

Xavier Annual Plan 2014

1 Mission and Religious Education

POLICY STATEMENT

At Xavier Catholic College we will develop a dynamic faith community with a shared vision, striving to be responsive to the needs of all our members in our changing and complex educational and social context. This dynamic faith community will be clearly identified as a Catholic Christian Community within an Ignatian tradition.

As a response to Catholic Social Teaching, we will actively work to build community, acknowledging the dignity of each person, displaying tolerance and respect to all, promoting a "Faith that does Justice" and the need for love and compassion to be the basis of all endeavours.

At Xavier there will be a cohesive and integrated approach for the spiritual formation of all in our community (students, parents and staff) and for the professional learning of staff in religious education and theology.

BG 1.1 Enhance and develop Ignatian spiritual formation for staff, students and parents responsive to the Jesus, Communion, Mission vision of the Brisbane Archdiocese.

Strategic Intent:

A 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.

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

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

S 1.1.1 Develop, implement and publish an annual program of Ignatian Spiritual Formation for staff, students, parents and parishioners.

S 1.1.2 Ensure Xavier Spiritual formation offerings align with Brisbane Catholic Education Spiritual Framework - "Catching Fire".

S 1.1.3 Audit and review current spiritual formation opportunities offered to our Xavier and wider Parish community.

S 1.1.4 Xavier Senior Leadership and Middle Leadership to complete Ignis 1 & 2 by 2016

S 1.1.5 Engage Jesuit guest speakers, presenters, etc to facilitate in-services and spiritual formation.

S 1.1.6 Provide Ignatian induction sessions for new parents and staff offered on an annual basis.

S 1.1.7 Review Xavier's response to "Spirtfire" - the "Cardoner Program" and incorporate into a Xavier's Spiritual Formation Program.

IOS 1.1.1 A high priority is given by the school to the spiritual and faith formation of students and staff, and to promoting engagement by parents with student faith formation opportunities. The school actively and comprehensively engages with the BCE Spiritual Formation Framework. A comprehensive range and balance of spiritual and faith formation opportunities, informed by the religious profile of the school, are made available and positively engaged in by students, staff and community members. There is evidence that engagement in faith formation opportunities is having a significant and positive impact on the prayer, social action and religious life of the school. The Catholic religious identity and Ignatian and Jesuit charism of the school, and the Christian faith from which it draws its inspiration, are clearly articulated and deeply embedded in the daily life of the school.

BG 1.2 Develop a P-12 Religious Education Program based on the 2013 Archdiocesan Guidelines.

Strategic Intent:

A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.

A 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.

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

S 1.2.1 Provision of professional learning opportunities in RE Guidelines and available recourses for writing of units.

S 1.2.2 BCE RE consultant to be engaged at PD&P days to outline available resources.

S 1.2.4 Update RLOS components to be incorporated in RE planning documents

S 1.2.5 Develop and Religious Education Vision Statement.

IOS 1.2.1 The school comprehensively implements a well-documented high quality program for the learning and teaching of religion which is highly reflective of the Archdiocesan Religion Curriculum P-12 and is based upon high quality educational theory and practice. The program clearly provides for the context and needs of the school community and is creatively linked to the wider curriculum and the religious life of the school. The school provides a rich variety of opportunities for teachers to access ongoing professional learning in Religious Education and theology and to build their capacity as religious educators.

2 Learning & Teaching

POLICY STATEMENT

The curriculum at Xavier will meet BCE and Government requirements and be responsive to the changing needs of students and the community. It will be holistic in approach, providing comprehensive whole school response to the individual academic, vocational and pastoral needs of all students.

Improved outcomes for all students will be achieved through pedagogical practices that are data informed and evidence-based with targeted strategies for specific diverse student populations. Information, communication and learning technologies will be deployed to improve teaching and learning

BG 2.1 Review and implement changes to our Middle Years Program to ensure that it is meeting the needs of students and that there is pedagogical alignment and appropriate transition from Junior Years and to Senior Years.

Strategic Intent:

Enhanced pedagogical practice that is data-informed and evidence-based.

