# St Peter Chanel School Strategic Plan

## 2018 - 2022



The Truth In Love

### School Vision and Mission

St Peter Chanel School is:

- ✓ a Catholic Christian faith community, grounded in the Gospel values of dignity, respect, justice and joy;

- ✓ inspired by the traditions of the Sisters of Charity and the Marist Fathers;

- ✓ committed to high quality, engaging and life-giving learning and teaching for both the present and the future;

- ✓ attentive to the natural, physical and social environments of our school community within the global context.

### School values

In addition to our school's focus on the Gospel values of dignity, respect, justice and joy, we live by what we have identified as the Chanel Virtues: Charity, Hope, Acceptance, Nurture, Excellence and Love.

## Strong Catholic Identity

| Objective 1: Mission | Objective 2: Formation |
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| St Peter Chanel School reflects a holistic approach to our role in the mission of the church to spread the good news, to serve others and to build up the Christian community. | The school community embraces the significance of staff formation in the development of a strong contemporary Catholic identity and a vibrant school culture. |

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| *Improvement indicator 1.1*<br>Jesus, Saint Peter Chanel, the Marist Fathers and the Sisters of Charity are recognised and explicitly used as role models in serving others.<br>*Improvement indicator 1.2*<br>All members of staff engage in prayer and worship on a regular basis.<br>*Improvement indicator 1.3*<br>All students and members of staff actively engage in charitable works, particularly to support priority missionary work identified by BCE and the school community. | *Improvement indicator 2.1*<br>All teaching staff identify and review personal formation goals as part of their annual goal setting.<br>*Improvement indicator 2.2*<br>All non-teaching staff engage in formation experiences on an annual basis.<br>*Improvement indicator 2.3*<br>Holistic and inclusive spiritual and faith formation opportunities (that align with the BCE Formation Framework) are offered to staff and students. |
| *Strategies for improvement 1.1*<br>Develop the school's charism through reviewing and developing the focus on Saint Peter Chanel, the Marist Fathers and the Sisters of Charity, including initiatives across the church calendar, such as on the feast day of Saint Peter Chanel.<br>*Strategies for improvement 1.2*<br>Review, refine and develop opportunities for staff prayer and worship.<br>*Strategies for improvement 1.3*<br>Opportunities are provided for staff and / or students to participate in identified charitable and missionary work that connects with the school's yearly theme. | *Strategies for improvement 2.1*<br>Establish, develop and progress a comprehensive staff formation framework that provides a strong foundation for personal, spiritual and theological growth of staff, connected directly to their personal and professional lives. |

| Objective 3: Learning and Teaching | Objective 4: Culture |
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| St Peter Chanel School community shares a common language and understanding that enables teachers to lead, engage and teach, with a recontextualising Catholic world view. | The school community reflects to all the Gospel spirit in a Christian way that permeates all facets of the school culture and climate. |

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| *Improvement indicator 3.1*<br>Teachers of religion demonstrate in their pedagogy, planning and conversations with the APRE, solid religious literacy.<br>*Improvement indicator 3.2*<br>Alignment exists between religious literacy, pedagogy, planning, teaching, learning, resourcing, assessment and reporting.<br>*Improvement indicator 3.3*<br>Key theological underpinnings and concepts are understood and shared within the community, with a Catholic perspective clearly embedded across the curriculum.<br>*Improvement indicator 3.4*<br>Movement through the BCE Accreditation process is prioritised for those concerned / involved within the school, with progression rising from a 'personalised' plan. | *Improvement indicator 4.1*<br>The explicit and implicit curriculum clearly expresses the school's religious identity and culture.<br>*Improvement indicator 4.2*<br>The school Behaviour Support Plan reflects the Gospel values, including that each child is created in the image of God. |
| *Strategies for improvement 3.1*<br>Continue to target professional development to build teacher religious literacy capacity, to better teach the Archdiocesan RE curriculum.<br>*Strategies for improvement 3.2*<br>Review and develop resources available to teachers to enhance their religious literacy and the teaching of religious education.<br>*Strategies for improvement 3.3*<br>At the planning phase across Learning Areas, share and discuss with teachers relevant key theology and Catholic perspectives.<br>*Strategies for improvement 3.4*<br>Engage teachers in professional learning around BCE's Shaping Paper, *A Catholic Perspective on Relationships and Sexuality Education,* together with KWeb res*ources*, then progress implementation from Prep – Year 6.<br>*Strategies for improvement 3.5*<br>Create and implement a more formalised process, delivered by a dedicated member of the Leadership Team and including explicitly documented communication, which personalises, supports and progresses teachers in moving from interim to full accreditation status to teach religious education. | *Strategies for improvement 4.1*<br>Implement a number of connected curricular projects that express the religious and spiritual formation of the school community.<br>*Strategies for improvement 4.2*<br>Knowledge and skills of staff and students in The Arts are utilised to effectively communicate and promote elements of the religious identity and culture of the school.<br>*Strategies for improvement 4.3*<br>From a Catholic culture perspective, the staff engages in focused discussions leading to follow-up actions around the ways in which areas of learning are presented and timetabled, classroom pedagogy is experienced, student engagement in learning is promoted, assessment and reporting processes occur and student well-being is nurtured. |

