

Good Shepherd Strategic Renewal Monitoring Plan 2013

GOALS	STRATEGIES	POSSIBLE FOCUS ACTIVITIES	INDICATORS OF SUCCESS	TIMELINE				REVIEW OUTCOMES
				T1	T2	T3	T4	
<p>PRIORITY 1 MISSION AND RELIGIOUS EDUCATION</p> <p>Develop the Catholic Identity of the school through provision of a quality Religious Education curriculum.</p>	<p>APRE to attend 10 PD days on implantation of the Religious Education Curriculum.</p> <p>Provide professional learning for parents in order for them to understand the vision of the Religious Education Curriculum for Good Shepherd</p>	<p>APRE to run sessions in multi-purpose room after school and during school (a variety of times to accommodate as many parents as possible).</p>	<p>Validated school program for Religious Education</p> <p>Parents understand and support the Religious Education program.</p>					
<p>Provide professional learning that integrates religious education and theology.</p>	<p>Provide professional learning for staff in order for them to implement the Religious Education Curriculum for Good Shepherd</p>	<p>APRE to provide updates and assistance to implement on planning days</p>	<p>Staff implement quality curriculum.</p>					
<p>Develop a culture that supports and nourishes staff, students and families through the Religious Life of the School.</p>	<p>Engage artists to create images and icons for school.</p>	<p>Discussion with Bryan Shephard Good Shepherd cross</p> <p>Narelle Urquhart -Aboriginal artist paint a cross from the South West Cluster).</p> <p>Principal and APRE to meet regularly with parish priest</p>	<p>Catholic Christian Tradition visible through images and icons</p>					<p>The cross was completed at the end of Term 1 and sits in the sacred garden. This garden will be established in Term 3.</p>
	<ul style="list-style-type: none"> - Create strong connections with Parish Priest and Parish Community - Parents informed about liturgical calendar and parish events (eg Sacramental Program) through \school website. 	<p>APRE to coordinate with parish regarding celebrations</p>	<p>Positive partnerships with parish priest and wider community</p>					
<p>Celebrate the Blessing and Opening of Good Shepherd</p>	<ul style="list-style-type: none"> - Collaborative planning with staff, students, parents, parish. Involvement of local, state and federal government. 	<p>APRE to coordinate planning meetings with community</p>	<p>Parents and children celebrate sacraments and other events within the parish.</p>					
			<p>Successful Blessing and Opening celebration</p>					

GOALS	STRATEGIES	POSSIBLE FOCUS ACTIVITIES	INDICATORS OF SUCCESS	TIMELINE				REVIEW OUTCOME
				T1	T2	T3	T4	
PRIORITY 2 TEACHING AND LEARNING Implement quality pedagogy that is underpinned by contemporary research	Engage with Tom Barrett to implement Design Thinking. - Engage with appropriate data when planning, teaching and assessing to personalise learning	- Attend Professional Development days at Springwood on 20 March, 29 May and 15 July 2013 - PM Benchmark, PAT-R and other assessment tools visible in staffroom and available for planning days.	Improved learning engagement through implementation of Design Thinking philosophy. The implementation of Design Thinking will assist teachers in their Professional practice.					Completed three days PD & ongoing.
Develop quality units of work that support implementation of the Australian Curriculum	- Reading to Learn approach adopted as whole-school practice for teaching reading and writing - Engage Michael Barra to provide professional development for staff in numeracy - Learning Management System (LIFE) used in Term 3	Two teachers in-serviced in program. - Michael Barra to attend planning days - Involve one teacher from Assisi and MacKillop along with CST to attend PD.	- Reading to Learn used successfully across the school. - Numeracy projects across year levels support teaching of Mathematics - LMS successfully implemented to enhance teaching and learning and communicate with parents					Ongoing
								Ongoing
Students are supported and nourished and their social and emotional well-being needs are met.	- Begin implementing KidsMatter across whole school - Introduce Well-being Week (Once per term) to create opportunities to support social and emotional health in the community	- Create Action Planning Team including staff and parents to guide implementation of KidsMatter - Connect with parent community to engage providers for activities in Well-Being Week (eg massage/ yoga sessions/creative activities) - Staff create plan for publishing to school community.	- Students are happy and positive about their learning and feel safe at school - Positive relationships within school community and with wider community - Behaviour learning consistent across school. - Parents and students understand Behaviour Learning Plan.					Formed action group with parents – Megan and Trish
								Term 1 parents involved in presentations. Ongoing.
								Presentation

