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, along with 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 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 Religion 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 RLOS document e.g. Bacau and St Vincent de Paul.

2013 Actions. Priority 1 Review

Explore with teachers purpose of New RE curriculum, link to nature and purpose of Catholic Schooling. School Implementation Team was established and proposed goals and an action plan developed. It was paced through the year to familiarise teachers with and develop an understanding of the purpose of the new curriculum and the components such as fertile questions, organisation of the curriculum, the sequence of the content and the curriculum components. Teachers showed progress in their understanding of the new curriculum and have been planning units of work with Assistant Principal-Religious Education and Religious Education consultant.

Facilitate a Spirituality Day as a formation activity for staff to renew their own spirituality and how it influences their teaching. This day, held during the January professional learning days was well received by staff as an aspect of their personal formation. It deserves further reflection for future opportunities for formation.

Continue to offer a range of prayer opportunities both at class and whole school context e.g. support given for class prayer, prayer of the church and whole school celebrations.
This has been a strength of the religious life of the school. Need further reflection on empowering staff to take leadership in this and the range of resources including technology to support this initiative. This has been beneficial for the school community in working in partnership with the parish leadership.

Include in parent orientations an outline of the purpose and nature of Catholic Schooling. This was included in the Orientation and feedback has been positive. Reference to the new Curriculum and Religious Life of the School was made and how it is integrated into the daily life of the school.

Implementation team established and attend several in-services. SIT team have been empowered and have been taking the lead and initiatives in facilitating quality professional learning in Religious Education.

RE consultants and APRE plan with and support teachers in planning units of work using new RE curriculum. It has been a very supportive and professional process for inducting teachers in new curriculum and teachers have responded very positively.

Opportunities for professional development in RE beyond the school circulated to teachers. Teachers were informed of opportunities and encouraged to take up some of the opportunities.

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: 2013 Actions Review

Visible learning team established, and attended workshops throughout 2013. Begin to collect baseline data after determining data needed. Will be sharing back to staff and outlining the process that the team will be engaging in during 2013. Identifying data gathering tools and begin to gather baseline data. The visible learning team had implemented pilot projects in their own classes and year levels in 2013 in preparation for implementation in 2014. There were much learning for them which they incorporated into the professional learning day for all teachers in January 2014. The team developed an action plan for 2014 for the implementation of Visible Learning.
Teachers will engage with electronic tools that support enhanced pedagogy and learning outcomes e.g. BI tool, LIFE. Visible learning team will also identify professional learning needed in this area. We planned for the introduction of BI Tool (Student data analytics tool) by reviewing some of the data that we gather e.g. SAT, Pat Maths. We had an introduction to the BI tool and developed plan for 2014. Teams established for LIFE (Student learning Management System) and Visible learning. The visible learning team established implementation plans for 2014. LIFE team began to explore LIFE and work with other teachers.

EOs Curriculum and Guidance Counsellors will support integration of social emotional capacities in Australian curriculum with pastoral care. We established a ‘Social Emotional; team focussed on Years 2 and 3. Teachers participated in professional learning days supported by BCE consultants to develop tools and set in place strategy for 2014. This was to embed the social emotional capabilities within the Australian Curriculum in the class curriculum.

Four Australian Curriculum disciplines have been introduced and workshops on Mathematics, with focus on the proficiency of reasoning, for CTJ will be focus for 2013. Throughout the year there were 5 gatherings with BCE Mathematics Education Officer developing teachers understanding of the proficiencies and implementation in the class leading to the CTJ day. Teachers believed their understanding and confidence was enhanced and well prepared for CTJ. Desire expressed to continue this in 2014.

Assisi (Sustainability Team) team attends two significant in-services. Assisi team commence to engage with teachers on future goals. Commence to look at wastage at St Agnes in support of BCE initiative. Teachers took responsibility for reviewing practices and changing practices at St Agnes and encouraging other teachers to get on board. Focus was on wastage and recycling. Students, through senior leadership teams, took responsibility for implementing this. Recycling at St Agnes was significantly increased. Recycling bin is full on most weeks. An audit by Brisbane City Council was postponed until 2014.

Two twilights and one full day planned to develop the Evolving Pedagogies with literacy consultants. Teachers will develop personal action/learning plans. Teachers were very engaged in the practice and guiding each other through the process. Teachers responded and developed personal action learning plans that focussed on specific aspect of their teaching. This will be ongoing in 2014. There were many examples of reflection on, shared learning and experimentation in different pedagogies.

