1 Mission and Religious Education

BG 1.1 Continued formation of staff as Catholic educators.

S 1.1.1 Grow staff confidence in working with the Religion curriculum.

A 1.1.1.1 Network with staff from local schools.
A 1.1.1.2 Focus on optimal Religion curriculum professional learning.
A 1.1.1.3 Prioritised staff meeting time to allow for increased staff input.
A 1.1.1.4 More RE focus at Professional Learning Team meetings.
A 1.1.1.5 Closer workings among RE Implementation Team.
A 1.1.1.6 Integrate Religion curriculum with more Learning Areas when planning.
A 1.1.1.7 Promotion of professional conversations around the learning and teaching of Religion.

S 1.1.2 Nurture the personal religious and spiritual lives of staff.

A 1.1.2.1 Pilgrimage to Brisbane's St Stephen's Cathedral in the January PD days for Mass, cathedral tour and a Pope Francis 'Joy of the Gospel' presentation by Sr Kari Hatherell.
A 1.1.2.2 Staff Prayer each Friday morning.
A 1.1.2.3 Religious/spiritual professional development opportunities critiqued for relevance and quality as they become known.

BG 1.2 Students to be knowledgeable and active participants in the Religious Life of the School.

S 1.2.1 Support staff in developing knowledge and skills to enhance religious celebrations and rituals.

A 1.2.1.1 Review resourcing.
A 1.2.1.2 Critique adequacy of designated sacred spaces.
A 1.2.1.3 Necessary provisions for staff to enhance liturgical calendar events and feast days.

S 1.2.2 Increased 'outreach' experiences for students.

A 1.2.2.1 Search for links/pathways between Religion curriculum and external community groups that can be followed.

S 1.2.3 Increased family Mass attendance.

A 1.2.3.1 Designated year level attendance at, and involvement in, weekend parish Masses to be explored.

S 1.2.4 Exposure to religious figures and personnel from external religious organisations.

A 1.2.4.1 Search for links between Religion curriculum, religious figures and external religious organisation personnel, and invite as required.

A 1.2.4.2 Students to associate with Sister Jenny and Father Joseph as often as possible.

S 1.2.5 Integrate parish youth.

A 1.2.5.1 Extend invitation for senior students to join parish youth at their fortnightly gathering in the school hall.

2 Learning & Teaching

BG 2.1 Further develop staff knowledge and skills to improve educational outcomes for all students.

S 2.1.1 BCE mandated Visible Learning to be investigated.

A 2.1.1.1 Staff Visible Learning Team to be established.

A 2.1.1.2 Staff Visible Learning Team to attend all relevant BCE designated professional learning days.
A 2.1.1.3 Staff Visible Learning Team to provide regular insights to staff and receive regular staff feedback.

S 2.1.2 Introduction of new interactive Touch Screen technology.

A 2.1.2.1 Relevant staff to adopt this new technology and engage in associated professional development.

S 2.1.3 Curriculum delivery that is adjusted and provides variety.

A 2.1.3.1 Pedagogical practice and resourcing to be constantly critiqued by staff and factored into all planning sessions.

A 2.1.3.2 Introduction of Individual Learning Plan (ILP) Meetings for verified students.

A 2.1.3.3 Support Teacher Inclusive Education facilitation of Hands Up Workshops for staff.

A 2.1.3.4 Professional Learning Team meetings to be regularly held each term.

A 2.1.3.5 A full day of release for curriculum planning for each teacher, each term.

S 2.1.4 Prep and other select students to be assessed/screened for vision, hearing, fine motor, gross motor and speech.

A 2.1.4.1 School support staff to assist teachers with relevant assessment/screening that is within their means.

A 2.1.4.2 Establish partnerships with eternal bodies, such as the University of Queensland (OT and Speech) and the Queensland University of Technology (Vision), to facilitate more specialised assessment/screening.

S 2.1.5 Professional learning for staff to align with school and personal goals.

A 2.1.5.1 Teachers to develop their 2015 Professional Learning Plans in conjunction with the principal.
A 2.1.5.2 Regular scheduling of relevant professional development focused staff meetings.

A 2.1.5.3 Principal discernment/consultation regarding external professional learning requests by staff.

BG 2.2 Enhanced learning environments that improve student participation and achievement across the curriculum.

S 2.2.1 Full implementation of Positive Behaviour 4 Learning (PB4L) practice.

A 2.2.1.1 PB4L staff working party to continue with implementation plan.

A 2.2.1.2 PB4L Tier 2 training to be undertaken by select members of staff PB4L working party.

S 2.2.2 More convenient access to technology for students.

A 2.2.2.1 iPad banks to be established in Early Years and Middle Years classroom areas.

