



St Columba's School, Strategic Planning and Reporting

Goals, Implementation Plan & Achievements, 2012 – 2013/14

(October, 2013)

In response to school wide consultation (inclusive of parents, carers, staff and students), together with the priorities of Brisbane Catholic Education and Commonwealth and State Governments, the following Goals and Implementation Plan has been developed for St Columba's School for 2012 – 2013/14. Achievements are being progressively recorded.

Broad Strategic Goal	Goal (With BCE Strategic Intent)	Strategies	Achievements
1. St Columba's will strive to foster the development of our Mission and Religious Education.	Transition towards the new Archdiocesan religious education curriculum to promote knowledge, deep understanding and skills about the Catholic and broader Christian Tradition (1.2)	<ul style="list-style-type: none"> ➤ APRE and teachers to attend / be provided with relevant and timely relevant professional learning opportunities offer by Brisbane Catholic Education 	<ul style="list-style-type: none"> ➤ APRE has attended role cluster meetings and annual conference sessions relevant to new curriculum. ➤ BCE Education Officer – RE (Vanessa Hall) provided teachers with initial introductory professional development on the new curriculum, plus time associated lines. ➤ School Religious Education Implementation Team established. Professional Development sessions attended, with team assisting in implementing the new RE Curriculum. ➤ Commencement of year level planning meetings to support the implementation of the new RE Curriculum
		<ul style="list-style-type: none"> ➤ Explore necessary resourcing for successful implementation of the new curriculum 	<ul style="list-style-type: none"> ➤ Teaching Staff invited to provide feedback via LIFE portal with suggestions for implementation strategies in regard to new curriculum. These suggestions are to be collated, audited and shared with staff at appropriate juncture.
	Review and strengthen Prayer celebrations within the life of the school, embracing ideas that are authentic to our traditions, are relevant and enjoyable (1.3)	<ul style="list-style-type: none"> ➤ APRE to Audit current prayer practices within classes, year levels and across the school 	<ul style="list-style-type: none"> ➤ Audit undertaken, with findings collated and shared with staff during scheduled planning sessions, for consideration as part of classroom RE program, in light of the new RE Curriculum.
		<ul style="list-style-type: none"> ➤ Focus of audit findings to be discussed with Brisbane Catholic Education RE team, and strategies for advancement determined 	<ul style="list-style-type: none"> ➤
		<ul style="list-style-type: none"> ➤ APRE to lead consultative team (from within the teaching staff) to review both the audit data and suggestions from BCE. A resulting plan of action to be developed, inclusive of areas such as PD, resourcing, sacred spaces... 	<ul style="list-style-type: none"> ➤ Data was collated through the 5 year summative review. This review identified several areas for improvement. It was noted by the panel that St Columba's, like all schools, are faced with challenges around the issue of many within the school community having a lack of Church experiences. Further to this, the panel noted that what is done on a whole school basis with Religious Education and the Religious Life of the School is done extremely well; the classroom practise component of Religious Education however may need to be focussed on. The panel suggested that if this is the case then the new Religious Education curriculum is a way to promote this renewal.
	Develop our shared understanding of and practical response to Catholic social teaching by way of outreach to the community (1.6)	<ul style="list-style-type: none"> ➤ All staff, and in particular teachers of Religious Education, to be provided with professional learning opportunities to learn more about and engage in Catholic social teaching 	<ul style="list-style-type: none"> ➤ Ongoing discussions with BCE Education Officer - RE to identify specific professional learning opportunities. ➤
		<ul style="list-style-type: none"> ➤ Draw on the resources of Catholic social justice agencies (such as St Vincent de Paul, Catholic Missions, Caritas) to enhance student understanding of social justice 	<ul style="list-style-type: none"> ➤ A continued focus on the work of aid agencies has progressed, with funds raised through various activities such as free dress days, cake stall (Caritas), Pig Raffle (Caritas) and such like. ➤ Investigating possibility of establishment of Mini Vinnies Committee in the school.
		<ul style="list-style-type: none"> ➤ Lead and support students to engage in deep and practical responses to Christian outreach from a local community through to global level 	<ul style="list-style-type: none"> ➤ Students encouraged to earn and donate money to assist with community support. Community recipients to be decided as necessary.

