



School Goals 2013



Priority 1						
BCE Priority	Strategic intent	Goal (Where are we at? Where do we want to be?)	Strategies (What do we need to do to achieve the goal?)	Possible focus activities (How will we support the Strategies)	Possible support requested	Indicators of Success (How do we know we have achieved the goal?)
Mission and Religious Education	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.	<div style="border: 1px solid red; padding: 2px;">Extend the influence of Qualities of Angels to all aspects of school life and the curriculum.</div> <div style="border: 1px solid red; padding: 2px;">Create a Mercy Charism walk around the school.</div>	<i>Class to create a poster related to the Quality of the Week.</i> <i>Train the teachers on the Mercy Charism Walk to share with the students.</i>	<i>Posters will contain the quality, a photograph and a slogan.</i> <i>The walk will focus on the school's journey and the key stakeholder's place in that journey.</i>		<i>Posters of the Quality will be visible around the school.</i> <i>Classes using the walk as part of the faith formation activities in class.</i>
	1.4 A cohesive and integrated approach for the spiritual formation of staff.	<div style="border: 1px solid red; padding: 2px;">Continue Staff Prayer opportunities for personal development and classroom use.</div>	<i>Staff prayers to be used as a medium for prayer instruction for teachers to demonstrate the stages of prayer - We Gather, We Listen, We Reflect, We Go Forth.</i>	<i>Planning staff prayer with the APRE and Year Level member of the RE Team.</i>		<i>Staff prayer will reflect the stages of prayer.</i>
	1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.	<div style="border: 1px solid red; padding: 2px;">Inservice the staff on the new Religious Education curriculum as it is released.</div> <div style="border: 1px solid red; padding: 2px;">The RE Team will be the steering committee for the implementation of the RE Curriculum.</div> <div style="border: 1px solid red; padding: 2px;">Set daily prayer in each class.</div>	<i>Regular staff meetings devolved to the RE Curriculum.</i> <i>RE Team to meet regularly</i> <i>Implementation of the RE Curriculum scope and sequence guidelines.</i>	<i>Meditation</i>	<div style="border: 1px solid black; padding: 2px;">Invite education officers for RE from BCE to inservice the staff.</div> <div style="border: 1px solid black; padding: 2px;">Invite education officers for RE from BCE to inservice the staff.</div> <div style="border: 1px solid black; padding: 2px;">Invite education officers for RE from BCE to inservice the staff.</div>	<div style="border: 1px solid black; padding: 2px;"><i>Teachers are implementing the RE Curriculum.</i></div> <div style="border: 1px solid black; padding: 2px;"><i>Children know traditional Catholic prayers. YOU, WHO, DO, THROUGH.</i></div>

Priority 2

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<p>Learning & Teaching</p>	<p>2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.</p>	<p>To ensure that the cross curricular capabilities are evident in planning and implementation</p> <p>The school will commence using the draft Geography, Arts and Languages Curriculum.</p> <p>Embedding of Japanese into whole school programs.</p> <p>Enhancing the use of Primary Connections as a resource for Science instruction</p>	<p>Planning using GA curriculum documents in addition to Australian Curriculum documents.</p> <p>Continue to support the staff to implement the Australian Curriculum, incorporating the stage 2 KLAS.</p> <p>Japanese will be taught from Prep through to Year 7.</p> <p>Continue to support the implementation of Primary Connections through resourcing and Professional Development.</p>	<p>Planning in Year Levels to ensure all standards are addressed.</p> <p>Greater promotion of Japanese in general class activities.</p> <p>PD opportunities with Kathy Harris.</p>	<p>Curriculum Support Teacher</p> <p>Further support from BCE and external Science support staff</p>	<p>By the end of each year, all standards for each year level have been addressed.</p> <p>Primary Connections is integrated into all Year level plans and measured improvement in Scientific results through reporting.</p>
	<p>2.3 Improved literacy and numeracy standards.</p>	<p>A consistent approach to the teaching and learning of literacy at Guardian Angels.</p> <p>PD for school officers.</p> <p>Continued focus on handwriting.</p> <p>Implementation of the MAGS program in the Early Years.</p> <p>Support speech and articulation through choir participation and speech competition.</p>	<p>Continue providing professional development opportunities for Literacy and Numeracy.</p> <p>Dedicated professional learning opportunities for school officers involved in the literacy program.</p> <p>Enrichment and Gifted Education Teacher to provide support in planning and implementation of extension literacy and numeracy.</p> <p>Promotion through the annual handwriting competition.</p>	<p>Reading to Learn, Angela Ehmer, Brian Tickle, lesson observations, skills and drills</p> <p>Participation in PD with Angela Ehmer and Brian Tickle.</p> <p>Handwriting promotion, focus in literacy lessons.</p>	<p>BCE education officers for literacy and numeracy.</p> <p>BCE education officers for literacy and numeracy.</p>	<p>A continued improvement in literacy and numeracy achievement measured through standardised testing.</p> <p>A continued improvement in literacy and numeracy achievement measured through standardised testing.</p>
	<p>2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.</p>	<p>Continue to provide support for the ST:IE in screening, monitoring and program development.</p>	<p>Provide additional staffing to support the learning of students with a verified learning impairment.</p>	<p>Dedicate funds from Learning Enhancement Funding allocations.</p>	<p>Additional Speech Pathology Services support.</p>	<p>Improved learning outcomes for students verified with a learning impairment.</p>

