Mission and Religious Education

Broad Goal 1.1
Educate and form students to participate in the Religious Life of the School.
Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.
A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.
Action 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.

Strategy 1.1.1 Cluster with neighbouring schools to promote professional collaboration and consistency of teacher judgement.

Action 1.1.1.1 Liaise with Mother Teresa, Jubilee and Assisi schools to organise gatherings of teachers from similar cohorts, for teachers to be involved in professional conversations, idea sharing, resource sharing and planning of prayer and other aspects of celebrations within the school.

Strategy 1.1.2 Offer professional development opportunities for staff to assist with the implementation of the new Religion Curriculum and to promote best RE practice.

Action 1.1.2.1 In house professional conversations and professional learning provided by the APRE and/or the EORE.

Action 1.1.2.2 Provision of external professional learning opportunities for staff, facilitated by specialist consultants.

Action 1.1.2.3 Modify the staff meeting schedule to allow for more frequent professional learning and sharing.

Strategy 1.1.3 Review current pedagogical practices and resources within the school and, where these may be deficient, provide necessary enhancement.

Action 1.1.3.1 Audit current practices related to the learning and teaching of aspects of the Religious Life of the School.

Action 1.1.3.2 Offer feedback to teachers related to the teaching and learning of aspects of the Religious Life of the School.

Action 1.1.3.3 Financial prioritisation for necessary resource acquisition.

Action 1.1.3.4 Mentoring and modelling to support best practice.
**Broad Goal 1.2**

Form staff as Catholic educators and religious leaders.

Action cohesive and integrated approach for the spiritual formation of staff.

Action cohesive and integrated approach for the professional learning of staff in religious education and theology.

Action shared understanding of and practical responses to Catholic Social Teaching.

**Strategy 1.2.1** Offer professional learning opportunities for staff to develop their personal spirituality and to develop knowledge and skills related to the spirituality of their students.

- **Action 1.2.1.1** Leadership to investigate external opportunities for professional learning and spiritual formation, e.g. Catching Fire, REAP.

- **Action 1.2.1.2** Leadership to investigate opportunities for visits to the school by specialists to promote professional learning and spiritual formation e.g. EORE, ACU representatives.

**Strategy 1.2.2** Staff to lead and participate in religious celebrations within the school and parish community.

- **Action 1.2.2.1** Father Joseph's Installation as Parish Priest - invite all staff to attend and contribute to hospitality.

- **Action 1.2.2.2** Staff Prayer - invite all staff to lead and participate in staff prayer each week.

- **Action 1.2.2.3** Parish Sacramental Program - encourage teachers to be involved and to offer support through links created in the teaching of religion in the classroom.

- **Action 1.2.2.4** Liturgical Calendar Events and Feast Days - encourage all staff to lead and participate in Masses/liturgies/celebrations related to Ash Wednesday, Lent, Holy Week, Easter, St Joseph, St Mary of the Cross MacKillop, Advent, Christmas etc.
Learning & Teaching

Broad Goal 2.1
Learning environments enhance student participation and achievement across the curriculum.
Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.
Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary.
Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.
School leadership teams and classroom teachers have well developed capacities to utilise information, communication.

Strategy 2.1.1 Develop a clear understanding among staff of BCE's 'Positive Behaviour For Learning' approach.

Action 2.1.1.1 BCE's Education Officer Student Behaviour Support, Sandy Armsden, to facilitate for staff a twilight professional learning session on Positive Behaviour For Learning.

Strategy 2.1.2 Formalise the school's plan for encouraging positive behaviours for learning among students.

Action 2.1.2.1 BCE's Education Officer Student Behaviour Support, Sandy Armsden, to work with a team of staff to develop the school's Behaviour Support Plan.

Strategy 2.1.3 Develop inspiring and functional contemporary learning spaces.

Action 2.1.3.1 Leadership to consult with staff about necessary resource acquisition and other means of learning space enhancement.