Broad Strategic Goal	Goal (With BCE Strategic Intent)	Strategies	Achievements
1. St Columba's will strive to foster the development of our Mission and Religious Education cont.	Enhance the parish / school relationship through prayers, celebrations, liturgy and participating together as a worshipping community (1.3)	<ul style="list-style-type: none"> ➤ School leadership team to develop and strengthen their relationship with the Parish Priest and parish personnel in the spirit of mutual respect and with the view to explore shared worshipping opportunities 	<ul style="list-style-type: none"> ➤ School leadership has worked with Parish staff to develop stronger links-especially in the sacramental life of the local church. We have been fortunate to finally have a year of stable parish staff-ensuring a more consistent approach. ➤ Continue to engage Fr Jan more in the life of the school. Exploring areas such as his role in the Religious Life of the School and children's liturgies (including use of the Children's Lectionary). (Possibly engage archdiocesan personnel, such as Loraine Wynne.)
		<ul style="list-style-type: none"> ➤ Through the celebration of the journey of the Mary MacKillop icon, the school community will join with the parish community in prayer, worship and devotion to Australia's first saint 	<ul style="list-style-type: none"> ➤ St. Columba's School has actively promoted the journey of the Mary MacKillop Icon. ➤ Highlighted Mary MacKillop through classroom activities and involvement in Parish Mass.
		<ul style="list-style-type: none"> ➤ The school explores opportunities to assist the parish in its ongoing maintenance and mission 	<ul style="list-style-type: none"> ➤ One Year 3 class has been part of the roster to clean the church. ➤ During 2012 we celebrated significant support of the parish through our use of the convent building. This practical initiative enabled school parents and staff to work cooperatively with the parish staff. ➤ School has become part of centenary planning and celebration for 2014. ➤ School hosted the Parish Centenary Fr Gary Memorial Wine Tasting Evening. ➤ School annual disco held with funds raised given to parish to support Centenary celebrations. ➤ Prep Night School BBQ held with funds raised given to parish to support Centenary celebrations. ➤ Many classes and school groups raised funds to support Donate-a-Paver parish initiative. ➤ Staff contribute to Centenary committees
		<ul style="list-style-type: none"> ➤ The school leadership team will work with school officers to support their increased, active involvement in the religious life of the school. 	<ul style="list-style-type: none"> ➤ School officer's meeting to include active engagement in prayer and reflection. ➤ Professional development planned with a focus on the school's catholic ethos, beliefs and mission, and the school officer's foundational role.
	Reignite individual faith and foster a sense of spirituality, well-being, self-esteem, recognition and respect within all members of the school community (1.4)	<ul style="list-style-type: none"> ➤ Examine the evangelising purpose of our school community with a focus on how we live our Catholic ethos and identity, what our church documents and traditions say, how this is lived out in the Archdiocese and what this looks like at St Columba's School 	<ul style="list-style-type: none"> ➤ Leadership team attended Professional Development lead by Dr Kevin Treston on promoting the ethos and mission of Catholic schools, including examination of a theological framework for the mission of a Catholic school. ➤ Aspects of the above PD shared with both teachers and school officers progressively throughout the year. Discussion included a direct link to the lived Religious Life of the School.
		<ul style="list-style-type: none"> ➤ Draw on the expertise of Catholic agencies to support the development of student faith and spirituality 	<ul style="list-style-type: none"> ➤ Senior students are currently involved in co-ordinating regular cake stall morning teas to raise funds for Caritas. These students also co-ordinate support for St Jude's School in Tanzania. ➤ Connection with Catholic agencies highlighted and strengthened through focus planning sessions with APRE and class teachers.
	Revisit and review the school Mission Statement (1.1)	<ul style="list-style-type: none"> ➤ Utilising the experiences of BCE and school staff (following participation in the Catching Fire program or similar) commence the process of reviewing and revitalising the school mission statement by: <ul style="list-style-type: none"> ~ accessing BCE support in a mentoring role ~ developing a process and time line ~ aligning the statement with our core values and contemporary educational practices 	<ul style="list-style-type: none"> ➤ Dr Kevin Treston has been engaged to lead professional learning with all staff in early 2014 , focusing on the Ethos and Mission of Catholic Schools

		<ul style="list-style-type: none"> ➤ From 2013 – 14, assist the parish (where appropriate) to develop and implement a celebratory plan 	<ul style="list-style-type: none"> ➤ School has already committed to actions in 2014, including school St Columba's Day celebrations to actively involve the parish.
	Develop student leadership with a faith perspective (1.3)	<ul style="list-style-type: none"> ➤ Review current practice and focus on the role of faith development 	
		<ul style="list-style-type: none"> ➤ Investigate opportunities to enrich the current leadership program by expanding faith opportunities, eg retreat experiences National Evangelisation Team (NET), Lavalla. 	<ul style="list-style-type: none"> ➤ With support by Seniors class teachers, plans are in place for Leadership Gathering at beginning of 2014 to accommodate for the final year of Year 7 in Primary School.
2. Teaching and Learning at St Columba's shall be developed and enhanced.	Review current homework practices with a view to developing a better informed and more consistent approach across the school. (2.2, 2.3, 2.4)	<ul style="list-style-type: none"> ➤ Collect data regarding current homework practices across the school. 	<ul style="list-style-type: none"> ➤ Homework Committee formed. ➤ Audit of current school wide Homework practices undertaken and shared across teaching staff.
		<ul style="list-style-type: none"> ➤ Research best practices in Australia in relation to homework. 	<ul style="list-style-type: none"> ➤ Review of literature regarding Homework research undertaken ➤ Review of Homework Policies conducted, inclusive of all Australian states and territories, plus some individual schools
		<ul style="list-style-type: none"> ➤ Develop and implement a school based position in regard to homework. 	<ul style="list-style-type: none"> ➤ Framework for Homework Position Paper established ➤ Framework cross referenced with review of the literature (as above) ➤ Staff professional development initiated, inclusive of reflection on current school position and practice and a review of the research. ➤ Development of Position Paper Definition, Rationale, Principles for Homework, Responsibilities of Stakeholders, Phases of Learning, Types of Homework, Monitoring, Evaluation and Review. ➤ Consultation with parents undertaken and <i>Homework Position Paper</i> endorsed by School Board. Document promoted in School Newsletter and available on school website.
	Clarify the position of the school's Vision for Learning and Teaching, and establish future direction. (2.1, 2.2)	<ul style="list-style-type: none"> ➤ Review prior work of staff. 	<ul style="list-style-type: none"> ➤ Staff revisited has been identified (to date) as what is valued in teaching and learning, inclusive of alignment of values and beliefs with the knowledge, skills and dispositions identified that will support learners into the future. ➤ Process to date reflected upon. Shift to advance the 4D Process (Discover, Dream, Design and Deliver)
		<ul style="list-style-type: none"> ➤ Based on work developed to date, school leadership team advances directions, for final consultation with staff and community, before final publication. 	<ul style="list-style-type: none"> ➤ Leadership team identified gaps and 'silences' in teaching practices using the framework ➤ Additional authoritative sources consulted and further professional learning identified and undertaken. ➤ New learning reflected in the developing Vision. Further review. Design further developed. ➤ BCE graphic designer engaged to support visual representation. ➤ 'Working Draft' of Vision for Learning and Teaching presented to School Board, staff and P&F. ➤ Posters published of St Columba's Vision of Learning and Teaching, for display around school. ➤ Process of Vision development and final Vision shared at Principal's Cluster Meeting, following request of Area Supervisor, Mr Pat Coughlan.
	Further develop differentiation practices across the school to support diverse learning needs, inclusive of all levels of ability (2.6)	<ul style="list-style-type: none"> ➤ G&T Committee, with the support of the newly appointed G&T Support teacher, continue the development of the school's G&T Position Paper, with associated staff professional development. 	<ul style="list-style-type: none"> ➤ Application made and granted for participation in Australian Government Quality Teacher program (Gifted and Talented, Strand 3). ➤ Committee members attended PD and used knowledge gained to inform directions. PD inclusive of <i>A Day with Professor Francoys Gagne – Gifted and Talented Education Focus</i> (coordinated by the G&T Assoc. of Qld). ➤ Led by the committee, and paralleling staff professional learning, the school community has continued the development of the school's Position Paper on Gifted and Talented Education at St Columba's. Areas developed to date include: Rationale, The St Columba's School Context, St Columba's Accepted Definition of Gifted and Talented, Principals of Gifted and Talented Education, Staff Roles, The Identification Process for Gifted and Talented Students, Overarching Flowchart outlining said identification process, and Parent Support.