# Excellent Learning and Teaching

| Objective 1: | Objective 2: | Objective 3: |
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| Consistent practices and a collaborative school culture is evident in St Peter Chanel School's targeted focus on literacy learning and teaching, with an emerging view towards numeracy. | The school places high priority on ensuring that classroom teachers, in their day-to-day teaching, identify and address the learning needs of individual students to provide differentiated teaching and learning. | St Peter Chanel School will enhance the use of our available digital resources, whilst leveraging emerging technologies, to support the changing needs and expectations of staff, students and parents. |
| ***Improvement indicator 1.1*** <br> The school has a clearly documented whole-school plan for curriculum delivery that is aligned with the Australian Curriculum and BCE priorities. <br> ***Improvement indicator 1.2*** <br> All teachers collaborate to gather, analyse and use data strategically to inform teaching and learning. <br> ***Improvement indicator 1.3*** <br> Teachers engage in reflective practices through observations and feedback. <br> ***Improvement indicator 1.4*** <br> Teachers articulate the impact of their teaching on learning and act on that knowledge to deliver growth in student learning. <br> ***Improvement indicator 1.5*** <br> Staff discussions, both formal and informal, reflect a shared responsibility for the outcomes of our students' learning and progress. <br> ***Improvement indicator 1.6*** <br> All students demonstrate growth in their literacy learning and the effect size of student growth at our school is comparable to BCE system data. <br> ***Improvement indicator 1.7*** <br> BCE identified targets in relation to reading and writing are achieved by the BCE prioritised timeframe of 2020 (or sooner). | ***Improvement indicator 2.1*** <br> The school Leadership Team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged in challenging, meaningful learning and that learning is successful. <br> ***Improvement indicator 2.2*** <br> Teachers are able to identify student readiness, interests and learning styles (through use of data) and connect these to why there is the need to differentiate teaching and learning. <br> ***Improvement indicator 2.3*** <br> Pedagogy, planning, teaching, learning and assessment clearly articulate (as appropriate) what is differentiated and how in terms of content, process, product and environment. <br> ***Improvement indicator 2.4*** <br> Instructional strategies and management tools are intentionally employed by all teachers to differentiate curriculum. | ***Improvement indicator 3.1*** <br> Digital analytics is used by school leadership to identify student learning progress and risks which may hinder progress, guide future planning, and inform strategy development and decision making. <br> ***Improvement indicator 3.2*** <br> Teachers regularly use digital tools to monitor, assess and respond to each student's progress. <br> ***Improvement indicator 3.3*** <br> Digital resources provide insight to student learning, progress and achievement and are strategically used by teachers to progress student learning. <br> ***Improvement indicator 3.4*** <br> All students engage in digital environments with confidence and an understanding that digital technologies can deepen their learning and foster innovation. <br> ***Improvement indicator 3.5*** <br> Students and teachers regularly interact through online communication, cultivating and demonstrating a collaborative culture of learning. |
| ***Strategies for improvement 1.1*** <br> Attention is provided to ensure 'vertical' alignment of the curriculum for continuity and progression. Focus is given to the General Capabilities and Cross-curricular Priorities so that they are valued and used. <br> ***Strategies for improvement 1.2*** <br> Each year the school identifies, develops and advances a SMART Goal, reflective of progress in literacy (and in due course numeracy). <br> ***Strategies for improvement 1.3*** <br> School leadership and teachers consistently engage in the BCE identified high yield strategies and expected and effective practices. <br> ***Strategies for improvement 1.4*** <br> School leadership leads and models professional learning in the school and encourages and supports staff to learn from each other, sharing and showcasing best practice. <br> ***Strategies for improvement 1.5*** <br> The school encourages and supports teachers to continue formal study and celebrates professional successes. | ***Strategies for improvement 2.1*** <br> Develop and implement a systematic professional learning plan for teachers that supports knowing what to modify and why, together with how this is achieved. <br> ***Strategies for improvement 2.2*** <br> Identify, develop and progress a model of differentiation that will support all teaching and learning. <br> ***Strategies for improvement 2.3*** <br> Teachers encourage and assist students to monitor their own learning and to set goals for future learning. <br> ***Strategies for improvement 2.4*** <br> Communication with parents and families provides information about where students are in their learning, what progress they have made over time, and what they might do to support their children's future learning. <br> ***Strategies for improvement 2.5*** <br> Tailored, early and sustained interventions are in place for students identified as requiring additional support. | ***Strategies for improvement 3.1*** <br> The school's *Digital Strategy 2016-2018*, is reviewed, enhanced and extended. <br> ***Strategies for improvement 3.2*** <br> Classroom support and professional learning for digital skill development are strategically planned and implemented, for both staff and students. <br> ***Strategies for improvement 3.3*** <br> Foster parent and teacher communication through digital and online tools. |