Action 2.1.3.2 Develop separate iPad 'banks' across the Early Years, Middle Years and Senior Years through the purchase of 20 new iPads.

Action 2.1.3.3 Interactive whiteboard purchases so that one exists in each classroom.

Action 2.1.3.4 Air conditioning of the library to enhance its appeal as a learning hub.

Action 2.1.3.5 Continued provision of before school, lunch time and after school groups/activities, and MI SMARTS for students.

Broad Goal 2.2
Staff have the knowledge and skills to improve educational outcomes for all students.
Enhanced pedagogical practice that is data-informed and evidence-based.
Improved literacy and numeracy standards.
Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.
Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.
School leadership teams and classroom teachers have well developed capacities to utilise information, communication

Strategy 2.2.1 Clear understanding by staff of their professional goals for the year.
Action 2.2.1.1 Staff to develop concise and meaningful Annual Professional Learning Plans in consultation with the principal.

Strategy 2.2.2 Provide opportunity for staff to participate in professional conversations in order to share and deliver best practice.

Action 2.2.2.1 Organise classroom snapshots when scheduling staff meetings.

Action 2.2.2.2 Scheduling of Professional Learning Team (PLT) Meetings.

Action 2.2.2.3 Allocate time and funding for Australian Curriculum planning with CST and other specialist staff, as necessary.

Action 2.2.2.4 Staff involvement in annual Cyclical Review process and this year’s External Review process.

Strategy 2.2.3 Prioritise formal professional learning for staff.

Action 2.2.3.1 Strong budgetary allocations to allow release time for professional learning.

Action 2.2.3.2 Leadership to support staff who are committed to personal and professional improvement through post graduate study and similar means.

Action 2.2.3.3 Scheduling of professional development focused staff meetings at which various items/topics, including those which are data informed and evidence based, can be presented, discussed and work shopped.
Professional Practice & Collaborative Relationships

Broad Goal 3.1
Build right relationships.
Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school. Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school. Action comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care. Productive links are forged with professional bodies and institutions, the broader community and government agencies. Consultative and collaborative partnerships are evident among schools and between schools and BCEO.

Strategy 3.1.1 Highlight the school’s Core Values and Respect Rules and encourage all community stakeholders to enact them.

Action 3.1.1.1 Regular mention by principal on assemblies.
Action 3.1.1.2 Explicit teaching by staff in classrooms.
Action 3.1.1.3 Regular references in newsletter.
Action 3.1.1.4 Relate Core Values and Respect Rules to the characteristics of the Rats of Tobruk and the charism of St Mary of the Cross MacKillop.
Action 3.1.1.5 Renewed focus on student led Peer Mediation Program.
Action 3.1.1.6 Link GOTCHA awards to Core Values and Respect Rules, and raise ‘prestige’ of these awards among students.

Strategy 3.1.2 Clarity for staff regarding school policy on the promotion of positive student behaviour for learning.

Action 3.1.2.1 BCE’s Education Officer Student Behaviour Support, Sandy Armsden, to facilitate for staff a twilight professional learning session on Positive Behaviour For Learning.
Action 3.1.2.2 BCE’s Education Officer Student Behaviour Support, Sandy Armsden, to work with a team of staff to develop the school’s Behaviour Support Plan.

Strategy 3.1.3 Promote positive partnerships.

Action 3.1.3.1 Continuation of Sr Jenny’s ’Friday Cuppa’ for parents, ex-parents, relatives and friends of the school.
Action 3.1.3.2 Staff support for P&F initiated functions.
Action 3.1.3.3 Invitations for parents to celebrations of learning, open classrooms, school performances and events, etc.
Action 3.1.3.4 Staff attendance at P&F meetings.
Action 3.1.3.5 Support and liaise closely with new parish priest and parish office staff
Action 3.1.3.6 Leadership to attend to staff well-being and pastoral care.
Action 3.1.3.7 Forge productive links with other schools, BCEO, the broader community and external organisations.

Action 3.1.3.8 Strong focus on the development of a pro-active and effective Student Representative Council.

