The St Agnes School Strategic Renewal Plan has been developed through consultation with staff, parents, P and F and school board. The St Agnes School Board supports the principal in overseeing the implementation of the renewal plan. In developing the plan consideration has been given to the previous renewal plan. Achievements, successes, challenges, learnings and future hopes have been taken into consideration.

The plan has been developed through being informed by Brisbane Catholic Education Strategic Renewal document 2012 – 2016. The plan has also been informed by the changing nature and context of schooling in Australia, the religious context in which the school exists and the nature of our learners. Hence the Australian Curriculum, the Brisbane Catholic Education Religious Education Curriculum, the Religious Life of the School and Brisbane Catholic Education Pedagogical Framework have been key influences.

The experiences and learnings from previous renewal plans have also been a key to informing this plan. In particular, the importance of review and reflection, as well as ongoing professional learning, has been significant in developing a professional learning community.

Our hope is that this plan continues to support us in reaching our vision of lifelong learning, life enhancing relationships and life giving spirituality so that we may continue through education to live the Gospel of Jesus in making a difference in the world.

This document remains a living document as we continually reflect on our yearly actions and incorporate our learnings into future yearly action plans as we engage in the changing context of education.
Priority 1: Mission and Religious Education

Strategic Intents

1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.

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

1.3 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.

1.4 A cohesive and integrated approach for the formation of staff

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

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

Priority 1: Goals

1.1 St Agnes school policies, programs and practices explicitly articulate the nature and purpose of Catholic schooling.

1.2 Students will be visibly engaged in developing knowledge of, deep understanding of, and skills about the Catholic and broader tradition

1.3 Students will be visibly and actively engaged in the Religious Life of the School through active participation and reflection.

1.4 Staff will be encouraged and given opportunities for their own faith formation.

1.5 To improve teachers' understanding of theology and scripture and to support their teaching in the new RE curriculum.

1.6 To develop a rich understanding of Catholic Social Teaching and develop actions that the community can be engaged in.

Priority 1: Strategies

1.1 Review all documentation, including website in light of the intent and the shifting of Year 7 to secondary.

Revisit each year with staff the purpose of Catholic schooling and deepen our understanding.

Include in formation activities, rituals and prayer and the Religious Life of the School a focus on the evangelising mission of the Church.

Also include in parent forums e.g. Orientation Day.
1.2 Establish a Religious Education Curriculum implementation team for the new curriculum. The team is to be in serviced and supported in developing an implementation plan. The implementation plan will include professional learning for teachers and support in planning units of work reflecting the new RE curriculum. A strategizing plan for the Implementation of the new Religious Education curriculum will be developed.

1.3 A yearly school liturgical calendar will be developed highlighting opportunities for prayer and sacramental celebrations. This school calendar will include whole school masses, the liturgical seasons, significant cultural events, school events, opportunities for whole school prayer, and prayer of the church, class prayer that is inclusive and welcoming. School prayer will also involve reflection, meditation with class and whole school focus.

1.4 The Catching Fire Formation Framework will be used as a resource for developing formation opportunities. Catching Fire team will identify yearly opportunities.

1.5 Develop a professional learning plan in consultation with teachers, linked to the implementation of the new Religious Education Curriculum. Teachers will have opportunities in religious education and theology to enhance their teaching in Religion.

1.6 Link to professional learning plan for teachers and social action initiatives through the Religious Life of the School document e.g. Bacau and St Vincent de Paul.

2014 Actions: Priority 1

Redevelop website including adjustments for the transition of Yr 7 to Secondary. Ensure all documentation is specific to Prep to Yr 6. Religious Education component on website is to be re written. A new website was developed and the website has been continually updated. A focus has been on strengthening the parent portal to ensure up to date information is available and that for parents it becomes the first port of call. A process was established to ensure on going relevant material is available on the website and parent portal. A parent liaison person has been appointed by the P and F to help facilitate the process.

Revisit with teachers purpose of Catholic schooling to enthuse the spirit of our common vision. This is usually explored during January professional Development Day. Opportunity exists to revisit the vision while introducing new Religious
Education Curriculum (RE). This was part of the teacher’s Professional Development Day in January as we introduced the new RE curriculum. Further multiple opportunities were provided to revisit this during the year as we engaged with the RE Curriculum.