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2. Teaching and Learning at St Columba's shall be developed and enhanced cont.	Further develop differentiation practices across the school to support diverse learning needs, inclusive of all levels of ability (2.6) cont.	<ul style="list-style-type: none"> ➤ Through cooperative planning, develop opportunities for differentiation of teaching and learning to support G&T students are made explicit. 	<ul style="list-style-type: none"> ➤ Following the Identification Process for Gifted & Talented Students, in partnership with all concerned parties, Saylor's checklists are completed by both class teacher and parents; information is collated by support staff and a clear outline of curriculum differentiation specific to the needs of individual identified students is outlined in a meeting between class teachers and support teacher. This information is outlined to parents in a formal letter of information, along with the opportunities for involvement in extracurricular activities made available at St. Columba's. In following meetings, an agreed course of action to support the individual needs of the identified student is made.
		<ul style="list-style-type: none"> ➤ Leadership team to investigate the opportunities for differentiation (for all students) through content, pedagogy, assessment and reporting, to develop professional learning and structures that will inform classroom teaching and learning. 	<ul style="list-style-type: none"> ➤ Through year level planning, with the Australian Mathematics Curriculum as the focus context, class teachers and the Assistant Principal / Curriculum Support Teacher explored models for differentiation within the planning context. ➤ Unit of work developed with each year level team, inclusive of Adjustments for the Need of Learners in the following areas: <ul style="list-style-type: none"> ~ Differentiation for Concept / Content Development ~ Differentiation for Scaffolding / Structure ~ Differentiation for Learning Style / Interest ➤ Suggested to class teachers that this, or similar model, be embraced with all future planning. ➤ BCE Education Officer for G&T is working with committee to provide focus professional learning in early 2014 on differentiation within the classroom context. ➤ Differentiation practices in relation to Homework under initial discussion.
		<ul style="list-style-type: none"> ➤ Consult with staff to establish a model for celebration of academic achievement, achievement in effort and application, together with achievement as a school community member. 	<ul style="list-style-type: none"> ➤
The school leadership team and class teachers have well developed capacities to utilise information, communication and learning technologies to improve teaching and learning (2.8)	The school leadership team and class teachers have well developed capacities to utilise information, communication and learning technologies to improve teaching and learning (2.8)	<ul style="list-style-type: none"> ➤ Through the context of the Australian Curriculum, ICLT is recognised as a proficiency, and is explicitly planned for by classroom teachers, across all learning areas 	<ul style="list-style-type: none"> ➤ BCE Education Officer (Kate O'Neill) provided teachers with initial introductory professional development the Australian Curriculum General Capability of ICT. ➤ Focused year level planning in developing History units of work included specific ICLT focus.
		<ul style="list-style-type: none"> ➤ Professional learning time is dedicated towards supporting staff in widening their repertoire of available programs, as well as developing their confidence and competence in ICLT use. 	<ul style="list-style-type: none"> ➤ Dedicated professional learning time with a focus on the Atomic Learning tool (a practical application of ICT in education designed to empower educators with the training and resources needed to create 21st century-ready students).
		<ul style="list-style-type: none"> ➤ Commence familiarisation and training in the BCE <i>Learning Management System (LIFE)</i> initiative. 	<ul style="list-style-type: none"> ➤ BCE Education Officer (Theresa Sheen) provided initial inservice for school leadership team, then worked with this team to lead staff introduction to LIFE. Although the full implementation has been delayed until 2014, the staff are increasing in confidence and the product has become much more stable. ➤ Leadership team modelled / enacted the use of LIFE with teachers in a variety of staff development forums. ➤ Have challenged teaching staff (hopefully to soon include School Officers) to be able to access LIFE portal to join in communication within school setting.
Learning and teaching environments are adaptive and responsive to the changing structure of schooling (2.4)	Learning and teaching environments are adaptive and responsive to the changing structure of schooling (2.4)	<ul style="list-style-type: none"> ➤ Strategic planning is developed and implemented to support the transition of Year 7s to high school in 2015. 	<ul style="list-style-type: none"> ➤ Members of the School Board have been briefed and information from BCE reviewed. ➤ The School Leadership team has developed a masterplan of classroom allocation to ensure enough classrooms will be available and how to utilise these with the departure of Year 6 & 7 at the end of 2014. ➤ Plans and strategies shared with P&F and parents of students directly involved.