Action 3.1.3.9 Organise staff social events.

Action 3.1.3.10 Organisation of a school community Working Bee each term.

Action 3.1.3.11 Provision of Literacy Workshops by staff for parents.

Action 3.1.3.12 Parent consultation regarding homework policy.

Action 3.1.3.13 Non-teaching staff dinners to be held with the principal each term.

**Broad Goal 3.2**

**Broaden and strengthen professionalism as educators.**

- Action comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.
- Leadership development and succession planning informed by the mission and purpose of Catholic Education.
- Development of effective professional learning communities both within schools and across the wider BCEO community.
- Action safe, healthy and productive school environment for students, staff and community.

**Strategy 3.2.1 Value professional excellence.**

- Action 3.2.1.1 Take opportunity to acknowledge and celebrate examples of professional excellence at the local level.
- Action 3.2.1.2 Nominate relevant staff for awards external to the school.
- Action 3.2.1.3 P&F to be encouraged by the principal to acknowledge the professionalism of staff through the provision of a World Teachers’ Day luncheon.

**Strategy 3.2.2 Maintenance of the broad range of professional standards and responsibilities by staff.**

- Action 3.2.2.1 Raise awareness of BCE’s Code of Conduct.
- Action 3.2.2.2 Student Protection training.
- Action 3.2.2.3 First Aid training.
- Action 3.2.2.4 First Response Fire Safety training.
- Action 3.2.2.5 Notification of miscellaneous WHS alerts.
- Action 3.2.2.6 Promote AITSL’s professional standards.
- Action 3.2.2.7 Undertake necessary evacuation and lockdown drills.
Strategic Resourcing

Broad Goal 4.1

Responsible stewardship.

The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources. Collaborative processes are in place to develop the budget and to allocate resources. The formation and professional learning of staff is clearly evident in budget priorities. Resourcing decisions and priorities support financial accessibility for families. Information and learning management systems enhance student and staff engagement with learning, teaching and school operations. Sustainable environmental practices are embedded into the organisational structure and processes of schools. Contemporary learning approaches inform the planning, design and use of facilities.

Strategy 4.1.1 Effective allocation, deployment and use of resources that attends to equitable, transparent and strategic processes.

Action 4.1.1.1 Ensuring that financial accessibility exists for all families.

Action 4.1.1.2 Collaborative and accountable budgetary and resource allocation processes.

Action 4.1.1.3 Learning and teaching related resourcing prioritised for appropriate funds expenditure in the contemporary educational environment.

Action 4.1.1.4 Development of a school Master Plan.

Action 4.1.1.5 Continued early diagnosis and targeted intervention for students with learning needs.

Action 4.1.1.6 Continued provision of specialist educational learning areas and extra-curricular activities to assist with the development of the 'whole' child.

Action 4.1.1.7 'Front and centre' support for students with verification who are entitled to learning enhancement.

Strategy 4.1.2 Focused expenditure on ICLT resourcing to maximise operational necessities now, and into the near future.

Action 4.1.2.1 Develop separate iPad 'banks' across the Early Years, Middle Years and Senior Years through the purchase of 20 new iPads.

Action 4.1.2.2 Interactive whiteboard purchases so that one exists in each classroom.

Action 4.1.2.3 Recruitment of additional ICLT technician for incidental assistance and support.

Action 4.1.2.4 New laptop computers for teaching staff.

Action 4.1.2.5 Development of a school Technology Plan.

Strategy 4.1.3 Enhance sustainability.

Action 4.1.3.1 Specific promotion and 'unpacking' of environmental Respect Rule with students.

Action 4.1.3.2 APRE to attend sustainability professional learning sessions and lead a renewed, whole school approach to sustainable practices.
Action 4.1.3.3 Finance secretary to provide past electricity invoices to BCE, as requested, to analyse history of school's power consumption and identify excesses.

Action 4.1.3.4 Development of a culture of school improvement through data informed, evidence based strategic conversations.