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.

S 2.1.1 Provide staff with professional development on adolescent needs to assist transition of Year 7 to Secondary.

IOS 2.1.1 Strategic and effective middle school structures and processes are well established and support teachers to identify and effectively respond to the diverse needs of learners. These structures and processes result in collaborative and positive partnerships between the school and parents, students and the community, and provide for successful learning outcomes for all learners. All teachers understand, accept and enact their responsibility as teachers of literacy and numeracy. Well targeted and an appropriately strategic distribution of resources support an inclusive and rich learning environment for all learners across the school.

BG 2.2 Implement measures to raise the school's Literacy and Numeracy standards above the National Average.

Strategic Intent:

Enhanced pedagogical practice that is data-informed and evidence-based.

Improved literacy and numeracy standards.

School leadership teams and classroom teachers have well developed capacities to utilise information, communication

S 2.2.1 Using data (NAPLAN and other standardised testing) to improve learning (ie. literacy and numeracy) across all areas

IOS 2.2.1 All teachers in the school understand, accept and enact their responsibility as teachers of literacy and numeracy There is a consistent and effective whole school approach to teaching literacy and numeracy. Teachers have high levels of understanding of literacy and numeracy perspectives and are skilled in integrating effective literacy and numeracy approaches in their curriculum planning and teaching. The school is highly effective in using standardised and diagnostic internal and external data to systematically progress student learning. Teachers understand and are competent in making judgements about "student gain data over a period of time. NAPLAN scores indicate significant student gains with averages close or exceeding National averages.

BG 2.3 Establish a framework to improve the professional learning culture among staff with a focus on improved learning& teaching.

S 2.3.1 Implementation of the Xavier Learning and Teaching Model.

S 2.3.2 Create Professional Learning Teams to share wisdom and experiences.

IOS 2.3.1 There is a visible culture for the improvement of learning and teaching across the school. Staff collaboratively use effective, structured, and well-resourced strategies that improve learning and teaching for all students. These strategies are documented and consistently communicated to staff, students and parents.

Successful improvement is regularly identified and celebrated by teachers and by the school. Teachers consistently articulate and demonstrate a deep understanding of pedagogy that enables learning that is highly visible, personalised, active and interactive. Whole school approaches to pedagogy are established, understood and enacted in every classroom. These approaches are underpinned and informed by the school vision for learning, A culture of continuous professional learning and reflection clearly exists within the school. The school intentionally and explicitly connects professional learning with improved student learning outcomes and there is strong evidence that professional learning is significantly enhancing teacher pedagogy and student learning and wellbeing.

BG 2.4 Design and implement a P-12 Personal and Social Development Education program aligned to BCE review of Guidelines.

Strategic Intent:

Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.

Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.

S 2.4.1 Audit existing College P-12 PSDE programs.

IOS 2.4.1 There are effective whole school approaches aligned to the Australian curriculum which develop the personal and social capabilities of all students. These assist in optimising the life chances, well-being and life-long learning opportunities for all students. It is strongly apparent that students and staff have a comprehensive understanding of the processes and practices regarding the safety, wellbeing and pastoral care of students. These processes and practices are highly visible and accountable. The school is a safe and supportive environment for all students and students feel that the school is committed to their well-being.

BG 2.5 Implement Australian Curriculum Phases 2 & 3.

Strategic Intent:

Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.

S 2.5.1 Provide staff with professional development and release for unit development.

IOS 2.5.1 Curriculum planning at school, subject area and classroom levels is responsive to student progress and is compliant with curriculum requirements. It demonstrates clear expectations about what teachers should teach, what students should learn, and is based on the conviction that all students can become successful learners. Teachers demonstrate in their professional conversations and teaching practice deep understandings of the Australian Curriculum and relevant QSA Syllabi. Teachers effectively apply the values and principles of the BCE Learning and Teaching Framework to provide high quality learning for all students. The school demonstrates a strong alignment between curriculum planning and effective practices in teaching, assessing and reporting. This alignment is strongly evident in whole school plans, year level plans, unit plans and classroom practice.