		<ul style="list-style-type: none"> ➤ Boys in the middle - upper school are supported (as a number of their peers move on to Religious Institute Schools) through the school's: <ul style="list-style-type: none"> ~ review of current structures and opportunities, ~ investigation of potential additional areas of support, ~ advancement of additional opportunities. 	<ul style="list-style-type: none"> ➤ Parent information night, at the instigation of current Year 4 parents, held in August to consider positive opportunities for boys in Years 5 and 6. ➤ Throughout 2013, efforts were made to increase the opportunities for the boys in Year 5-7. During 2013 we had much success in the State Volleyball Championships which involved almost every boy in years 5-7. ➤ Our Debating teams saw the number of boys represented St. Columba's increase substantially.
		<ul style="list-style-type: none"> ➤ Class /student organisation and structures, in the short and long term, are considered in light of research into best practice, BCE guidelines, budget capacity and the physical environment. 	<ul style="list-style-type: none"> ➤ Footprint for the school for 2013, and 2014 and 2015 is progressively developed and revised, based in known information.
<p>The Australian Curriculum is progressively implemented within the context to the BCE Learning Framework, as a means of realising equity and excellence (2.2)</p>		<ul style="list-style-type: none"> ➤ Progress the implementation of the learning areas of English, Maths and Science, through the development of whole school and year level plans. 	<ul style="list-style-type: none"> ➤ BCE English Education Officer (Katherine Cushing) engaged to facilitate continued professional learning in relation to the Australian English Curriculum, with particular focus on Year Level Descriptors, Content (Strands and Sub strands, for each Year level) and the Achievement Standards. Implications for Assessment and Reporting also developed. Professional learning continued under the leadership of school personnel. ➤ Australian Mathematics Curriculum understandings further developed through year level planning. Class teachers and the Assistant Principal / Curriculum Support Teacher developed year level units of work, with student samples the focus of Consistency of Teacher Judgement (CTJ) conversations with other schools. ➤ Australian Science Curriculum understanding further developed through professional Learning with consultant (Kathy Harris), with links made with key resources, i.e. <i>Primary Connections</i>. ➤ Work of English, Maths and Science Professional Education Teams (PETs) continued, though to a lesser degree than 2011.
		<ul style="list-style-type: none"> ➤ Through year level planning sessions, develop teacher understanding relating to the pedagogy supporting English, Maths and Science and how this is advanced in teaching and learning in the classroom. 	<ul style="list-style-type: none"> ➤ Australian Mathematics Curriculum understandings further developed through year level planning. Class teachers and the Assistant Principal / Curriculum Support Teacher developed year level units of work, with student samples the focus of Consistency of Teacher Judgement (CTJ) conversations with other schools. ➤ Science year level planning lead by each Year level team's Science PET. ➤ Several teachers provided with opportunity to undertake <i>First Steps Reading</i> PD. Subsequent support provided to teachers to make clear links with planning and the Australian English Curriculum. ➤ Advocated use of concrete materials in Maths, particularly in the early years.
		<ul style="list-style-type: none"> ➤ Depth teacher understanding of the role of the General Capabilities and Cross Curriculum Priorities 	<ul style="list-style-type: none"> ➤ BCE Education Officer (Kate O'Neill) provided teachers with initial introductory professional development the Australian Curriculum General Capability of ICT.
		<ul style="list-style-type: none"> ➤ Develop teacher understanding and practices in relation to Standards, as they relate to planning, teaching, assessment and reporting. 	<ul style="list-style-type: none"> ➤ Under the guidance of BCE English Education Officer (Katherine Cushing), conversations on developing our understanding of Standards (in particular their interrelatedness with the Year Level Descriptor and Content) commenced.
		<ul style="list-style-type: none"> ➤ Undertake whole school professional development in the area of History (with the view to 2013 implementation), and the stage two learning areas as they are rolled out. 	<ul style="list-style-type: none"> ➤ Under the guidance of BCE History Education Officer (Helen Hennessy), professional learning sessions were undertaken to explore the History Curriculum intent (inclusive of the need to focus on understandings and skills if the Achievement Standard is to be reached, plus information on the need to keep teaching geography and civics, particular issues relating to Year 7 and the Early). Further PD undertaken relating to exploring sources to support history teaching. ➤ Australian History Curriculum understandings further developed through year level planning. Class teachers and the Assistant Principal / Curriculum Support Teacher developed year level units of work, with student samples the focus of Consistency of Teacher Judgement (CTJ) conversations with other schools.