GOALS	STRATEGIES	POSSIBLE FOCUS ACTIVITIES	INDICATORS OF SUCCESS	TIMELINE				REVIEW OUTCOME
				T1	T2	T3	T4	
Priority 3 PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIIPS Productive, positive partnerships with parents that improve student learning outcomes	Provide professional learning in all aspects of learning and teaching and the Religious Life of the School - Establish parent bodies to build community	-Principal and APRE to provide sessions at various times to cater for as many parents as possible - Engage experts in the field to assist with delivery of sessions -Engage Carmel Nash to discuss possible options for parent network groups. Organise social events.	Parents informed regarding their child's education and positive towards the learning and teaching at the school Collaborative parent partnerships that support school growth and identity.					<i>Professional Development provided to parents. Reading Reporting Student Protection x 6 Design Thinking</i>
								FACEN (Family and Community Engagement Network): Initial meeting March 2013 Meetings 4 June and 17 June 2013
A culture that supports staff as life-long learners in the field of research that drives enhanced student learning outcomes	- Staff visit local and Melbourne schools to improve their knowledge and understanding of contemporary learning and teaching - Professional goal setting established Term 2 - monitored throughout the year - Engage in coaching program as part of National Partnerships Program - Improving Teacher Quality	- Melbourne visit scheduled for Ipswich Show Holiday Fri 17th May 2013 - Principal to meet with staff to discuss professional goals - APRE +1 staff to complete PD in coaching.	Increased capacity of staff in field of contemporary learning and teaching - Staff set realistic and achievable goals - Coaching and mentoring used to support staff.					Visit to St Francis of Assisi Tarneit established sound practices and directions in pedagogy.
								Term 2 Steve Dunne BCE led staff in Professional Goal setting. Ancillary Staff interviews occurred T2 and T3.
								Terese and Sandie attended Coaching Course
Establish strong connections with local BCE school and other schools in the community	- Centacare OHSC program offered to Springfield Central State School - Network programs between local primary schools	Principals to create common thread for behaviour learning at OHSC - Principal & APRE investigate possible activities eg Under 8s Week celebrated with local schools. Network with local principals, plan local area.	Building spirit of community with all schools working together - Co-operative, collaborative partnership between local schools					Initial meeting Term 1 and ongoing.
								Blessing and Opening

GOALS	STRATEGIES	POSSIBLE FOCUS ACTIVITIES	INDICATORS OF SUCCESS	TIMELINE				REVIEW OUTCOMES
				T1	T2	T3	T4	
<p>Priority 4 STRATEGIC RESOURCING</p> <p>To build a professional learning community</p>	Budget is prioritised for the purpose of engaging in professional learning	Engage in Reading to Learn, KidsMatter, LMS, Design Thinking	All programs and approaches successfully implemented throughout whole school and plan in place for sustainability.					Ongoing
All staff trained and comfortable in using all school operating and learning systems	Ancillary staff trained in use of all BCE operating systems (e-Minerva, Dynamics etc)	Staff to attend PD	All programs and approaches successfully implemented throughout whole school and plan in place for sustainability.					Ongoing
	Teachers use LMS to effectively enhance student engagement with learning (from Term 2)	Staff to attend PD and engage with BCE staff when planning	LMS used effectively across whole school					
To resource classroom spaces designed to reflect contemporary learning approaches	- Staff engage in research to support the flexible use of furniture in classrooms	Access Learning and Teaching portal for research	Good Shepherd school is the model for contemporary learning and teaching in the Archdiocese					Term 2 Visitors from BCE, Western Australia CEO and Singapore.
	- Contemporary Learning approaches inform Stage 2 building design.	- Principal and school community develop plan.						
OVERALL COMMENT								