S 2.2.3 Strengthening of Trinity College connections.

A 2.2.3.1 All staff to look for, and appropriately action, such connection opportunities, which might lead to the use/incorporation of college facilities and/or personnel.

S 2.2.4 Develop inspiring and functional contemporary learning spaces.

A 2.2.4.1 Establishment of Year 6 Common Room for independent, 'break away' activities.

A 2.2.4.2 Creative use of computers, iPad banks and new Touch Screen technology in relevant learning areas.

A 2.2.4.3 'Classroom Snapshots' to continue as part of Term 2 and Term 3 staff meetings.
BG 3.1 Holistic staff growth and development.

S 3.1.1 Further enhancement of staff professionalism.

A 3.1.1.1 Promotion of contents of BCE Code of Conduct.

A 3.1.1.2 Maintenance of a broad range of professional standards and responsibilities by staff, e.g. Student Protection Training, First Aid Training, First Response Fire Training.

A 3.1.1.3 Take opportunity to celebrate staff professional excellence, e.g. World Teachers' Day Luncheon.

S 3.1.2 Increased profile of Australian Institute of Teaching and School Leadership (AITSL) professional standards.

A 3.1.2.1 Inclusion of AITSL professional standards in teacher Professional Learning Plan development.

S 3.1.3 Informal professional learning opportunities to be promoted and encouraged among staff.

A 3.1.3.1 Avenues for staff to increase their engagement in professional reading to be considered.

A 3.1.3.2 Scheduled Professional Learning Team Meeting time to be maximised.

BG 3.2 Positive relationships across the school community and with the wider community.

S 3.2.1 Regular highlighting of the school's Core Values and Respect Rules.

A 3.2.1.1 Mention of Core Values and Respect Rules each week on assembly.
A 3.2.1.2 Students to be regularly explicitly taught Core Values and Respect Rules.

A 3.2.1.3 Student Councillors to espouse these values and rules, and be a positive and effective conduit to classes throughout the school.

S 3.2.2 Grow new Joeys' Engagement Teams (JETs) structure.

A 3.2.2.1 Frequent and clear communication on how parents and friends can engage and offer support within the school community.

S 3.2.3 Nurture and promote the school's military heritage.

A 3.2.3.1 Organise activities that highlight the ANZAC 100th anniversary.
A 3.2.3.2 Foster links with the Rats of Tobruk Association.

S 3.2.4 Connecting all school community members through organised school events.

A 3.2.4.1 Professional Practice and Collaborative Relationships Priority Team Members to be conscious of the wide parent preference for the organisation of family friendly school events.
A 3.2.4.2 Family friendly focus for the St Joseph's Twilight Markets.
A 3.2.4.3 Family friendly focus for Artworx2015.
A 3.2.4.4 Continuation of Sr Jenny's Friday Cuppa for parents, ex-parents, relatives and friends of the school.
A 3.2.4.5 Family friendly focus for school Working Bees each term.
A 3.2.4.6 Provision of parent workshops by staff.

S 3.2.5 Full implementation of Positive Behaviour 4 Learning (PB4L) practice.

A 3.2.5.1 PB4L staff working party to continue with implementation plan.
A 3.2.5.2 PB4L Tier 2 training to be undertaken by select members of staff PB4L working party.
4 Strategic Resourcing

BG 4.1 Student First Support

BG 4.2 Responsible stewardship.

S 4.2.1 Commencement of long term, whole school planning.

A 4.2.1.1 Commencement of the development of a whole school Master Plan through JETs Strategic Resourcing Priority Team Members.

A 4.2.1.2 Commencement of the development of a whole school Technology Plan through JETs Strategic Resourcing Priority Team Members.

A 4.2.1.3 Data informed, evidence based strategic conversations to develop a culture of school improvement.

S 4.2.2 Adoption of environmentally sustainable practice.

A 4.2.2.1 Increased awareness and improvement regarding recycling.

A 4.2.2.2 Increased occurrence of composting.

A 4.2.2.3 Increased occurrence of worm farming.

A 4.2.2.4 Reduction of electricity consumption.

S 4.2.3 Equity and accessibility considerations for students and their families.

A 4.2.3.1 Tuition fee concessions to continue for financially challenged families.

A 4.2.3.2 Assistance from community support agencies to continue to be sought for financially challenged families.

A 4.2.3.3 Continued early diagnosis and targeted intervention for students with learning needs.

A 4.2.3.4 Continued provision of co-curricular activities to assist with the development of the ‘whole’ child, e.g. lunchtime clubs, MISMARTS.

A 4.2.3.5 Prioritised support for students with verification who are entitled to learning enhancement.