

# St John Vianney's Primary School, Manly

## Whole School Goals 2016



St John Vianney's  
PRIMARY SCHOOL

PRIORITY 1: MISSION & RELIGIOUS EDUCATION			
Strategic Intent	Goals	Strategies	Achievements/Evaluation/ Actions Indicators of success
<p><b>1.1 RELIGIOUS IDENTITY AND CULTURE</b></p> <p><b>Catholic Religious Identity</b> Catholic religious identity is authentically and pervasively expressed through the provision and creative use of high quality and meaningful rituals, symbols, signs, artworks and sacred spaces throughout the school. The Catholic religious identity and 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.</p>	<p>By the end of 2016, the APRE and the Spirit Fire team will review and audit the school's Catholic identity (including the Nano Nagle and St John Vianney charism) evident through symbols, signs, artworks and sacred spaces.</p>	<p>Invite Spirit Fire Team to form committee. Audit school practices related to our Catholic identity – identify potential for recontextualisation. Formulate ideas for future implementation (in preparation to participate in the Leuven Project).</p> <p>Invite Sr Mary Franzmann to continue 2015 professional development and further develop the concept of being 'Presentation People' during the 75<sup>th</sup> year of the school.</p> <p>Formulate ideas on how this can be transferred to students (ie: Shine your light award etc).</p> <ul style="list-style-type: none"> <li>- Investigate the 'Making Jesus Real' program</li> <li>- Potential RE formation day for 2017 (What does it mean to be 'Presentation People?')</li> </ul>	
<p><b>1.3 PRAYER AND WORSHIP</b></p> <p><b>Student engagement with ritual, prayer and worship</b> The school actively encourages and creatively nurtures and develops respectful student engagement with and leadership in a <b>wide variety</b> of ritual, prayer and worship activities. <b>** To be reviewed at end of 2016*</b></p>	<p>By the end of 2016, students and staff will engage in a variety of ritual, prayer and worship activities.</p>	<p>Rosary during October (Tuesday – Friday) during morning classroom prayer.</p> <p>Classes to participate in Wednesday parish mass.</p> <p>Lunchtime meditations/mindfulness colouring.</p> <p>Investigate professional development session for staff on creative ways to pray.</p>	

**PRIORITY 2: LEARNING & TEACHING**

Strategic Intent	Goals	Strategies	Achievements/Evaluation/Actions Indicators of success
<p><b>2.1 CURRICULUM DESIGN AND IMPLEMENTATION</b></p> <p><b>Literacy and Numeracy Perspectives</b> All teachers in the school understand, accept and enact their responsibility as teachers of literacy. There is a consistent and effective whole school approach to teaching literacy. Teachers have high levels of understanding of literacy perspectives and are skilled in integrating effective literacy approaches in their curriculum planning and teaching.</p>	<p>By the end of 2016, staff will have reviewed, engaged in professional development and in turn, developed clear literacy strategies for P –Yr 6.</p>	<p>Review P-6 literacy strategies (“How is reading being taught at SJV?”). PLL to develop online staff survey.</p> <p>PM Benchmarking refresher course for staff.</p> <p>Continue Reading to Learn professional development for Year level teachers if offered by BCE.</p> <p>All P-Yr 2 teachers to attend David Hornsby Phonics professional development.</p> <p>PLL and STIE to develop whole school Literacy outline.</p>	
<p><b>2.3 PEDAGOGICAL PRACTICE</b></p> <p><b>Visible Learning</b> Teachers consistently articulate and demonstrate a deep understanding of pedagogy that enables learning that is highly visible, personalised, active and interactive.</p>	<p>By the end of 2016, a language of learning will be evident within the SJV school community.</p> <p>By the end of 2016, the Visible Learning Team, led by the PL, will have supported staff in continuing to collect, analyse and plan with data in order to enhance student progression.</p> <p>By the end of 2016, teachers will be aware of the four levels of feedback and start to utilise this in their teaching.</p>	<p>Display Learner Disposition posters to be displayed in classrooms and around the school.</p> <p>Classroom teachers to explicitly teach learning dispositions and integrate into daily learning.</p> <p>PL to write Visible Learning updates for Newsletter.</p> <p>Teachers to collect literacy data and input into the BCE Literacy Monitoring Tool each term.</p> <p>Visible Learning Team to provide professional development in this area and support with implementing in the classroom.</p>	

	Be the end of Term 2, the PL and Principal will conduct walk-throughs in order collect data on student learning language.	Teachers will be using Learning Intentions and Success Criteria in their English planning. These will be visible within the classroom.	
<b>2.4 STUDENT WELLBEING AND PASTORAL WELLBEING</b>  There is a high level of collaboration and alignment among school, families and community agencies in supporting students and their families. Roles and processes within partnerships and networks are well understood and communicated.  <b>**To be reviewed at end of 2016**</b>	Strengthen positive relationships between teachers and students through positive school culture, engaging pedagogy, pastoral care structures, student voice and partnerships with families.  Support our school team in implementing strategies to improve the learning progress for all students.	Release teachers to enhance and build our professional learning community and strengthen our ability to collaborate as a team.	

<b>PRIORITY 3: PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS</b>			
<b>Strategic Intent</b>	<b>Goals</b>	<b>Strategies</b>	<b>Achievements/Evaluation/Actions Indicators of success</b>
<b>3.3 PROFESSIONAL CAPACITY</b> <b>** To be reviewed at end of 2016**</b>  <b>Staff Effectiveness</b> The school has a highly strategic approach to developing the effectiveness of staff. There are clearly defined, well understood and effectively implemented processes that develop and improve the effectiveness of teaching and non-teaching staff. <b>Highly effective processes for mentoring, coaching, goal setting and professional feedback are widely used, resulting in improved pedagogical performance among teachers.</b>	In Term 2, staff will develop realistic and authentic goals related to the school's annual plan (this document!!) in order to identify and celebrate individual strengths and in turn, develop a professional learning community.  We are conscious of the many gifts within our teaching community, are we under-selling ourselves?	Staff meeting allocated towards setting goals (late Term 1). What are you passionate about? What skills/ideas would you love to share with your colleagues? - Released for 1 hr for coaching with PL each term.	
<b>3.4 School Marketing</b> The school has a highly effective communications and marketing plan. The plan is well supported, strategically enacted and periodically reviewed.  The school is well regarded in the local and wider community and communicates a very strong positive profile that reflects its mission and that of	During 2016, review marketing and communication mediums being used by SJV and develop future strategies.	Online newsletter will be used by the end of Term 1.  APRE to update Twitter account.  Staff member employed to weekly update Parent Portal and school website.	

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PRIORITY 4: STRATEGIC RESOURCING			
Strategic Intent	Goals	Strategies	Achievements/Evaluation/Actions Indicators of success
<p><b>4.1 STEWARDSHIP OF RESOURCES</b></p> <p><b>A culture of Sustainability</b> A culture of sustainability is promoted by staff, students and parents and is demonstrated in the proactive and highly effective way the school plans for the sustainable use and allocation of resources.</p> <p>Explicit and comprehensive policies and procedures are embedded and enacted to support the sustainable use of a wide range of facilities and resources.</p>	<p>By the end of 2016 we will have developed and formalised a plan around the implementation of air conditioning in the school.</p> <p>By May 2016, a plan will be developed in regards to ICT resources in the school, including the 1:1 program.</p>	<p>Collaborate with the school board and P&amp;F to investigate options.</p> <p>School leadership team to meet and review projected financial information in order to determine long term sustainability.</p>	