



St Mary of the Cross School

Strategic Plan 2018-2022

VISION & MISSION	Our vision is to be a Catholic community, “One in Christ”, inspired through faith, learning and action.
VALUES	<p>FAITH: Knowledge of connection to Catholic faith through and understanding of beliefs, Church, scripture, prayer and celebration. Living out the Charism of Mary MacKillop.</p> <p>LEARNING: Achievement of personal excellence through; explicit student centred learning. A connected, personalised, active and interactive environment.</p> <p>ACTION: Commitment to service through; the recognition, development and celebration of individual gifts and talents. Active outreach and engagement with others in our community.</p>

THEME	<i>Strong Catholic Identity</i>
Objective	The school’s Catholic identity is reflected in the school wide approach with the formation of staff, students and parents that is holistic, inclusive, personally meaningful and supports the individual’s spiritual journey.
Improvement Indicators	<ul style="list-style-type: none"> • The formation and professional learning of staff is clearly evident in budget priorities. • Internal review of the Religious Life of the School P-12 elaborations demonstrates improvement across all four components. • Increase in numbers of students, including staff being part of the Catholic faith.
Improvement Strategies	<ul style="list-style-type: none"> • Identify and engage facilitation of a spiritual formation program for staff.

THEME	<i>Strong Catholic Identity</i>
Objective	A recontextualised Catholic perspective is integrated and embedded across all learning areas.
Improvement Indicators	<ul style="list-style-type: none"> • All staff are confident in engaging with religious education curriculum. • All assessment tasks are linked to achievement standards. • Consistent learning intentions and success criteria are evident across year levels.
Improvement Strategies	<ul style="list-style-type: none"> • Effectively use short term planning cycles with REO. • Embed learning intentions and success criteria in the planning process with religious education. • APRE meet with classroom teachers regularly to assist with planning and implementing high quality unit plans.

THEME	<i>Strong Catholic Identity</i>
Objective	The school is a cohesive community where all cultures, faiths and religions are acknowledged and valued.
Improvement Indicators	<ul style="list-style-type: none"> • Student-led events recognise special celebrations for other religions and cultures. • Staff lead and acknowledge cultural days across the year important to Indigenous Culture and other cultures.
Improvement Strategies	<ul style="list-style-type: none"> • Identify opportunities and plan celebrations of special events for all religions and cultures.

THEME	<i>Strong Catholic Identity</i>
Objective	The school community shares a deep understanding of a contemporary, recontextualised Catholic world view.
Improvement Indicators	<ul style="list-style-type: none"> • Teachers and parents have a common understanding on how Catholic identity is expressed through the school's mission practices and shared liturgies. • Enhanced teacher competency and confidence in theological understanding through Professional Development. • The Catholic Christian identity of the school is directly reflected in comprehensive and well established induction and orientation processes for all new staff.
Improvement Strategies	<ul style="list-style-type: none"> • Professional learning to deepen teachers' theological knowledge and its application in a diverse religious and cultural school community, including being part of the Catching Fire programme. • Deepen parents knowledge and understanding of the Catholic world view. • Develop policies and processes on student and staff wellbeing reflecting a Catholic understanding of the human person.

THEME	<i>Excellent Learning and Teaching</i>
Objective	All teachers and school leaders identify and utilise highly effective evidence based teaching strategies to improve learning outcomes for all students from the BCE model of pedagogy.
Improvement Indicators	<ul style="list-style-type: none"> • Brisbane Catholic Education Learning and Teaching Framework and Model of Pedagogy are adopted school wide. • Educational adjustments are used in curriculum planning and implementation on school based performance. • Systematic and consistent use of the three high yield strategies: data walls, review and response and learning walks and talks. • In-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes.
Improvement Strategies	<ul style="list-style-type: none"> • Explicit expectations with curriculum planning with follow up by the leadership team and planning on the portal. • Implementation of a coaching model focussed on the teaching of guided reading.

	<ul style="list-style-type: none"> • Develop an annual school wide plan for the implementation of the Disposition of Learning and Strategies of Learning. • Staff professional development with effective and efficient skills utilising the BI tool and data upload.
--	---

THEME	<i>Excellent Learning and Teaching</i>
Objective	Each student achieves their potential through effectively embedded literacy strategies.
Improvement Indicators	<ul style="list-style-type: none"> • 85% of all Prep students are reading at PM level 5 or higher. • 80% of all Year 1 students are reading at PM level 14 or higher. • 85% of all Year 2 students are reading at PM level 22 or higher.
Improvement Strategies	<ul style="list-style-type: none"> • Professional learning for teachers to build capacity with teaching phonics in context and literacy streaming. • Maintaining and utilising data walls to monitor student progress to inform supportive strategies along with review and response.

