

# Xavier Annual Plan 2016

## 1 Mission and Religious Education

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 1.1.3 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 Review induction process for new families.

S 1.1.6 Offer Ignis 2 or equivalent to all College staff in Hervey Bay.

S 1.1.7 Train staff to deliver Ignis 1 and 2.

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.

S 1.2.1 Provision of teacher release for the site implementation team to prepare the College for RE validation.

S 1.2.3 Provision of teacher release to prepare units of work for validation.

S 1.2.5 Promote use of video conferencing to access PD.

S 1.2.6 Review senior RE programs to increase engagement by students.

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.

## BG 1.3 Develop engagement of staff and students in whole school liturgies

### **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.

S 1.3.1 Provide opportunities for staff and students to practice songs and responses in PC and Religious Education classes.

S 1.3.2 Encourage greater College and Parish interaction. For example, invite representatives from Parish (Priest, Pastoral Associate) to be more actively involved in College life.

## 2 Learning & Teaching

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 Establish a structure to support year 6 teachers in curriculum development, using HOD's as facilitators.

S 2.1.2 HOD's to implement procedures across the middle school to ensure that unit planning is up to date and aligns with Xavier learning and teaching model.

S 2.1.3 Work with Star of the Sea to enhance curriculum alignment in years P-6.

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 Use data to analyse the effectiveness of school programs and classroom teaching to develop school strategies and improve student learning.

S 2.2.2 Continue to develop BCE DELT Learning Collaborative (Extended) High yield strategies, P-10.

S 2.2.3 Continue to use DELT Learning Collaborative Literacy Monitoring Tools in years P-10

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.

#### **Strategic Intent:**

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

Improved literacy and numeracy standards.

Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.

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

S 2.3.1 Review the Xavier Learning and Teaching Model.

S 2.3.3 Establish a learning and teaching team to oversee learning and teaching P-12. To ensure consistency in planning, teaching, assessing and reporting through effective and expected practices.

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 well-being.

## BG 2.5 Implement Australian Curriculum.

### **Strategic Intent:**

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

S 2.5.2 Develop staff awareness of the General Capabilities and how they influence planning, teaching and learning

S 2.5.3 Provide teachers with PD on curriculum the areas of humanities and the arts.

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**

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 3.1.2 Engage parents and care givers in the implementation of growth mindset / habits of mind.

S 3.1.3 Ensure parents are aware of the College's expectations and their responsibilities in engaging the College's ICLT initiatives through a variety of formats.

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 3.3 To improve our Teacher Performance and Development Program**

**Strategic Intent:**

A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.

S 3.3.1 Incorporate teaching and learning initiatives into the College's Teacher Performance and Development Program.

## 4 Strategic Resourcing

### 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.

S 4.1.3 Review priorities for roll out of open space plan.

S 4.1.4 Set up parent advisory committee to implement outdoor space plan.

IOS 4.1.1 The school has a current, well researched outdoor educational brief and facilities master plan which clearly aligns with the school's 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 4.5 Implement College's ICLT strategic plan.

#### **Strategic Intent:**

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

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

S 4.5.1 Review ICLT levies to ensure parent affordability.

S 4.5.2 Implement year 1 of a 3 year refresh plan of College AV resources to meet the diverse needs across P-12.

S 4.5.3 Develop a plan to address document storage and organisation on the college's curriculum drive.

S 4.5.4 Expand IT human resources and reorganise structure to meet the needs of the College

IOS 4.5.1 The school has a current, well researched ICLT Plan which clearly aligns with the school's mission and is integral to budgetary and financial planning processes. 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.