St Agnes committed to a new Catholic Education project which is focussed on the Catholic identity of the school. This will assist with this component for our renewal. It is in partnership with Leuven Catholic University in Belgium. Initially there was a survey for parents, staff and students in Years 5, 6 and 7. The survey will give us rich data on the current Catholic identity of the school community. The second aspect of the project will help us engage in tools to enhance that identity. The survey was conducted in Term 3 and a report is being collated by Leuven University for future engagement. The survey was completed by a significant number of parents, staff and years 5, 6, 7 students. We await the results of the survey. It will be a priority for us in 2015.

The Religious Education Implementation Team (SIT) developed a strategic plan for the implementation of the new Religious Education Curriculum. This will included professional learning, familiarisation with resources, understanding pedagogy and support in planning, teaching and assessing in Religious Education. Teachers were supported in preparing for Consistency of Teacher Judgement – Religious Education.

There was a focus on understanding assessment in Religious Education and Reporting which will continue in 2015. Professional renewal in RE was ongoing through the year. Staff meetings and twilight were assigned for the SIT team to facilitate the teacher understanding and implementation of the new RE curriculum. Teachers engaged enthusiastically in the implementation of the new RE curriculum and this is evidenced by the quality and depth of work being produced by students. CTJ day was very successful.

Preparation with the RE consultant were established for the Religious Education validation process along with timelines. The validation process was completed in Term 3. Teachers were commended for their commitment to the teaching of Religious Education and the development of the Catholic ethos in the school. Several recommendations were identified that will form part of the 2015 plan.

In the light of changing leadership in the parish we worked with our new parish priest to enhance the Religious Life of the School through the formation activities, rituals and prayer with a focus on the evangelising mission of the Church. This included a school calendar that identifies the many opportunities for developing the religious life of the school. The transition to new leadership under the new parish priest has begun and it has been very positive. Ways in which the school community can be engaged in the prayer life of the school have been identified.

We examined ways in which as a school community to take ownership of the “Joy of the Gospel’. This document had become a focus of our Lenten reflections and staff
prayer and excerpts have been placed in the newsletter for reflection. Further development of our understanding of this document and the implications for us should be considered within the Catholic Identity project.

The Catching Fire team continued to meet and organise opportunities for formation and development of spirituality. The team contributed to shaping the Spirituality Day in January.

We worked with the student council to ensure the continuance of our social action initiatives. The student Justice Committee has met to explore options. Throughout the year there has been a focus on continuing to develop students understanding of social justice. This has been supported by our continued relationship with the crèche at Bacau, ongoing relationship with the local St Vincent de Paul and Support of Catholic Missions.

PRIORITY 2: LEARNING AND TEACHING

Priority 2: Strategic Intents

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

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

2.3 Improved literacy and numeracy standards.

2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. Yr. 7 transition

2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, students’ behaviour support and foster social and emotional well-being.

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

2.7 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.

Priority 2: Goals

2.1 By 2016 we will be a ‘data wise culture’ through the collection, analysis and interpretation of relevant data that informs teaching practice to improve student learning.
2.2 By 2016, in alignment with the BCE Learning Framework, the Australian Curriculum will be implemented with particular emphasis on the general capabilities and the cross curricula perspectives.

2.3 By 2016 student literacy and numeracy standards will be improved through being a 'data wise culture' that informs and improves teaching practice.

2.4 By 2016 a review of the learning environments in the light of Year 7 transition will inform future use of space to ensure improved learning.

2.5 Continue to be proactive in pastoral care initiatives that support student well-being.

2.6 By 2016 a review of the current school processes for identifying students with specific diverse learning needs will have been implemented.

2.7 By 2016 through improved teacher ICT capabilities there is clear evidence that ICLT is integrated in the teaching learning process.

Priority 2: Strategies

2.1

Establish the Visible Learning Team to audit our current practices and develop future practices through consultation that creates a 'data wise culture'.

Shift to an electronic platform for the collection, storage and access to data e.g. Brisbane Catholic Education's Business Intelligence Tool.

Develop a set of agreed data gathering tools.

To further develop the gathering, the analysis and the interpretation of data to inform teaching practice and student learning development.

Develop a process of triangulation of existing teacher assessment data, NAPLAN and standardised tests and student reports.

2.2

A specific implementation plan, including timeline, for the Australian Curriculum that addresses each of the AC disciplines.

