lifestyle Choices. • To change the mind set on travel to and from school. 	<ul style="list-style-type: none"> • Support from admin for programs. • Utilisation of the Environmental Committee to inform whole school programs. • Offering a variety of alternatives to driving to school.
<p>4.7 Contemporary learning approaches inform the planning, design and use of facilities.</p>	<ul style="list-style-type: none"> • Gain maximum use and return for the Kombumerri Centre • Develop a five-year plan for the management of resources and facilities 	<ul style="list-style-type: none"> • Further promote the Kombumerri Centre within the school and wider community. • The Principal will work with finance and staff to develop a five year plan for the construction of new facilities.

