

# St Martin's School, Carina *Strategic Renewal Goals*

1 MISSION AND RELIGIOUS EDUCATION		
GOAL	STRATEGIC ACTIONS	INDICATORS OF SUCCESS
1.1 The Catholic religious identity and Dominican charism of the school and the Catholic faith, from which it draws its inspiration, are deeply imbedded in the daily life of the school.	<ul style="list-style-type: none"> <li>* Support students to develop a personal relationship with Jesus through the example of St Martin.</li> <li>* Explore opportunities for students and staff to demonstrate care for others</li> <li>* Continue to strengthen the relationship with Parish</li> </ul>	The school community engages in love in action through social justice initiatives Students will be involved with Mini Vinnies to support the local community Staff and students participate in initiatives that promote care and compassion for others (e.g. Pay it Forward) Staff and students have opportunities to be involved in school/parish life (e.g. Before School Masses, Sacramental Program)
1.2 Deliver excellence in the learning and teaching of Religious Education	<ul style="list-style-type: none"> <li>* Develop the schools Religious Education Program for validation.</li> <li>* Engage Teachers with professional learning to support effective and expected practices for the teaching of Religious Education</li> </ul>	The school Religious Education program will be validated There is evidence that the teachers are using a range and balance of assessment practices in the teaching and learning of RE.
1.3 Enhance the spirituality of community members	<ul style="list-style-type: none"> <li>* Launch the 2015 Mission Statement to give Christian witness and to contribute to the Mission of the school.</li> </ul>	Staff engagement with the Mission Statement during a Spirituality Retreat The school mission Statement permeates in a variety of ways throughout the school life (e.g. Staff Covenant)

3 PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS		
GOAL	STRATEGIC ACTIONS	INDICATORS OF SUCCESS
3.1 Build capacity in all staff to lead learning and teaching to have a positive impact on student learning	<ul style="list-style-type: none"> <li>* Provide teachers with Professional Learning about the effective and expected teaching practices (literacy, ICLT, LIFE, The Arts, Religion)</li> <li>* Participation of Teaching staff in Strategic Teacher Feedback to affirm and develop teacher practice in the context of Literacy</li> </ul>	There is strong evidence through high yield strategies that professional learning is significantly enhancing teacher pedagogy and student learning and well being Professional covenants are established to guide teams in their working relationships Feedback from the community as part of the Quality Assurance Process Teachers provide parents with information in relation to each term
3.2 Build and promote collaborative community relationships	<ul style="list-style-type: none"> <li>* Maintain the Visible Learning Leadership Team and establish a Visible Learning extension teaching team to support professional learning and to develop consistency of practice</li> <li>* Contribution of Teacher voice to professional learning aligned with the school plan</li> <li>* Provide opportunities for authentic consultation and communication (class newsletters; parent teacher nights; celebrations of learning)</li> <li>* Develop a framework and protocols to guide professional learning discussions</li> <li>* Review the role of School Officers-learning by individually discussing their role, goals and professional learning/ journey in Semester 1.</li> </ul>	

2 LEARNING AND TEACHING		
GOAL	STRATEGIC ACTIONS	INDICATORS OF SUCCESS
2.1 Develop a common language of learning.	<ul style="list-style-type: none"> <li>* Engage in the high yield strategies of data walls, review and response cycles and walk throughs                             <ul style="list-style-type: none"> <li>• Introduce Learning Dispositions and the learning process to the students.</li> <li>• Provide parents with information regarding learning dispositions and the learning process</li> <li>• Continue Strategic teacher feedback (twice yearly) - focus on Literacy context</li> </ul> </li> </ul>	Teachers and students will be able to describe the characteristics of a visible learner and the learning process There is evidence (walk through data; parent survey; STF) that the teachers, students and parents are using the language of learning Students can articulate what they are learning and how they are going in their learning. Student Goal setting- literacy
2.2 Ensure a consistent approach to the teaching of literacy	<ul style="list-style-type: none"> <li>* Provide teachers with Professional Learning about the effective and expected practices for the teaching of Literacy eg. Gradual Release of Responsibility; Reading; Writing Analysis                             <ul style="list-style-type: none"> <li>• Conduct 'Professional Dialogue for Improved Learning' Days</li> <li>• Provide time for Sharing of Best Practice and Teacher to Teacher Modelling</li> <li>• Engage with the Writing analysis tool</li> <li>• Make changes to the report card to reflect the introduction of the learning dispositions</li> <li>• Develop a draft matrix to describe each learner quality at each stage of development e.g. P, 1-2, 3-4, 5-6</li> </ul> </li> </ul>	Teachers are using The data from the IMEL( writing analysis; spelling inventory; PAT R; PAT V; SPAT; CAPS; PM Benchmarks; SA Spelling) on each child's progress to inform instruction Teachers will be consistently using the effective and expected practices for teaching literacy (Model of Pedagogy, Gradual Release of Responsibility, Context/ Text Model) There is a whole school approach to the teaching of Literacy Trial 'Review and Response' strategy to support and monitor literacy learning in the 3/4 area Improve the ratio of children to devices to from 4:1 to 3:1 Students are using ICLT through the LIFE platform create communicate collaborate and reflect on their learning
2.3 Monitor the progress of all students	<ul style="list-style-type: none"> <li>* Enhance the opportunity for students to engage with Information Communication and Learning Technologies linked to a clear curriculum purpose</li> </ul>	Begin a rotation of The Arts strands

4 STRATEGIC RESOURCING		
GOAL	STRATEGIC ACTIONS	INDICATORS OF SUCCESS
4.1 Budgeting	<ul style="list-style-type: none"> <li>* The budget expenditure reflects school priorities as listed in this plan.</li> </ul>	Continue review and procurement according to the ICLT Plan Plan school visits for Visible Learning
4.2 Capital Works – Contemporary Learning Village	<ul style="list-style-type: none"> <li>* Refurbishment of the De Porres, Early Years completing the upper school precinct of the Contemporary Learning Village.</li> </ul>	Two classrooms will be created on the upper level of De Porres Fifth Prep classroom has been built Toilet facilities in the Early Years has been investigated
4.3 Positive partnerships with P&F, Parish and School Board	<ul style="list-style-type: none"> <li>* Partner with the Parents and Friends Association to complete the three major fundraising expenditure goals.</li> </ul>	ICT Hardware has been purchased and distributed to classrooms (2016)