A professional learning plan is developed that supports teachers' understanding of and capacity to include the general capabilities and cross curricula perspectives in their planning and teaching.

Engage in the Assisi project for embedding sustainability perspective in the broad curriculum.
Continue to embed an Asian perspective in the broader curriculum and Reconciliation Action Plan.

2.3

Engage in the Evolving Pedagogies and Multimodal Texts Project to further enhance literacy improvement.

Develop Visible Learning project to develop a ‘data wise culture’.

Renew a school numeracy and literacy plan informed by the Australian Curriculum.

2.4

Continue to develop middle schooling in light of Year 7 transition.

2.5 Continue to implement SWPBS; link the social emotional capabilities in the Australian Curriculum with the Agnes Way. Implement aspects of Kids Matter.

2.6 Review process including review of the 'wraparound process'. Continue to support teachers in developing strategies to ensure improvement for students with diverse learning needs.

2.7 Continue the development of the ICT infrastructure and use of ICT to support students in the development of 21st century learning capacities as in the Australian Curriculum.

**Priority 2: Actions 2014**

Visible learning team developed an implementation plan for 2014 which included professional learning, professional dialogue, change to practices and reflection processes. This included the professional learning day, twilight and staff meetings. The Visible Learning Team facilitated one professional learning day and several staff meetings. Teachers have introduced practical visible learning strategies in their classrooms. Teachers identified learning intentions as a specific goal and worked with students to develop their learning goals evidenced in the language of the classroom.

During the year the visible learning team continued to in service teachers on key concepts and practices within visible learning. A key focus has been making learning intentions visible. The team has conducted staff meetings, exploring concepts with teachers, developing action plans with teachers and gaining feedback from teachers. The team will continue to implement in 2015 with focus on feedback.
In 2014 we worked closely with BCE personnel to understand and strategically utilise the Business Intelligence Tool (BI) tool in order to rank students’ performances and to inform teacher practice. This will involve the continuance of gathering shared data and utilising data to inform teaching and learning. All teachers had in-service on the BI tool and were given multiple opportunities to explore and use the tool to inform their teaching and planning.

Progress was made in sharpening the focus of the BI Tool. Clearer expectations have been identified in for assessment tools that support the BI tool. Teachers are being supported in using the tool to support their planning. More work will be done in using the tool to triangulate data on student learning. The LIFE team ran a number of sessions with teachers and have developed a future implementation plan giving more support to teachers as they engaged with the resource. This will continue in 2015.

Teachers deepened their understanding of the BCE pedagogical framework and the BCE Learning and Teaching Framework through learning opportunities and utilising the framework in their planning, teaching and assessing. This was linked to visible learning. Exploring the pedagogical framework occurred during the professional learning days. Teachers made links in their planning as they progressed through the year.

During 2014 this was clearly linked with the development of the new RE curriculum. Teachers gained a deeper understanding of the frameworks while developing their understanding of the new RE curriculum. It will continue to be a focus for 2015.

Teachers also deepened their understanding of the Standards in the Australian Curriculum. The Visible Learning Team attend the Standards workshop and then in-serviced the rest of teachers. Teachers had the opportunity to explore further their understanding of the standards and learning to differentiate within the standard within the one year level and applied new knowledge in their planning, assessment and in their summative reports. This is evidenced through their discussion of assessments and their engagement in the CTJ process.

Teachers identified targets for students in literacy and numeracy and develop action plans to support learners in reaching those targets. Teachers are beginning to do this as they engage with the BI tool.

The school continued to implement structures, processes and pastoral care to support the Yr 6/7 transition to secondary. This included the new 2014 student leadership structure and processes to which students responded very positively with great success. Our assessment of this is that it has been most successful. All students have had an opportunity to demonstrate leadership through a particular role. Students’ reflections on the structure have been most positive.
The School Wide Positive Behaviour Support Team continued to implement the Behaviour Policy. Student Behaviour Support Plan and the Anti-Bullying policy were submitted to BCE for review and were made available for parent comment. Both documents have been completed and a number of strategies were implemented with students including the launch of the document. Our focus for 2015 will be enhancing our positive behaviours through the Positive Behaviour for Learning process (PB4L). Teachers have begun being serviced on this and this will be a priority in 2015.

The LIFE team developed an implementation plan to support teachers in the use of LIFE as a learning tool and support teachers in gaining access and capability in using these tools.