Broad Strategic Goal	Goal (With BCE Strategic Intent)	Strategies	Achievements
2. Teaching and Learning at St Columba's shall be developed and enhanced cont.		<ul style="list-style-type: none"> ➤ Undertake a review of incursions and excursions across the school, and the relationship of such with the curriculum. 	<ul style="list-style-type: none"> ➤
	The school wide approach to Literacy and Numeracy is reviewed and developed (2.2)	<ul style="list-style-type: none"> ➤ The school's Literacy Plan is reviewed, in consultation with teachers and within the context of the Australian Curriculum and the BCE Learning Framework. 	<ul style="list-style-type: none"> ➤ Group of staff met to align Draft <i>St Columba's Literacy Plan</i> with Australian Curriculum...new draft was developed. ➤ In Term 1, 2012 Teachers were given this draft of the document to trial ➤ Plans to... <ul style="list-style-type: none"> ~ complete the document within the context of the Australian Curriculum (as so much change has occurred in 2012) ~ review it in the context of the new BCE Learning Framework (released late 2012) ~ further develop the scope and sequence requirements that are specific to St Columba's (currently about 70% completed).
		<ul style="list-style-type: none"> ➤ A School Numeracy Plan is developed, in consultation with teachers and within the context of the Australian Curriculum and the BCE Learning Framework. 	<ul style="list-style-type: none"> ➤
	Reporting protocols and practices are reviewed and advanced (2.2)	<ul style="list-style-type: none"> ➤ Reflect on and discuss current reporting practices and initial modifications required to support the advancement of the Australian Curriculum, as the learning areas are progressively implemented. 	<ul style="list-style-type: none"> ➤ New written Report templates (as through SRS, below) reflective of developing understanding of reporting implications resulting from implementation of the Australian Curriculum.
		<ul style="list-style-type: none"> ➤ Undertake discussions with BCE personnel to investigate alternative (system supported) written reporting options, with the view to advance these, if appropriate. 	<ul style="list-style-type: none"> ➤ Conversations with BCE personnel undertaken, leading to the commencement of Written Report template development (for 2013) through Student Reporting Systems (SRS). Under the guidance of BCE Senior Service Management Officer (Cheryl Bell), professional learning for teachers in relation to advancing Student Reporting System (SRS) was undertaken. ➤ SRS fully implemented commencing Semester 1, 2013.
	Targeted strategies are developed to support the identification, monitoring and improved education outcomes for students, including those with diverse needs (2.1, 2.6)	<ul style="list-style-type: none"> ➤ Data collection across school and it's enhancement of pedagogical practice is reviewed and developed 	<ul style="list-style-type: none"> ➤ Whole school Monitoring Timetable developed and implemented in the school by Learning Support team (inclusive of ACER-Online and other assessment instruments). ➤ Correlation and analysis of individual and class results has been undertaken. Informal Follow-up meetings with class teachers held to discuss results and recommendations for further teaching/intervention. ➤ Further assessment carried out to assess development of student's skills and effectiveness of intervention/s. ➤ For the 5 Year Summative Review, NAPLAN results and Learning Support testing provided very thorough data. The Leadership team used this data to inform the teachers and wider community. ➤ Teacher professional development provided in the purpose and use of the Business Intelligence (BI) tool. Teachers provided with time and encouraged to access student learning data to inform teaching and learning.
		<ul style="list-style-type: none"> ➤ Processes and practices in the development of Independent Learning Plans (IEPs) are reviewed and progressed 	<ul style="list-style-type: none"> ➤ Staff & parents surveyed re current LP processes. Collation of data collected. ➤ Research undertaken of current best practices from the literature, as well as from what seems to be working in other schools. ➤ Several Personal Learning Plan (PLP) pro-formas developed and sent to all staff for feedback. ➤ Bank of four pro-formas drawn up, with staff choosing from these to record PLP meetings. ➤ Draft school Position and Process document produced and made available for comment by teachers. Further developed for implementation. ➤ On-going consultation with other STIEs and CIEs at Network and Cluster days to keep informed of current trends and changes. ➤ On-going communication with CIEs re: best practice and protocols to be implemented for individual learning.

3. St Columba's will develop strong Professional Practice and Collaborative Relationships	Enhance the effectiveness of communication between parents and teachers and the school leadership, including through the expanded use of Information, Communication and Learning Technologies (ICLT). (3.2)	➤ School leadership to review and enhance ways of communicating with families to maximise inclusiveness and timely communication (for example developing whole school, year level and class email distribution lists).	➤ Through the use of the school's data base, communication has been enhanced and consolidated. The reliance of the PAL distribution list was reviewed. Full implementation of the school's data base will occur in 2013.
		➤ Establish clear communication protocols between parents and staff, for example timely responses, use of surveys	➤ Protocol reminders have been given to staff on a regular basis, and individual teachers, as appropriate. ➤ Protocol reminders have been given to parents, via the school newsletter.
		➤ Progress the roll out of the <i>Learning Management System</i> (LMS)	➤ Teaching staff provided with opportunities to learn about Learning Management System (LIFE), through series of Professional Development in-service. Although the full implementation has been delayed until 2014, the staff are increasing in confidence and the product has become much more stable.
		➤ Investigate the use of technology based platforms for parent communication (eg blogs, twitter, facebook), to support education and social networking (eg PALS)	➤ School Fete web page, plus Facebook page developed to promote Fete. "Links" retained to support future social events (eg Art Show)
	Develop the relationship and collaboration with our new Parish Priest to strengthen the shared mission of the parish and school (3.1)	➤ Encourage regular social action with the staff, Fr Jan, students and parents	➤ Supported Daniel Morecombe Foundation , following visit from Bruce and Denise Morecombe, encouraging children and families to donate (\$650.00) ➤ Supported Project Compassion, encouraging children to donate through use of money boxes (\$606.05) ➤ Participated in raising funds for Cancer Council (Shave for a Cure) raising \$7500.00 ➤ Supported family from USA in setting up new home in stressful circumstances. The school community donated furniture and money ➤ During NAIDOC week, established link between our school and Holy Rosary School, Windsor. Their senior students joined St Columba's children to participate in a Science presentation by Mt Maria. Funds raised from Prep Night School BBQ were donated to Holy Rosary to assist their financial situation. ➤ School community support for the work of Caritas in South East Asia by raising funds to assist villagers in Vietnam to purchase pigs as part of their economic lifestyle. This project is named "Piggy-tas" ➤ Undertook the collection of non-perishable food items to donate to charities such as St Vincent de Paul, Foodbank, the Smith Family and such like as our contribution to suitable celebration of Christmas by the needy. ➤ Prep raised funds to support Parish Centenary Celebrations.
		➤ Invite parishioners to subscribe to the School Newsletter distribution list	➤
		➤ Investigate means of parents having greater electronic access to the parish newsletter and parishioners having increased access to the school newsletter.	➤ Link to Parish Newsletter now available on school website. ➤ Regular electronic links provided in school newsletter for various parish projects. This has included the Century of St. Columba's Church and the Parish Pastoral Plan.
		➤ The leadership team to engage Fr Jan in school leadership discussions regarding the mission of the school, as an outreach of the parish.	➤ Father Jan has expressed his desire to have class or year levels attend the Tuesday or Thursday parish masses as "active participants" rather than "leading" the liturgy. Classes progressing to this. ➤ The annual school St Columba's Day breakfast is open to all members of the parish community. ➤ The Mission and Vision of the school is to be reviewed in 2014, allowing for Father Jan to be a part of the development.