3 Professional Practice & Collaborative Relationships

POLICY STATEMENT

At Xavier Catholic College we will actively work to build community through collaboration and building of partnerships with students, families, parish, Brisbane Catholic Education and the wider community. Our staff will be committed to the development of a learning community through high professional standards and ongoing and effective professional learning. We will provide a comprehensive approach to staff well-being and pastoral care. We are committed to developing a safe, healthy and productive school environment for all. As the prime educators of their children, parents are called upon to play an integral part in this learning community.

BG 3.1 Engage and inform parents about their role as the primary educators of their children in partnership with the College.

Strategic Intent:

Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.

S 3.1.1 Publish Parent/College Communication Guidelines and Procedures in Newsletter, Portal and Induction/Enrolment Package.

IOS 3.1.1 A wide range of opportunities for authentic consultation and communication are provided to the school community. Parents, care givers, students and staff clearly understand and engage in these processes. Feedback is actively sought and constructively addressed by the school.

BG 3.2 Develop a Middle Leadership structure that provides high quality pedagogy and collaboration across P - 12.

Strategic Intent:

A 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.

S 3.2.1 Implement Staff Consultative Committee in line with QCEC and Union guidelines.

IOS 3.2.1 Staff are consistently encouraged and supported to develop leadership skills and capabilities and to exercise leadership through taking on new responsibilities and higher duties within and across schools. The school has a well-supported structured approach aligned to the BCE Leadership Framework to identify and support the leadership of staff. There are collaborative professional relationships among staff where open, honest and effective communication is demonstrated. Staff report high levels of respect and support for themselves and their role in the school.

4 Strategic Resourcing

POLICY STATEMENT

Xavier Catholic College is committed to the provision of high quality, affordable, inclusive Catholic education through a responsible, accountable and equitable distribution of resources. In doing so we recognize the complex individual needs of our families, particularly the marginalized, and the importance of the College being an active participant in our local community.

Strategic resourcing will align with our College's Mission and Vision. Decisions will be made via transparent planning and renewal processes that are appropriate and accountable and include input from all stakeholders.

BG 4.1 Improve the use of outdoor space across the College.

Strategic Intent:

Sustainable environmental practices are embedded into the organisational structure and processes of schools.

Contemporary learning approaches inform the planning, design and use of facilities.

S 4.1.2 Implement Outdoor space Masterplan to maximise utilization of available space for student / staff activities.

IOS 4.1.1 The school has a current, well researched outdoor educational brief and facilities master plan which clearly aligns with the school mission and is integral to budgetary and financial planning processes. The school is collaborative and purposeful in providing for the development, resourcing, management and maintenance of contemporary outdoor learning environments that are innovative and reflect current research. Teachers and students value the manner in which the outdoor environment and other learning facilities are developed and maintained.

BG 4.2 Implement learning management system to enhance student and staff engagement with learning, teaching and school operations.

Strategic Intent:

Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.

IOS 4.2.1 The digital learning environment across the school is sustainable, reliable, safe and secure and successfully enables teachers to create highly effective dynamic, personalised, multi-modal, connected and engaging learning experiences for all students. The digital learning environment at the school assists productive engagement anywhere and at any time by students and parents.

BG 4.3 Resource the move of Year 7 into Secondary

Strategic Intent:

Collaborative processes are in place to develop the budget and to allocate resources. Contemporary learning approaches inform the planning, design and use of facilities.

S 4.3.1 Build 2 additional GLAs and 1 Science Facility and resources for 2 additional classes of Year 7.

S 4.3.2 Provide transition and induction processes for 5 new year 8 classes and 3 additional year 7 classes.

S 4.3.3 Ensure appropriate staffing of year 7 and Middle years.

S 4.3.4 Develop marketing strategy to get adequate share of year 7/8 enrolments.

S 4.3.5 Work with ICLT Committee to resource Years 7&8 with ICLT.

IOS 4.3.1 The school provides high quality learning environments that are readily accessible and effectively utilised. These learning environments promote high levels of student engagement with their learning.