St Peter Chanel
Strategic Renewal Plan
2017 - 2020

Goals and Actions for 2017

Strong Catholic Identity

Goals for 2017
We intend to:

- Enhance prayer and worship within the life of the school by responding to the outcomes of the Cyclical Review Process of 2016.
- Improve classroom teaching of Religion by responding to the recommended areas for further development as outlined in the 2016 External Validation.
- Deliver a planned and integrated approach to leadership for mission.

Therefore we will:

- Provide focused support for classroom teachers to develop strategies to ensure that classroom prayer is a valued part of class routine. Ensure that children are developing in their prayer life through learning different forms of prayer. Student involvement in prayer development and the enhancement of their prayer experiences will be supported with further resourcing, including music and sample prayers.
- Explore ways to share and celebrate special days on the Church calendar, in class and across the school.
- Review elements of whole school worship, including potentially widening the repertoire of music at such gatherings, as well as possible involvement of the school choir. Consideration also to be given to including more parts of the Mass on the screen and effectively communicating the roles of those involved in the celebration.
- Investigate ways to further encourage the involvement of staff at weekly staff prayer gatherings.
- Consider creating a special quiet / thinking area for reflection or prayer in school grounds.
- Look for and enact opportunities to implement Brisbane Catholic Education (BCE) High Yield Strategies when delivering excellence in learning and teaching in Religious Education. These will include the use of data, review and response processes, learning walks and talks, development of school stories, attention to professional learning resources and recognition that we are a learning community.
- Monitor and refine planning for classroom teaching of Religion, especially with regard to Line of Sight documents and in alignment with the Achievement Standard, Learning Intentions and Success Criteria and Assessment tasks.
- Regularly review and respond to data regarding the effectiveness and cohesion of the Scope and Sequence document, for the Religious Education of our community.
- Support teachers to review and develop assessment practices of high rigour that align with identified achievement standards.
- Continue to investigate authentic opportunities to embed digital tools and activities within teaching and learning and communicate these effectively with parents and the wider community.
- Contemplate, discuss and identify our 2017 school theme, stemming from our mission and building on the 2016 theme.
- Consult with the community, then develop a yearly overview of class, whole school, staff and community activities reflective of the theme. Regularly communicate events and reflect on the theme with the community, for example via the school newsletter.
Excellent Learning and Teaching

Goals for 2017

We intend to:

- Advance student progress and achievement, with a focus on literacy.
- Innovate for excellence.
- Achieve maximum learning potential by working with parents and carers and the broader community to support each child.

Actions for 2017

Therefore we will:

- Advance and monitor the school-wide SMART Goal around growth in performance in reading for every learner.
- Provide professional development and resources to staff to advance support for the effective and expected teaching practices of 1. Planning and teaching using the Australian Curriculum, 2. Employing the Gradual Release of Responsibility model, 3. Enhancing assessment techniques, 4. Increasing monitoring of student progress, and 5. Engaging a variety of monitoring processes.
- Implement high yield strategies of 1. Data Walls, 2. Review and Respond, and 3. Learning Walks and Talks, with a particular focus on the area of literacy.
- Build on innovative learning and teaching practice, within and beyond the classroom. This shall include active support of members of staff who identify, through their professional goals, the need to focus on innovation for excellence within their classrooms, as well as innovative extracurricular opportunities for students of all year levels, such as the robotics and STEM ‘clubs’.
- Build on the work commenced in 2016 under the guidance of Sue Prior (BCE Gifted and Talented Consultant). Incorporate the use of data to identify where students have strengths / gifts and in which areas. Teachers are encouraged to research, explore and develop innovative opportunities to advance students’ strengths, both in class and extracurricular settings. Opportunities will be provided for teachers to share innovative practices with their colleagues.
- Maximise the financial support provided by the Parents and Friends Association to support innovative lunchtime initiatives.
- Discuss as a community, options for greater recognition for academic and non-sporting strengths, including consideration of what other school communities may do in this area. Develop a suite of options and implement those that are suitable for our school community.
- Support faith development, positive partnerships and Parish initiatives, such as fostering student / family attendance at Sunday worship, through coordinated year level engagement in Mass.
- Provide parents with information around excellent teaching and learning initiatives across the school.
- Provide parents with information around practical activities to encourage engagement with their child’s / children’s reading in the home, to support the focus SMART Goal relating to the advancement of reading for every student.
- Broaden and clarify our means of communication with parents, carers and the wider community, by enhancing the school website and Parent Portal (inclusive of school policies), as well as formalising and advancing the school’s marketing plan.
Building a Sustainable Future

**Goals for 2017**

*We intend to:*

- Respond to elements of the 2016 BCE Staff Survey which provided feedback around the quality of work life in our school, including areas such as staff satisfaction, engagement and well-being.

- Develop a sustainable future strategy, informed by church teaching and informed by broader evidence.

- Support continuous improvement and growth at individual, team and whole school levels.

- Improve the health, safety and learning environment by advancing a well understood and consistent approach to safety and well-being.

- Optimise the use of technology to support teaching and learning through the enactment of the school’s Digital Strategy, 2016-2018.

- Review the school’s master plan in readiness for the school’s next stage of development.

**Actions for 2017**

*Therefore we will:*

- Open up January pupil free day professional development activities to all members of staff.

- Develop strategies relating to three key focus areas, following discussion with staff around Survey feedback.

- Commence regular School Officer professional development opportunities and meetings in 2017 and beyond.

- Advance and finalise the school’s Stewardship and Sustainable Environmental Position and Practices, drawing on the services of our energy consultant.

- Continue to focus on educating the whole school (students, staff and wider community) on the importance of reducing waste, energy consumption and water usage.

- Support teachers to advance their professional learning goals as related to the school’s Strategic Renewal Plan. Increase opportunities for teachers to share practice and provide / receive feedback on teaching and learning.

- Introduce School Officers to the performance and development process by supporting their development and advancement of a professional learning goal.

- Provide targeted support to identified year level teams, characterised by a number of new team members.

- Review and develop the school’s existing Behaviour Support Plan to bring it into alignment with Positive Behaviour for Learning (PB4L) approaches, focusing on staff professional learning.

- At a whole school, class and individual (as needed) level, teach explicitly those behaviours, attitudes and actions that promote our school as a place of safety, well-being and learning, that allows all to progress. The school behaviour matrix that connects love of self, others, learning and the environment with behaviour in the classroom and across the school shall be further developed and referred to. These behaviours will be explicitly taught with associated positive language.

- Investigate and implement effective practices in ICT to advance student progress in reading.

- Strategically assist members of staff to navigate around the KWeb and the BI Tool, with a focus on elements that will enhance progress of the school’s SMART Goal relating to reading.

- Strategically plan to align staff professional development with the roll out of iPads across the early years. Provision will be made for the acquisition of apps and programs to support innovation in learning across the curriculum.

- Consult with BCE personnel to develop a stronger understanding about projected enrolments and future facility needs.

- Refer to the consultancy firm who has planned and progressed previous facility development to review the current master plan in light of emerging needs and priorities.

- Commence consultation with community stakeholders around future facility development, particularly as it relates to enhancing excellence in teaching and learning.