Broad Strategic Goal	Goal (With BCE Strategic Intent)	Strategies	Achievements
3. St Columba's will develop strong Professional Practice and Collaborative Relationships cont.	Develop a comprehensive approach to staff development, including professional learning, professional standards, performance management and leadership opportunities (3.3, 3.4, 3.5)	➤ Through professional learning and staff meetings, raise the profile of professional responsibilities. the BCE Code of Conduct, and staff responsibilities and professional ethics	➤ Professional learning, led by the Principal, focusing on the BCE Code of Conduct, staff responsibilities and professional ethics. Timely reminders of various aspects of these provided throughout the year. ➤ Various documents have now been upload to the staff portal for ease of access and staff have been encourage to view these when required.
		➤ Teachers to engage in professional learning to development their Professional Learning Plan, which aligns with national, state, system and school based goals, as well as a personal priority.	➤ Professional development and support provided for all for teachers to develop their own, individualised <i>Professional Learning Plan</i> . Plans are designed to support the growth and development of each teacher, and include: <ul style="list-style-type: none"> • identifying areas of strength and areas for improvement • writing annual goals aligned with: <ul style="list-style-type: none"> - the Archdiocesan Vision, the Brisbane Catholic Education, the mission and vision of the school, the developing National Standards for Teachers, the Professional Standards for Queensland Teachers, where applicable ET5&6 expectations, plus the school's Strategic Renewal Plan • identifying factors to help in the achievement of goals • identifying the indicators of successful achievement of goals • reviewing and reflecting on progress throughout the year • identifying future goals in their ongoing professional learning and development ➤ Each teacher met with member of the school Leadership Team in Term 1 to discuss plan, and then to meet again in Term 4 to review progress. ➤ Teacher professional learning undertake regarding the <i>National Standards for Teachers</i> . Teacher Professional Learning Plans now align with these Standards. ➤ Teachers encouraged to set their Goals to include a focus in progressing in proficiency within a Standard.
		➤ Provide opportunities for staff to develop capacity, as well as support leadership development and succession planning.	➤ Through <i>Professional Learning Plans</i> (above), <i>teachers</i> have been encouraged and supported to progress individual personal and professional capacity. ➤ All staff invited to be part of various focus groups and committees across a variety of aspects of school life. ➤ Acting leadership positions within the school provided to various staff.
	Increase parent involvement in BCE internal component reviews for numerous aspects of school life (3.2)	➤ Investigate options and opportunities for parents to be active member of component review groups, from 2013	➤ As a result of the 5 year summative review, a greater emphasis will be placed on collecting parent feedback as part of the internal components.
		➤ Communicate to parent community, via newsletters, P&F and School Board meetings, the component review process and its findings.	➤ Component review process and its findings shared with the staff and parents via the School Board and P & F, and through the school Newsletter.
	Staff well-being, morale and positive relationships will be supported and enhanced. (3.3, 3.7)	➤ Staff to be supported and encouraged by leadership team to recognise the positive attributes of every staff member and share this amongst the community in a life giving way.	➤ Staff <i>Praise Wall</i> established near staff room. All encouraged to contribute. ➤ Leadership team actively acknowledge and commend staff members who make positive contributions to school life by way of <i>Notices from the Leadership Team</i> on the School Staff Portal. ➤ Recognition of the value of <i>all</i> our staff celebrated on World Teacher's Day. ➤ The Code of Conduct is revisited each term at both teacher and school officer staff meetings, with focus on different areas. Emphasis provided to empowering staff to take a proactive role in enhancing difficulty situations.

