

ST PETER'S ROCHEDALE

STRATEGIC REVIEW

2012 - 2016



Priority One - Mission and Religious Education

Broad Strategic Goal: *We are building a culture of a community that gives authentic witness to and experiences of Catholic traditions in order to nurture the classroom teaching of religion and the religious life of the school and live the Good News message of Jesus Christ.*

BCE Strategic Intent	2012 Goals	2013 Goals	2014 Goals	2015 Goals	2016 Goals
1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.		Use the new Vision and Mission Statement to develop a shared understanding of our purpose as a Catholic Christian School Community			We will use data and information from the Leuven study to strengthen and promote Catholic Identity at St Peter's.
1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.	Continue to highlight the charism of St Peter and Nano Nagle and focus on St Mary of the Cross MacKillop during RE planning and unit development.		To continue with the Religion Curriculum implementation during 2014 so that we will be ready to have our program validate in 2015. Class teachers will moderate in Religion during the CTJ process in Term 4.	Incorporate the Visible Learning pedagogy using data, evidence and contemporary research to improve student engagement and learning in RE.	
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.				To strengthen the Catholic Identity at St Peter's by ensuring authentic experiences of Catholic Traditions and values are practiced regularly.	
1.4 A cohesive and integrated approach for the spiritual formation of staff.	During 2012 a team of staff will participate in the BCE Catching Fire Spirituality Program.	During 2013 another team of staff will be offered the opportunity to participate in the second year cohort for the Keepers of the Flame Program.			
1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.		By the end of 2013 we will have a team of teachers assist all staff in the implementation the new Religious Education syllabus.			Using reflected practice we will develop and promote knowledge, deep understanding and skills about the Catholic and broader Christian tradition.

<p>1.6 A shared understanding of and practical responses to Catholic Social Teaching.</p>			<p>By the end of 2014 we will have developed a Reconciliation Action Plan for St Peter's community so that we have a comprehensive approach to developing our knowledge and understanding of Aboriginal and Torres Strait Islander perspectives and culture.</p>	<p>To better understand how our Catholic Identity is expressed in practice.</p>	
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Priority Two – Learning & Teaching

Broad Strategic Goal: *We are building a school where whole school approaches are being developed and influenced by our Vision for Learning and Teaching, the BCE Learning and Teaching Framework and evidence based research to support the engagement, success and diverse capabilities of each student.*

BCE Strategic Intent	2012 Goals	2013 Goals	2014 Goals	2015 Goals	2016 Goals
2.1 Enhanced pedagogical practice that is data-informed and evidence-based.	Review the documenting of planning, assessing and reporting procedures for consistency in all areas.	By March 2013, we will have engaged the services of external consultants so that we can further develop teacher capacity through the National Partnership funding.	To complete and launch the Vision of Teaching and Learning policy by the end of 2014 so that we have a consistent school wide pedagogy.	To improve planning, collaboration and documenting processes in order to provide learning environments that focus on the individual student as a person and a learner.	
2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.	Continue the implementation of the Australian Curriculum with an extended focus to include Maths and History and consolidate our development and understanding of English and Science.				
2.3 Improved literacy and numeracy standards.			By February we will have identified staff for participation in the Reading to Learn – Learning to Write program for 2014 so that we can support learners to recognise and use literate patterns and in subject specific texts and select texts and analyse language patterns to plan lessons and programs.	Develop shared practices that ensure high quality curriculum and pedagogy using the contemporary research, practice of John Hattie’s Visible Learning, especially in the area of Literacy	
2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based		By November 2013, we will have enabled and promoted new thinking and practices			

kindergarten and year 7 to secondary.		to build teacher capacity and ownership in order to increase confidence in decision making and judgements about teaching and learning and curriculum planning.			
2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.				Develop shared practices that ensure high quality curriculum and pedagogy using the contemporary research, practice of John Hattie's Visible Learning, especially in the area of Literacy	
2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.		By November 2013, we will have created a Vision of Teaching and Learning statement that clearly articulates our educative purpose to ensure consistency across all year levels.			We will use reflective practices of Visible Learning strategies in order to maximize the effects of the teaching and learning cycle so that we can best respond to the individual learning needs and see a progression in student achievement, especially in reading and writing.
2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.					
2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.			By the end of 2014 the staff will be very familiar with the Business Intelligence Tool and able to utilize information with the specific intent of using data to inform unit planning, assessment and reporting.		