LIFE was temporarily suspended and when redeveloped the LIFE team in consultation with BCE developed a strategic plan for enhancing our engagement with digital learning space. The LIFE team reviewed their actions for 2014 and developed an action plan for 2015 with the focus on developing and extending teachers’ working knowledge of LIFE. The plan supports teachers in using LIFE within the classroom.

Investigations were undertaken for the introduction of 1:1 devices. Information was gathered from teachers on use of ICT in the classroom to help inform future direction. Discussions were held with the community and School board. Discussion with the School Board concluded that we would move to a 1:2 ratio in upper primary while increasing the ratio in other parts of the school in 2015.

The school continued to transition to electronic learning profiles. This was in conjunction with BL tool. Further work has been done on this continues and it will be a continued in 2015.

Two class levels continued to develop a process for the infusion of the social /emotional capabilities from the Australian Curriculum across the curriculum, supported by BCE personnel and guidance as a model for the whole school. Years 2 and 3 are embedding this in their planning, teaching and assessment. They also lead a review of Student as a Learner for the Summative Reports. A new Student as a Learner linked to the social emotional capabilities of the Australian Curriculum and integrated with the St Agnes Way was established for the Summative Report.

Teachers introduced the new RE curriculum and the Geography curriculum in 2014. An implementation plan was devised that includes professional learning, planning teaching and assessment through professional learning days, twilights and staff meetings. Teachers have gained increasing confidence in each of these curriculum areas. Significant progress has been made in the Religious Education implementation as evidenced through the validation process. Geography while being implemented in 2014 will be reported on in 2015.

The Assisi team attended the BCE Sustainability Conference and supported the community in continuing the work on sustainability with focus for 2014 on energy through monitoring;
particularly the use of lights, fans and air-conditioning and encouraging responsible practice. The student Habitat committee took a lead on this.

Teachers continued to focus on improved pedagogy through a personal action /learning cycle supported by external consultants. (Evolving Pedagogies) Teachers reported on their action learning project at twilight and I continued working on project for final presentation in September. This was a most successful project for teachers. All teachers reported back on their project with key learnings and changes in their pedagogy.

**Priority 3: Professional Practice and Collaborative Relationships**

**Priority 3: Strategic Intents**

3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.

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

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

3.4 Leadership Development and succession planning informed by the mission and purpose of Catholic Education.

3.5 Development of professional learning communities.

3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.

3.7 A safe, healthy and productive school environment for students, staff and community.

3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.

**Priority 3: Goals**

3.1 The partnership between parish and school will continue to be enhanced to strengthen the shared mission in the light of new parish leadership in 2014.

3.2 Continue to develop effective partnerships with parents and the wider community to enhance student learning.

3.3 Performance Management, professional learning, professional standards and pastoral care supports teachers in belonging to a professional learning community.

3.4 Teachers are developed as leaders.

3.5 That we continue to develop and deepen as a professional learning community.
3.6 Wide community partnerships are developed to improve teaching and learning.
3.7 To continue the development of a safe, healthy and productive environment and culture and that all students feel safe and have a sense of belonging.
3.8 To develop partnerships that enhances the development of learning and teaching at St Agnes.

**Priority 3: Strategies**

3.1 Create opportunities for shared formation in the common mission. Engage in opportunities for collaboration in the mission including wider parish and with St Joachim's where appropriate. Continue to create opportunities for shared prayer and liturgy. Continue to create opportunities for partnership in social action.

3.2 Continue to implement Kids Matter and involve the community. Continue to develop LIFE-learning management tool. Continue to provide in partnership with P and F, parent forums. Review and develop the communication processes e.g. website. Continue to implement programs that engage the community in making learning visible and successful e.g. support - a -reader, Celebration of Learning, assemblies.

3.3 Goal setting and performance management processes support teachers growing as visible and successful teachers. Professional learning plans, both individually and whole school, are developed and aligned with school renewal goals. Staff Spirituality Formation program is evident. Kids Matter, including staff well-being component, is implemented.