	<ul style="list-style-type: none"> ➤ Students to be supported and encouraged by leadership team to recognise the positive attributes of every staff member and share this amongst the community. 	<ul style="list-style-type: none"> ➤ Students encouraged to use their Praise Notes to thank teachers.
	<ul style="list-style-type: none"> ➤ Staff are invited to offer ideas and lead initiatives, which are simply good fun and contribute to a positive atmosphere 	<ul style="list-style-type: none"> ➤ A new social committee was formed and included several new members of staff. The committee has worked tirelessly throughout 2013 to ensure a variety of social events was planned and supported.
	<ul style="list-style-type: none"> ➤ Staff are encouraged to nominate a fellow staff member for recognition of great work in their role, which the leadership team use as a basis for public recognition and celebration 	<ul style="list-style-type: none"> ➤ Celebration wall was established in Admin corridor to recognise staff achievements. ➤ Regular acknowledge of staff member's contributions noted in School Portal and via email.
	<ul style="list-style-type: none"> ➤ Staff feedback about staff satisfaction, engagement and well-being is sought, acknowledged, acted upon and celebrated. 	<ul style="list-style-type: none"> ➤ BCE staff Feedback Survey undertaken in 2012. ➤ Leadership team analysed and discussed data, with aspects shared with staff. ➤ Areas for further goal setting and development identified and included in Strategic Renewal Plan, including, Role Clarity, Resourcing, Religious Culture and Interpersonal Respect. ➤ Areas to commend identified and celebrated, including Job Satisfaction, Engagement, Occupational Optimism, Job Efficacy, Recognition, Support, Participative Leadership, Efficiency, School Goals, Professional Goal Setting, Innovation, (Teacher) Mentoring Orientation, Professional Learning, Student Relationships and Religious Engagement.
Structures and processes in the school support consistency (3.7)	<ul style="list-style-type: none"> ➤ Development (where appropriate) and implementation of school policies and positions papers to reflect professional practice with a view to increased consistency. (Examples include Behaviour Support Plan and to be developed Homework Position Paper.) 	<ul style="list-style-type: none"> ➤ <i>Homework Position</i> Paper has been developed to support this consistency element, with professional learning to support this. ➤ <i>Retention of Students: Policy and Procedures</i> developed, with professional learning to support this development, inclusive of a consistency element. Process of development included an extensive review of the literature and widespread consultation with BCE personnel. Policy has been provided to the school Board for Ratification, and has been shared with the P&F.
	<ul style="list-style-type: none"> ➤ Ongoing conversations to be held with teachers reflecting the importance of consistent, professional practice across numerous aspects of school life. 	<ul style="list-style-type: none"> ➤ Professional practice conversations and reminders have been given to staff on a regular basis (during staff meeting), and individual teachers, as appropriate.
Enhance partnerships with and between parents and carers to development a sense of community and inclusiveness for all (3.2, 3.7)	<ul style="list-style-type: none"> ➤ Continue formation process for potential School Board members to reflect the mission of the school. 	<ul style="list-style-type: none"> ➤ School Board information, inclusive of formation materials, available to all members of the community via the school website. ➤ All members of the community who nominated for School Board positions early in 2012, however did not achieve 'full membership', have been invited to become 'associate members', with two such associates attending each Board meeting, on a rostered basis.
	<ul style="list-style-type: none"> ➤ Review the transparency of the School Board and P&F by developing more effective communication with the wider community. 	<ul style="list-style-type: none"> ➤ P&F Meeting minutes now available to wider community via the school web site, as well as being distributed via PALS. ➤ In the Principal and Assistant Principal's Report to each P&F Meeting, areas reported on, which have also been shared and developed with the School Board, are identified.
	<ul style="list-style-type: none"> ➤ Support the P&F and PALS in their development of strategies to cater for all in the community (for example engage in activities that are affordable for all) 	<ul style="list-style-type: none"> ➤ Greater discussion occurring between P&F and school Leadership Team, regarding event costs.
	<ul style="list-style-type: none"> ➤ Encourage all parent groups (Board, P&F, PALS...) to develop productive links with the school and among themselves to increase effectiveness (for example, develop an inventory of parent skills to enable a more coordinated approach to school events). 	<ul style="list-style-type: none"> ➤

Broad Strategic Goal	Goal (With BCE Strategic Intent)	Strategies	Achievements
3. St Columba's will develop strong Professional Practice and Collaborative Relationships cont.	Review of roles and responsibilities in focused areas of the school (3.3,3.5)	➤ Source, refer to and consider relevant Brisbane Catholic Education documentation regarding the roles of: Leadership, Support Teacher – Inclusive Education (STIE), Teacher Librarian (TL) and teacher.	➤
		➤ Source, refer to and consider relevant Brisbane Catholic Education documentation regarding School Officer Role Descriptions.	➤ Develop and establish a generic job description for school officers, commencing with Prep teacher aids. ➤ Review current classifications, in line with the role asked of School officers, and in light of equity and finance.
		➤ Consult with the relevant BCE support consultants to assist with the development of appropriate processes for gradual review of targeted roles (commencing with school leadership).	➤
		➤ Engage relevant stakeholders in the review process with the view to increase teacher capacity, professional knowledge, practice and engagement	➤ Professional Learning Plans / logs (see above) were introduced for all teachers in 2012. During Semester one, teachers met with members of the leadership team to discuss their personnel professional goals for the 2012 school year. ➤ Plans developed and enhanced in 2013. ➤ Focus on development of collaborative culture or review planned for 2014.
	Through the External School Review process engage in considered conversations to develop key strategic directions for improvement, through consultative and collaborative partnerships (3.8)	➤ Prepare the school community for the external School Review process.	➤ Leadership team undertook engagement with the Principal Educational Officer – School Renewal and Accountability, the Area Supervisor in terms of Review requirements and processes. ➤ Staff and parents informed of Review background, purpose and process.
		➤ Prepare and submit relevant Review documentation.	➤ School Leadership Team, individually and collectively prepared, collated and submitted required documentation, including Annual Reports, Compliance Audits, compilation of 31 Component Reviews, other relevant data and Cyclical Review proforma.
		➤ Engage in program with External Review Panel	➤ Successful engagement with the External Review Panel occurred on 9 th August. ➤ Parents, School Officers, Teachers, Parish Members, Students and school Leadership Team formed part of consultation groups.
		➤ Share finding of the final report with the school community	➤ Final Report presented, in an appropriate format, to the Parish Priest School Board, P&F, and wider community.
	Review safety and supervision processes and practices to ensure a supportive school environment for students, staff and the community	➤ Through observation and consultation, assess current practices and their effectiveness in terms of playground usage and areas of supervision.	➤ Review and adjustment to before school play / supervision areas undertaken. Yrs 1 – 2 now accessing lower playground. ➤ Use of and role of the Butterfly Room and support staff under review. The Tennis Court has opened up as a n area available to nominated students.
		➤ Through observation and consultation, assess current practices and their effectiveness in terms of the drive through zone, including drop off and pick up.	➤ During 2012 Landscape Architects were engaged to oversee the redevelopment of the playgrounds and a review of the pick-up area. ➤ Plan in place for re-development of pick up area.
		➤ Using the above information, develop and implement responsive changes for both playground and drive through areas.	➤ Through generous support of P&F, lower playground area outside Year 1 classrooms, landscaped to include new artificial grass surface.