THEME	<i>Excellent Learning and Teaching</i>
Objective	The school community focuses on wellbeing for each student to provide a safe and respectful environment.
Improvement Indicators	<ul style="list-style-type: none"> • Reduction in SBSS incidents recorded. • Staff and students use a common language for managing resilience our social and emotional programme bounce back.
Improvement Strategies	<ul style="list-style-type: none"> • Implement a fortnightly buddies program focused on social and emotional student capabilities. • Review SBSS data to support individual Behaviour Support Plans.

THEME	<i>Excellent Learning and Teaching</i>
Objective	The school maximises learning potential with strong parent and community partnerships to support each child and their learning.
Improvement Indicators	<ul style="list-style-type: none"> • Increased attendance rate at parent teacher interviews. • 30% families engaged in parent information sessions. • Parent information nights about education.
Improvement Strategies	<ul style="list-style-type: none"> • Early engagement with students and parents to identify and respond to student learning needs. • Connect with allied health services to support student learning needs. • Establish a network of community organisations to support and assist families. • Collaborate and share information across learning settings. • Use strategic partnerships to deliver innovative and agile solutions to complex issues. • Collaborate with parents to deliver the Ready for Learning program to ensure students are actively engaged in their learning.

THEME	<i>Building a Sustainable Future</i>
Objective	Technology is optimised to support teaching, learning, collaboration and decision making conscious of NAPLAN online.
Improvement Indicators	<ul style="list-style-type: none"> • Technology skills. • Expenditure on technology resources is increased across school.
Improvement Strategies	<ul style="list-style-type: none"> • Conduct ICT professional learning with Apple Education. • Employ a technology teacher. • Move towards a one-to-one device programme.

THEME	<i>Building a Sustainable Future</i>
Objective	A consistent approach to the continuous improvement of the health and safety culture in the school.
Improvement Indicators	<ul style="list-style-type: none"> • All staff complete the Code of Conduct training. • All staff complete the Work Health and Safety Awareness training. • Grounds and maintenance staff complete all BCE training programs. • An increase in safety conversations using BCE devices.
Improvement Strategies	<ul style="list-style-type: none"> • The leadership team model safety leadership behaviours. • The leadership team actively initiate and participate in safety conversations.

THEME	<i>Building a Sustainable Future</i>
Objective	Collaborative and sustainable environmental practises enhance the culture or wellbeing and stewardship in the school community.
Improvement Indicators	<ul style="list-style-type: none"> • Student, family and local partnerships are engaged with school active travel on special days.
Improvement Strategies	<ul style="list-style-type: none"> • Plan, communicate and promote active school travel opportunities on special days. • Engage external consultants to develop a School Energy Reduction and Management Plan. Implement the recommendations and review our solar use and planning.

THEME	<i>Building a Sustainable Future</i>
Objective	The school culture focuses on teachers as learners to grow engagement, progress, achievement and wellbeing for each student.
Improvement Indicators	<ul style="list-style-type: none"> • All teachers' professional learning plans align with the school's strategic plan and the AITSL Australian Professional Standards for Teachers. • All teachers have a high level of pedagogical knowledge and skill based on the BCE high yield strategy.

	<ul style="list-style-type: none">• All classroom based practises are visible in teachers' planning observed in Learning Walks and Talks.• Use of our BI tool and data to ensure accountability to student growth.
Improvement Strategies	<ul style="list-style-type: none">• Use the National School Improvement Tool to identify areas to build the capability of teachers and school leaders.• Support teachers in developing professional learning plans informed by the AITSL Australian Professional Standards for Teachers.• Support teachers through feedback on teaching practise and provide opportunities for personal and collaborative professional learning across the Australian Curriculum and BCE's Religious Education Curriculum learning / subject areas.• The school leadership articulates our annual improvement agenda regarding BCE national and school based initiatives.• Support teachers with utilising the online tools and programs to view, analyse and communicate data to inform their teaching programs in the BI tools.