Annual Goals

2015
Priority 1 Mission and Religious Education.

What we want to do:-

- Launch and celebrate our School Vision and Mission Statement;
- Community collaborative theme for year – “Journeying Together”. Book: The North Star;
- Provide opportunities for school community to engage in prayer, liturgies and celebrations;
- Religious Education program validation?;
- RLOS: Charism of St Francis (St Francis Experience);
- RLOS: Catholic Identity Sacred Space – Mt Carmel Campus;
- Establish an ANZAC memorial in conjunction with the local RSL chapter as a place of contemplative reflection;
- Review component 1.1 – Religious Identity and Culture as part of the Cyclical Review process.

How are we going to do this:-

- Staff prayer celebration in Term 1 to launch Vision and Mission Statement;
- Use literature and the philosophy of journeying together as a central focus for visioning and community cohesion;
- Identify and celebrate significant religious days, events and opportunities for prayerful celebration within the school community;
- Re-establish Religious Education Implementation Team who will provide direction towards the Religious Education Validation process through planning processes, assessment and PD;
- In conjunction with the Parish and Stella Maris, provide sponsorship for four staff members to walk in the steps of St Francis;
- Form a committee comprised of BCEO Arts Consultant, staff and parents to create a reflection wall on the Mt Carmel Campus.
- Component 1.1 - Engage in process to collect and collate relevant data and enter into SPARROW.
Priority 2 Learning and Teaching.

What we want to do:-

- Provide ongoing opportunities for staff to engage in Visible Learning;
- Connect and align pedagogy, quality teaching practices and professional learning that further develop teachers’ capacity to respond to the impact of their teaching;
- Develop and implement a Student Behaviour Support Plan and communicate this to all stakeholders;
- Continue to implement the Australian Curriculum with a focus on effective planning and formative assessment practices.
- Revise aspects of Summary of Achievement (Work and Social Habits);
- Use relevant data to inform and direct effective pedagogy and measure growth.
- Further develop the Five Faces of Quality Teacher;
- Plan for innovative and creative opportunities for student engagement and publicly demonstrate and celebrate achievements with the wider community;
- Continue to utilise the eLearning Coach to assist teachers to embed ICLTs into their learning and teaching;
- Use data on BI tool to analyse student achievement, inform the planning, teaching and learning processes;
- Review 2.5 Learning and Teaching Improvement as part of the Cyclical Review process.

How are we going to do this:-

- Engage staff in a series of mini-projects designed to develop competency in the strands of Visible Learning;
- Embed Learning Dispositions and Learning Language across the school;
- Use effective feedback processes to measure and inform future learning and teaching;
- Establish practices and processes to identify evidence of the positive impact of teaching on each student’s learning;
- Establish processes, practices and tools to continue to develop a culture for learning and high impact teaching;
- Guidance Counsellor to collaborate with Consultant – Student Behaviour Support to initiate a process with staff to develop a Student Behaviour Support Plan which complies with BCE Guidelines and publish this on school website;
- Review Work and Social Habits of the Summary of Achievement through the lens of the Learning Dispositions;
- Implement Transformational Goal Setting processes with staff and provide ongoing support in the achievement of these goals;
- Release eLearning Coach for one day per week.
- Provide PD session for teaching staff to ensure all can access and navigate data available within the BI tool;
- Component 2.5 – Begin to use internal and external Benchmarking data to evaluate growth in student learning;
Priority 3 Professional Practice and Collaborative Relationships.

What we want to do:-

- Further develop a culture of collegiality and professional support through goalsetting processes, Visible Learning team, Think Tank, Strategic Renewal Review groups and Religious Education Implementation team.
- Continue to deepen the positive relationship between parish, school and Stella Maris;
- Communicate clearly to parents the principles and language embedded in Visible Learning;
- Communicate clearly to parents all school policies and procedures;
- Communicate school’s goals to staff and revisit at regular intervals;
- Enhance positive staff relationships;
- Refine goal setting practices as transformational goals in line with *Five Faces of a Quality Teacher*;
- Establish Learning Coordinator role to provide direction and support for school priorities and staff projects;
- Review 3.5 Accountability and Compliance as required for External Review.

How are we going to do this:-

- Regular meetings with various teams to review progress and to set future directions;
- Schedule nominated staff meetings for explicit focus in identified areas;
- Provide feedback to parish priest and Staff of Stella Maris on outcomes from St Francis experience;
- Principles and language of Visible Learning communicated through Parent Partnership meetings, newsletters, website and Vision ceremonies;
- Publish on electronic sign, school website, and parent portal and social media sites all relevant elements of school policies and procedures;
- Staff engagement days eg Bike Day, staff breakfasts, social gatherings etc.
- Leadership Team meet with staff to reflect on journal musings to determine specific transformational goals which will result in improved learning outcomes for students;
- Complete and have validated Component 3.5 prior to External Review.
Priority 4 Strategic Resourcing.

What we want to do:-

- Use school renewal Plan to inform school resourcing;
- Continue to develop budgets with school board, BCE and appropriate staff input;
- Adopt collaborative processes and refine current financial practices to develop and manage budgets and recover outstanding debts;
- Articulate clear procedures which ensure transparent monitoring, recording and reporting of school funds and expenditure;
- Utilise Great Teachers = Great Results funding within context of Learning Coordinator and the TEACH component of DELT to enhance both general and Visible Learning Professional Development opportunities;
- Utilise Learning Enhancement teacher release funding (239 days) to support the delivery of excellent learning and teaching within the school;
- Embed sustainable environmental practices into school processes;
- Investigate a one-to-one device program for students in identified year levels with plans to implement at the beginning of 2016;
- Review 4.2 Learning Environments as required for External Review;
- Review 4.5 School Improvement as required for External Review;

How are we going to do this:-

- Employ Administrative staff in the roles of Finance Manager and Administrative Support Officer;
- Utilise trial staffing position of Learning Coordinator to utilise funding and resourcing of DELT (Great Teachers = Great Results) and Learning Enhancement resources in order to positively impact on student learning outcomes;
- Access Gaming Grant resources to employ a sustainability consultant to implement sustainable practices eg installation of water tanks, composting and recycling programs;
- Attend Sustainability Conference in Hobart to deepen understanding of sustainable practice;
- Learning Coordinator and eLearning Coach communicate with staff from other schools, BCEO personnel and IT providers to determine future actions and implementation timeline of one-to-one device initiative;
- Regular reporting of financial statements by School Principal to Parish Priest, School Board and Parish Council;
- Complete and have validated Component 4.2 prior to External Review;
- Complete and have validated Component 4.5 prior to External Review.