4. Strategic Resourcing at St Columba's will be reflected in our planning and action.	ICLT Information and Learning management systems are used to enhance student and staff engagement with learning, teaching and operating the school (4.5)	➤ Develop our Vision for Technology, to inform and guide future ICLT developments	➤	
		➤ Respond proactively to BCE directions and local needs regarding the necessary ICLT infrastructure to meet contemporary teaching and learning needs.	➤ Teaching staff provided with ICLT Update / Review of status of staff working in the cloud, led by ICLT Coordinator. ➤ The ICLT committee were very active in 2012 and through their efforts a 1:1 Laptop programme was successfully introduced to Year 4 in 2013. Parent and staff information sessions were also part of the strategies for a successful roll-out. Planning and infrastructure put in place for program to continue in Year 4, 2014. ➤ Plans progressing for a 1:1 iPad program for Year 1s from Term 2 2014. IT Committee and Leadership Team approved initiative, which was presented to School Board and endorsed. Information to be presented to Prep parents in Term 4 2013. ➤ Fifteen iPad touches purchased and available for use with classes for various purposes.	
		➤ Commence familiarisation and training in the BCE <i>Learning Management System</i> initiative.	➤ BCE Education Officer (Theresa Sheen) provided initial inservice for school leadership team, then worked with this team to lead staff introduction to LIFE. ➤ Leadership team modelled / enacted the use of LIFE with teachers in a variety of staff development forums.	
	Contemporary learning approaches inform the planning, design and use of facilities and resources, leading to more equitable use for all and informed by principles of stewardship (4.1, 4.2, 4.7)	➤ Respond proactively to BCE directions and local needs regarding the planning for and budgetary requirements to purchase computers, ipads and electronic whiteboards, and sustain their use; review and renewal of computer lab to be considered.	➤ Introduction of use of iPads has commenced in Prep classes. Prep teachers, members of the Learning Support and Leadership teams engaged in Commonwealth Targeted Program Literacy and Numeracy Project to enhance use of this technology. ➤ iPad use with students with focus needs in continued development, with Years 6 and 7 students seeing an introduction of classroom access.	
		➤ Conduct an audit of areas available, spaces needed, design of areas (short and long term), furniture, storage, outdoor playgrounds, teaching and learning areas, seating and eating areas, and amenities.	➤ Furniture audit undertaken across the school. ➤ Identified needs and wants, in relation to furniture are being prioritised. ➤ Trades people have provided quotes and contractors are being engaged to undertake minor works in Our Lady's Block, inclusive of storage facilities, air conditioning and flooring (with the view for finalisation for the 2013 school year).	
		➤ Consult with staff and parents (through the School Board and P&F) to identify areas working well, areas which could be further developed in terms of effectiveness and ideas for change. Areas to include learning spaces, administration, amenities, playground...	➤ P&F President and the Principal are working collaboratively to design plans and work with contractors (using Fete proceeds) to develop playground spaces.	
		➤ Findings from the above, within budget provisions, to be used to inform the renewal of learning areas in terms of planning and development of facilities, both in the long and short term.	➤ Various renewal projects were undertaken including the refurbishment of Our Lady's Building (see above). ➤ We continued the roll-out of data projectors and in 2012 we were pleased to introduce several wireless projectors that connected directly with the laptops in the room. ➤ Several projects involving the removal of asbestos have been undertaken.	
		➤ Develop the awareness of staff and community in relation to budgetary and staffing resource allocations and limitations.	➤ Progressively providing to staff information relating to the school budget and staffing. Explanation given re the interconnectedness of all aspects of school operations as they relate to both the (executive summary) budget and staff schedule. ➤ Raising awareness within the P&F of its role in assisting with resourcing the school.	
		Strategically plan for all aspects of the QCEC Block Grant and locally funded capital works. (4.1)	➤ Oversee the construction phase with regard to WHS regulations, and liaise with architect and builders to progress the development of the 4 th Prep classroom and associated facilities	➤ During 2012, the 4 th Prep classroom was constructed. There were fortnightly meetings with the builders and architects to ensure compliance with all regulations. Finance was organised and supported by the Archdiocesan Development Fund which approved the extension of the loan. Completion due December 2012.
			➤ In partnership with the P&F, complete the roll out of air conditioning units throughout the school.	➤ Air conditioning of Block 3 (2012 Year 2 classrooms) and Our Lady's Block finalised, with the support of the P&F. All classrooms in the school now air conditioned.