Priority Three – Professional Practice & Collaborative Relationships

Broad Strategic Goal: *We are building a safe, healthy and productive school environment for students, staff and community to enhance professional practice and engagement.*

BCE Strategic Intents	2012 Goals	2013 Goals	2014 Goals	2015 Goals	2016 Goals
3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.			During 2014 we will build on the Vision and Mission of the school with an emphasis on strengthening relationships between and among staff and building professional standards and performance	By the end of 2015 we will have inducted a new APRE into the school community and continue to strengthen partnerships with clergy and parish.	
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.				By the end of Term 4 we will have built on processes to include parent and student participation with goal setting for students using the matrix from Positive Partnerships.	
3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.				During Term 3 and 4 we will have staff from Yrs 3 to 6 participate in the MYCAC program delivered by local and BCE speech pathologists and Inclusive Ed staff.	We will develop and use processes and communication methods to nurture a culture where staff are engaged in professional learning and collaborative/reflective practices.
3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.					
3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.	Successfully manage the APRE Review process.		By the end of Term 2 2014 we will have continued with the development and completion of the school plan for Positive Behaviour 4 Learning (SWPB) with the introduction of Tier 2 system in order to create positive learning environments.		
3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.	Develop and promote a collaborative, comprehensive approach to a productive, supportive school community.				

<p>3.7 A safe, healthy and productive school environment for students, staff and community.</p>		<p>By November 2013, we will have participated in professional development and reflection to reflect on the behaviour management practices at St Peter's with a view to developing consistency among the teaching and learning of behaviour using the School Wide Positive Behaviour Program.</p>	<p>By the end of 2014 we will have Implemented suggestions and processes from the Positive Partnerships – Productive Pedagogy program and made changes to curriculum planning documents to include specific pedagogical and environmental adjustments for individual students within the class in order to support and cater for students with diverse needs.</p>		
<p>3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.</p>		<p>By May 2013 we will have completed the External Review as part of the Brisbane Catholic Education School Cyclical Review process.</p>			<p>We will establish leadership precincts in order to develop a shared responsibility of pastoral care processes and relationships amongst members of the community.</p>

Priority Four – Strategic Resourcing

Broad Strategic Goal: We are building and establishing processes to effectively and justly manage the provision of equitable resources required for the current and future members of St Peter's Community.

BCE Strategic Intents	2012 Goals	2013 Goals	2014 Goals	2015 Goals	2016 Goals
4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.	Formulate and monitor school strategic plan for 2012 - 2016				By the beginning of Term 4 we will have reviewed the St Peter's school strategic plan for the past 5 years.
4.2 Collaborative processes are in place to develop the budget and to allocate resources.		By November 2013, we will have continued to make improvements to our environment and our resources so that we can provide students with a more effective quality, inclusive education	During 2014 we will have ensured that collaborative methods are used to ascertain needs so that there is an alignment between priorities and equitable distribution of resources.	During 2015 we will engage with the new structure for support from BCE Support Accountants so that we can review procedures for budget allocations and ensure equitable use of funding and budget allocations.	By the end of 2016 we will ensure that appropriate processes are in place to ensure strategic goals and directions have sufficient allocation in budget priorities.
4.3 The formation and professional learning of staff is clearly evident in budget priorities.					
4.4 Resourcing decisions and priorities support financial accessibility for families.					
4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.	Staff and students to become familiar and competent in the use of the new information systems.	By November 2013, we will have enabled and promoted ICLT thinking and practices throughout our curriculum planning so that we can effectively use the LIFE Learning Management System.		By January 2015 we will have replaced all laptop computers for staff and students. Investigate use of iPads in Prep years.	
4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools.					
4.7 Contemporary learning approaches inform the planning, design and use of facilities.	Support staff and students to embed ICLT into the curriculum.			By the end of Term 2 we will have engaged in the BGA application process for the construction of a new Admin block to better cater for the needs of the community.	By the end of 2016 we will have completed the BGA building process so that we have contemporary facilities to accommodate support staff.