



Guardian Angels School Goals 2014



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	1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.	<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;">Continue to support the implementation of the new Religious Education Curriculum</div>	<i>Class to create a poster related to the Quality of the Week.</i> <i>Inservicing opportunities for all staff</i> <i>Ensure all material related to Religious Education is current and accessible on our school web site</i>	<i>Posters will contain the quality, a photograph and a slogan.</i> <i>Dedicating one twilight inservice to RE</i>		<i>Posters of the Quality will be visible around the school.</i> <i>Successful implementation of new RE Curriculum</i> <i>Establishment of a school RE team representing each year level</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;">Teachers are implementing the RE Curriculum.</div> <div style="border: 1px solid black; padding: 2px;">Children know traditional Catholic prayers. YOU, WHO, DO, THROUGH.</div>

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Learning & Teaching	2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.	<p>To ensure that the cross curricular capabilities are evident in planning and implementation</p> <p>Introduce through extensive PD a consistent and regular approach to the teaching of Maths – P-3</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>Continue to support the teaching of Japanese throughout school</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>
	2.3 Improved literacy and numeracy standards.	<p>Maintain a consistent approach to the teaching and learning of literacy at Guardian Angels.</p> <p>Ensure appropriate PD for school officers</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>Engagement of staff new to GA and staff feeling in need of more support with Roger</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>
		Continued focus on handwriting.	<p>Provide additional staffing to support the learning of students with a verified learning impairment.</p> <p>A focus on drama, dance, music and media - 4 of the 5 strands. Visual Arts will remain with the class teacher</p>	<p>Dedicate funds from Learning Enhancement Funding allocations.</p> <p>A focus on fun and maximum involvement by pupils</p>	<p>Additional Speech Pathology Services support.</p> <p>Ensure enough staff time and allocated budget for successful implementation</p>	<p>Improved learning outcomes for students verified with a learning impairment.</p> <p>More pupils actively involved in The Arts</p>
2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.	<p>Continue to provide support for the ST:IE in screening, monitoring and program development.</p> <p>Introduce the Arts Curriculum throughout the school</p> <p>Introduce fun into singing through voluntary choir</p>					

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Professional Practice and Collaborative Relationships	3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.	<p>To organise an effective, meaningful and enjoyable interschool Conference for all staff</p> <p>To organise and plan the Year 7 Leadership Day for all Year 7 pupils in all Catholic Schools on the Gold Coast</p>	<p>Employ the most effective speakers for these two days</p> <p>Arrange for speakers and schools to be engaged in Leadership activities</p>	<p>Being positive about working with children in our schools</p> <p>Novel ways for each school to undertake serious fundraising for Philippines Typhoon victims</p>	<p>Michael Carr-Gregg, Damien Price, Robyn Moore, Paqm Betts</p> <p>Damien Price, Pam Betts, Dave Jorna, Joe Foley</p>	Very positive feedback from attendees
	3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.	A systematic process of peer mentoring across the whole school.	Staff will be grouped into threes for a formal process of lesson observations.	Admin will develop a process for lesson observations.	Funding through CTP for release of staff.	All teachers will have presented a lesson for observation once each term and will have observed two lessons each term.
	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.	Strong participation in the Angels Challenges program.	<p>Make it part of Citizenship and Leadership Awards.</p> <p>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</p> <p>Have a whole class presentation with photos on the web site</p>	Examples of Angels Challenges to be included in the GA news. News is to be coordinated by the CST.		Greater number of students completed the Angels Challenges and have received their badge.

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Strategic Resourcing	4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.	<p>To continue to use the annual school renewal and validation process as a means to guide school goals and resourcing.</p> <p>Funds will be allocated in the school budget to ensure adequate resourcing to achieve school goals.</p>	<p>Ensuring all staff members are engaged in the renewal process.</p> <p>Allowing staff members to have direct control of the renewal process and recommendations for school goals.</p> <p>The annual school budget shall be used to support the school in achieving its set goals.</p>	<p>All staff members will be part of the renewal process.</p> <p>ETGs will act as leaders for each group reviewing a set component.</p>		<p>Staff were actively engaged in and directed the annual school renewal and validation process.</p> <p>The school successfully achieved its set goals</p>
	4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.	<p>Review the use of the Student Database to update to a possible new platform</p> <p>Increase awareness of Healthy Lifestyle Choices.</p>	<p>Examine options of other systems available in the market place.</p> <p>Ensure all staff are confident in the use of the Wiki and have their students engage with it.</p>	<p>With Staff, examine options available that would best suit the needs of</p> <p>Continued professional development opportunities to assist staff to develop their personal skills.</p> <p>Additional voluntary sessions for all staff members on strategies to best use the Wiki as a tool for learning.</p>	<p>BCEO IT consultants to provide support</p> <p>School ICT support staff</p>	<p>An updated student records database by the end of 2014.</p> <p>Continued use and engagement with the wiki by staff and students.</p>
	4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools.	<p>To change the mind set on travel to and from school.</p> <p>Increase awareness of Healthy Lifestyle Choices.</p>	<p>Offering a variety of alternatives to driving to school.</p> <p>Utilisation of the Environmental Committee to inform whole school programs.</p> <p>Support from admin for programs.</p>	<p>Walking School Bus, Cycle to School Days, Carpool promotion activities. Bicycle Education.</p> <p>Green Warriors, Munch nCrunch, Nude Lunches</p>	<p>Gold Coast City Council Active Travel Program</p>	<p>Less children will travel to and from school in individual cars.</p> <p>More children eating healthy foods with less packaging.</p>