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<p>Professional Practice and Collaborative Relationships</p>	<p>3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.</p>	<p>Maintain an understanding of contemporary learning with new staff.</p>	<p>Staff will be 'buddied' to support each other with the learning of contemporary strategies.</p>	<p>Staff will receive professional development and in house support.</p>	<p>BCE staff e.g. Danielle Carter</p>	<p>All teachers understand and feel comfortable with the use of contemporary learning strategies.</p>
	<p>3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.</p>	<p>A systematic process of peer mentoring across the whole school.</p>	<p>Staff will be grouped into threes for a formal process of lesson observations.</p>	<p>Admin will develop a process for lesson observations.</p>	<p>Funding through CTP for release of staff.</p>	<p>All teachers will have presented a lesson for observation once each term and will have observed two lessons each term.</p>
	<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>	<p>Strong participation in the Angels Challenges program.</p>	<p>Greater positive promotion in the Week 4 GA News at Friday assembly.</p>	<p>Examples of Angels Challenges to be included in the GA news. News is to be coordinated by the CST.</p>		<p>Greater number of students completed the Angels Challenges and have received their badge.</p>

Priority 4

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Strategic Resourcing	4.3 The formation and professional learning of staff is clearly evident in budget priorities.	School Renewal Funding will be dedicated to professional development for all staff.	Allocation of SRF funds for professional development.	Funding dedicated to supporting the goals outlined for 2013.	BCE professional development; External PD opportunities National Partnerships Funding.	High participation in PD by all staff members.
	4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools.	To change the mind set on travel to and from school. Increase awareness of Healthy Lifestyle Choices.	Offering a variety of alternatives to driving to school. Utilisation of the Environmental Committee to inform whole school programs. Support from admin for programs.	Walking School Bus, Cycle to School Days, Carpool promotion activities. Bicycle Education. Green Warriors, Munch nCrunch, Nude Lunches MARCH 1 – SCHOOL'S CLEAN UP DAY, JUNE 5– WORLD ENVIRONMENT DAY, JULY 26– SCHOOL'S TREE DAY, NOVEMBER 11 - 17 – NATIONAL RECYCLING WEEK.	Gold Coast City Council Active Travel Program	Less children will travel to and from school in individual cars. More children eating healthy foods with less packaging.
	4.7 Contemporary learning approaches inform the planning, design and use of facilities.	Gain maximum use and return for the Kombumerri Centre Gain maximum use and return for the Pool	Further promote the Kombumerri Centre within the school community and wider community. Further promote the Pool within the school community and wider community.	Employment of a dedicated Kombumerri Centre Manager. Promotional materials distributed		Greater use of the Kombumerri Centre by the school and community. Greater use of the pool by the wider community.