In 2013 Focus is on establishing actions and structures for Year 6/7 in 2014. A leadership forum was facilitated with all year 5/6 students and a new model of student leadership was developed in consultation with students and parents for 2014. There was a commitment to continue the middle schooling philosophy in Yr 6/7 for 2014 embracing the community of learning model that had been implemented for the last 2 years.
SWPBS (School Wide Positive Behaviours System) continues to be implemented. The social-emotional proficiencies in the Australian Curriculum are linked to ST Agnes Way. Behaviour policy was written involving school board, staff, and will be sent for feedback to parents in Term 1 2014. Anti-bullying policy will be written in Term 2 2014. The SWPBS has been very successful tool for St Agnes embedding the ST Agnes Way in behaviour policy and procedures. It has helped to support and track children.

Team has recommended two actions from Kids Matter for 2012, survey of current community engagement and students sense of belonging? Because of the demands of other strategies and the work on social emotional and SWPBS we have suspended Kids Matter for now.

Begin implementation of LIFE (Learning Management System) Commence the BI tool, start transfer of Learning Profiles to Electronic platform. Investigate 1:1 ratio for electronic devices. Began to transfer to electronic profiles and started to gather data on 1:1

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

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

Teachers are developed as leaders.

That we continue to develop and deepen as a professional learning community.

Wide community partnerships are developed to improve teaching and learning.

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.

To develop partnerships that enhances the development of learning and teaching at St Agnes.

**Priority 3: Strategies**

Create opportunities for shared formation in the common mission.

Engage in opportunities for collaboration in the mission including wider parish and St Joachim’s where appropriate.

Continue to create opportunities for shared prayer and liturgy.

Continue to create opportunities for partnership in social action.

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.

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.

Through the many action plans and projects teachers have the opportunity to develop as teacher leaders.

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: 2013 Actions Review**

Participate in review of Pastoral Director Model and prepare for new parish leadership. Parish Pastoral Director prepared staff for leading Liturgy as a part of new model and prepared community for arrival of new parish priest in 2014. Towards 2014, there will be a focus on further developing teachers’ capacity for leading in the Religious Life of the School. Partner in Sacramental program. Gratitude is expressed for teachers supporting the Parish program in range of ways e.g. workshops, participating in workshops, supporting celebrations.

Continue Prayer of the Church, class Morning Prayer supported with resources, whole school Masses. We continue to develop teachers’ capacity to lead. Continue Bacau support, St V de Paul appeals. These activities always have an educational component.

Kids Matter Team attend in-service and plan 1 - 2 activities in 2013. Continue to use as a resource to enhance current practices. LIFE Team established and begin to establish implementation plan. There were difficulties with LIFE beyond the school’s control and this will be reviewed for 2014. Plan two forums for parents, learning to read and Cybersafety. Both forums were successful and well received by parents.

Goal setting and Performance Management process for teachers being implemented. Spirituality Day for staff. Well received, and feedback indicated the importance of continuing the opportunities.

**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 2013

In-service on Assisi process  Two teachers attended the Assisi Conference and developed action plan for 2013 involving senior students taking leadership in helping whole school increase our recycling.

Target one area for renewal in 2013 e.g. waste reduction  Data suggested that there was a positive reduction in waste and an increase in recycling.
Continue Travel Smart program. The community supported this initiative and there were a number of focus days to encourage more travel smart activities. Many participated in the walking bus days.

Continue No Dig garden  Year 2 took this on as a part of their responsibility and integrated into their curriculum activities
Identify future actions in sustainability. Assisi team will develop focus for 2014

Begin process for review of staffing and Budget in post 2014. This will be an ongoing focus, working with Brisbane Catholic Education, to manage the impact on staffing and budget after 2014 when Yr 7 has transitioned to secondary.
Budgeting process includes professional learning budget linked to renewal goals. The professional learning budget supports the school renewal goals particularly the implementation of the Australian Curriculum and the Evolving Pedagogies project and the implementation of the Australian Curriculum.
Continue process for fee concessions. This is ongoing in accord with Brisbane Catholic Education policy.
Implementation and review of LIFE, BI tool, move towards 1:1 devices, IWBs. These have been reviewed in other sections of this report.

This review informs the renewal process and will inform the development of 2014 action plans.