3.4 Through the many action plans and projects teachers have the opportunity to develop as teacher leaders.
3.5 Use the Community of Learners Framework to engage in processes for continuing to developing a professional learning community.
3.7 Ensure WHS compliance, continue to develop St Agnes Way culture, continue to develop RLOS, implement SWPBS, student protection processes are in place and Kids Matter which includes community development is implemented.
Priority 3: 2014 Actions

Each teacher was part of one of the teams for implementing one of the priorities for 2014. Each teacher identified one of the 2014 key priorities that they are on the initiating team for such as: Curriculum and visible learning, RE implementation team, the social emotional capabilities team, LIFE (on line learning space and tools) student as a learner, SWPBS (PB4L) team, catching fire team, Assisi team. Teacher participation and the team structure will be reviewed early in 2015 with teachers.

We continue dialogue and engagement with parish and identified current practices and new practices that further our common mission. We have begun very good engagement with parish leadership and will continue to explore opportunities. We reviewed this with our parish priest in light of the validation report and look towards new developments in 2015 with new APRE. Develop further actions in light of Principal/parish priests meeting in May. We identified further opportunities for the parish priest to be involved in the life of the school.

We continued Prayer of the Church, class Morning Prayer supported with resources and whole school Masses. Numerous resources and modelling were provided to teachers. We continued our support for Bacau, and the local St Vincent de Paul conference. We will review support for Bacau in light of changing circumstances.

A forum was conducted for parents on teaching children to Read which was well received. P and F have recognised the value in these forum and have identified 3 forums for 2015 namely the Literacy forum for parents, cyberbullying and ROLE M maths. Goal setting and Performance Management processes were implemented linked to the Evolving Pedagogies Action learning project, and implementation of RE and Geography.

The Spirituality Day for staff as determined by Catching Fire Team was very successful.

Priority 4: Strategic Resourcing

Priority 4: Strategic Intents

4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.

4.2 Collaborative processes are in place to develop the budget and to allocate resources.

4.3 The formation and professional learning of staff is clearly evident in budget priorities.

4.4 Resourcing decisions and priorities support financial accessibility for families.

4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.
4.6 Sustainable environmental practices are embedded into the organisational structure and processes of the school.

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

**Priority 4: Goals**

4.1 To develop an understanding of and the capacity to implement stewardship practices in the access, allocation and use of resources for teaching and learning and in the way we do things at St Agnes.
4.2 To continue the development of collaborative processes in developing the budget including Board, P and F, staff and students where appropriate.
4.3 To ensure that the professional learning of staff is aligned with school renewal goals and are clearly budgeted.
4.4 Financial accessibility of families is included in fee structure and the access and stewardship of resources.
4.5 Implementation and review of LIFE, BI tool, move towards 1:1 devices, IWBs.
4.6 Development of the 'Assisi' sustainability plan for stewardship of resources and curriculum development.

**Priority 4: Strategies**

4.1 Engage with the Assisi framework and identify actions for St Agnes from Assisi framework. Take action within school to support BCE priority for sustainability.
4.2 Annual review of Board goals, P and F goals and school goals will inform budget. Future priorities in line with this Renewal Goal will inform the process. Collaboration with Staff, Board and P and F will inform process. Review annually with staff allocation of resources.

4.3 Annual review of goals linked to budget review. There are clear budget priorities for professional learning.
4.4 This is clear in the processes for seeking fee concessions.
4.5 ICLT goals as indicated in previous goals.
4.6 Team to attend Assisi conference and BCE Sustainability conference to develop St Agnes Plan.
Priority 4 Actions 2014

Continue to update the School Renewal Plan in the light of developments within and beyond the school. The Assisi team continues to engage us in stewardship practices, energy is focus for 2014. This team worked with the student Habitat committee on this initiative and initiate further actions after Sustainability Conference in May.

Continue Travel Smart program. This was launched for 2014 this term. It is intended to continue in 2015.

Continue No Dig garden. Classes took responsibility for these gardens and will continue in 2015. Continue process for review of staffing and Budget in post 2014, prepare 2015. A review of BCE policy will happen mid-year and we will examine our practices in the light of this. Budgeting process includes professional learning budget linked to renewal goals. Continue process for fee concessions.

Implementation and review of LiFE (on line tools), BI tool, move towards 1:1 devices, IWBs. Teachers have been in-serviced on the BI tool which will bring greater clarity and focus to not only the collection of purposeful data, the interpretation of and the way that such data can influence the teaching and learning. Teachers have been accessing the BI tool more and more for planning and will further develop this in 2015.

Working with School Board redevelop budget and resourcing in light of changes in enrolment numbers with transition of Year 7 to secondary. This is ongoing discussion with the school board.