## Building a Sustainable Future

| Objective 1: | Objective 2: | Objective 3: |
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| St Peter Chanel School community embraces our call as Christians to care for creation, for present and future generations. | The school's master plan ensures facilities and learning spaces meet current and future needs, as well as reflect contemporary student centred learning. | The culture at St Peter Chanel School promotes student and staff well-being. Staff morale is high and a strong collegial culture exists. The school actively seeks ways to enhance student learning and well-being by partnering with parents and families, the parish and wider community. |
| ***Improvement indicator 1.1***<br>Eco-literacy within learning and teaching programs and professional learning is encouraged, supported and expected by school leadership, with staff and students actively demonstrating their understanding of their impact on the environment.<br>***Improvement indicator 1.2***<br>Principles of sustainability and environmental stewardship within renewal processes are embedded and aligned.<br>***Improvement indicator 1.3***<br>Personal and communal ecological conversion and establishing community partnerships are promoted.<br>***Improvement indicator 1.4***<br>Consumption / reduction targets are set and achieved annually. | ***Improvement indicator 2.1***<br>The newly created facilities master plan reflects vibrant and innovative learning spaces that are designed to enhance teaching and learning.<br>***Improvement indicator 2.2***<br>There is a visible link across the school between pedagogy, space and technology.<br>***Improvement indicator 2.3***<br>Furniture acquisitions are informed by considering learning activities, learning configurations, learning characteristics, pedagogical and primordial spaces, together with AV considerations. | ***Improvement indicator 3.1***<br>Members of staff identify a positive sense of well-being, resulting in higher levels of tolerance, enthusiasm, energy and interest and lower levels of absence and stress. This is reflected in the bi-annual BCE *Staff Survey*.<br>***Improvement indicator 3.2***<br>Students identify a positive sense of well-being, resulting in better learning outcomes, improved attendance and more positive behaviour. This is reflected in student learning data, attendance rates and data from the *Student Behaviour Support System (SBSS)*.<br>***Improvement indicator 3.3***<br>A whole school approach to well-being is evident with parents, students, staff and the wider community working together to create a supportive environment that promotes well-being on social, emotional, behavioural and spiritual levels.<br>***Improvement indicator 3.4***<br>Strategic use of partnerships with families and the community, based on identified need, is recognised and progressed, with evidence of intended impact monitored. |
| ***Strategies for improvement 1.1***<br>Finalise, then progressively implement the school's *Stewardship and Sustainable Environmental Position and Practices*.<br>***Strategies for improvement 1.2***<br>Adopt strategic management strategies, informed by current and emerging practices and innovations, to reduce waste, energy consumption and water usage.<br>***Strategies for improvement 1.3***<br>Audit consumption, then establish and monitor yearly targets (based on historical data) to reduce waste, energy consumption and water usage. | ***Strategies for improvement 2.1***<br>Continue conversations with BCE Building Services Team and building project consultants in terms of master planning for the short, medium and longer term.<br>***Strategies for improvement 2.2***<br>Evaluate existing facilities and learning spaces in terms of use and as a way of identifying contemporary pedagogies that teachers may wish to explore.<br>***Strategies for improvement 2.3***<br>Explore and examine as a staff how learning activities dictate furniture configuration and learning spaces, subsequently linking pedagogical space and primordial space (and technology / AV considerations).<br>***Strategies for improvement 2.4***<br>Engage with the BCE Classroom Learning Space Revitalisation Project to capitalise on connecting pedagogy and learning spaces. | ***Strategies for improvement 3.1***<br>Investigate whole school approaches to well-being, including (BCE recommended) associated documented implementation processes, clear actions and resources for schools. Subsequently, discern and implement the most appropriate approach/es for our school's circumstances.<br>***Strategies for improvement 3.2***<br>Identify and employ multilayered strategies with a unifying purpose and common set of values that focus on student and staff mental health and well-being, including staff and student voice.<br>***Strategies for improvement 3.3***<br>The school promotes innovation and a culture of curiosity and inquiry.<br>***Strategies for improvement 3.4***<br>Staff well-being strategies are collaboratively developed and monitored.<br>***Strategies for improvement 3.5***<br>A partnership strategy, including parent engagement, is mapped and fostered. |