

St Augustine's College AUGUSTINE HEIGHTS

STRATEGIC RENEWAL PLAN

2011 – 2013



St Augustine's College
SPRINGFIELD

Priority One: <i>Mission and Religious Education</i>							
Elements *	Goals	Goal Status [Renewed, new, Future]	Suggested Strategies	Success Indicators	Who	Time Line	Review Date [based on 5 yr cycle]
<p>1.1 Religious Identity and Culture</p> <p>Reviewed 2008</p> <p>Rating 4</p>	1. To establish a setting in which our Catholic and Augustinian tradition are prominent and supportive of our written and oral tradition	Renewed	1. Select a range of artistic forms to highlight our traditions	i) There is a range of medium to show a clear identification of our Catholic and Augustinian traditions throughout the College.	RE Team	2011 – 2013	2013
	2. That the College be an integral part of the Parish of Greater Springfield.	New	2. Provide support to new PP in building the Catholic Community of Our Lady of the Southern Cross Parish [a 2011 BIG ROCK INITIATIVE];	ii) College and parish links clear and strong; iii) College RE program and rituals clearly support Sacramental program; iv) College representation on Parish groups eg Pastoral Council;	Leadership team RE Team	2011 – 2013	
	3. To enrich staff in their own spirituality Catholic and Augustinian Values and Ethos using the BCE Spirituality Framework	Renewed	3. Provide link to parish for Sacramental programs;	v) Increased number of staff involved in Professional Learning as shown on Professional Learning Data base;	RE Team Leadership team	2011 - 2013	
	4. Plan a fitting Celebration of the 10-th Anniversary of the Opening of St Augustine's		4. Provide College based Professional Learning; 5. Sponsor staff to attend REAP, AVI and other spirituality and Augustinian PL;	vi) Spirituality Framework utilised to direct Religious Life of the College; vii) The College has a suitable Celebration of the first 10	Staff RE Team		

Elements *	Goals	Goal Status	Suggested Strategies	Success Indicators	Who	Time Line	Review Date
			6. Continue involvement in Catching Fire 7. Establish a 10 th Anniversary Planning Committee to plan for the 10 Year Celebration [a 2012 BIG ROCK INITIATIVE].	years of St Augustine's College.			
1.2 Evangelisation & Faith Formation Reviewed Term 3 2011 Rating 5	1. To enhance the use of Religious Art and visuals to promote the Ethos and values of the College; 2. To increase the opportunities for Retreats for students and staff; 3. To further develop Social Justice and community service opportunities for staff & students; 4. Support the development of a Catholic Youth Group for Our Lady of the Southern Cross parish; 5. Enhance the role of the campus Minister.	New Renewed Renewed Future Renewed	1. Design and purchases additional visual s such as the Core Values banners; 2. Examine the feasibility of holding a staff retreat; 3. Choose & promote suitable Social Justice activities; 4. Promote the new Position Statement for campus Ministers in the community.	i) Visual reminders of our Ethos and Core values displayed prominently around College; ii) Effective Retreat program available to students and staff; iii) Students actively involved in suitable Social Justice activities; iv) Campus Minister role well understood and valued in the community.	RE Team RE Team RE Team Leadership Team	2011 – 2013 [something new each year] 2013 2011 – 2013 2012	2016
1.3 Prayer & Worship Reviewed in Term 4 2011	1. Increase the participation of staff and students in daily prayer experiences; 2. Form a stronger alliance with the parish to promote and celebrate the Sacramental program; 3. Work towards great participation of parents in	Renewed Renewed Renewed	1. Provide Professional Learning focused on the development of prayer with students; 2. Have an expectation that certain prayers are known by all students; 3. Advertise on the website, class	i) Students have regular involvement in meaningful prayer experiences and know a number of designated prayers; ii) Staff use a range of prayer formats to involve students in	RE Team RE Team + staff	2011 – 2013 2011 – 2013	2015

<p>Rating 6</p>	<p>Liturgies and College Masses; 4. To establish a closer relationship between the parish and College; 5. Creation of a sacred space within the College grounds.</p>	<p>Renewed New</p>	<p>newsletters, LMS etc for Class liturgies and masses to invite parent participation; 4. Develop ways for the College and Parish to exchange information eg newsletters, presence at Parish masses etc; 5. Examine the feasibility of establishing sacred space more central to the College grounds eg in Garden of Remembrance, moving the chapel to a more central location.</p>	<p>iii) daily prayer; More parents and carers attend and participate in class liturgies and College masses; iv) There is a designated, centrally located sacred Space for students and classes to gather.</p>	<p>RE team + staff Leadership team</p>	<p>2011 – 2013 2013</p>	
<p>1.4 Social Action & Justice Reviewed 2010 Rating 6</p>	<p>1. Apply the principles of Christian stewardship to Environmental considerations in the College 2. Create increased awareness and engagement in Catholic Social Justice initiatives locally, nationally and internationally</p>	<p>New Renewed</p>	<p>1. Implement the Solar Grant; 2. Investigate more effective litter management practices; 3. Provide more opportunities for students eg through Blind Eye, Rosies, revamping the Yr 10 Street retreat; 4. Discern & refine “StAC Faith in Action” opportunities and record keeping such as “Make a Difference” in 2011 and</p>	<p>i) Power costs reduced by Solar Power; students have appreciation of the technology; ii) Litter well managed throughout College; iii) Awareness raised re Environmentally friendly practices; iv) More students regularly involved in “ Faith in Action” Social Justice matters; v) System of recording and acknowledging student</p>	<p>Business Manager Staff, students Sustainability Team RE Team RE Team</p>	<p>July 2011 August 2011 2011 2011 – 2013 2011 - 2013</p>	<p>2015</p>

			<p>“ Reach Out to Serve” in 2012. [a 2012 BIG ROCK INITIATIVE]</p> <p>5. Place significant National events such as World Environment Day on the College calendar</p>	Social Action [like US Augustinian Colleges system];			
<p>1.5 Learning & Teaching Religion To be reviewed in 2012</p>							
<p>Priority 2: Learning and Teaching</p>							
Elements *	Goals	Goal Status [Ongoing, new, Future]	Suggested Strategies	Success Indicators	Who	Time Line	Review Date
<p>2.1 Vision for Learning Reviewed in Term 3 2011 Rating 5</p>	<p>1. To develop a Vision Statement for Learning and Teaching;</p> <p>2. To develop more effective ways to collect and utilise Curriculum data to inform Curriculum decisions and classroom Teaching and Learning;</p> <p>3. Articulate and implement a strong and consistent approach to Pedagogy.</p>	<p>New</p> <p>Renewed</p> <p>New</p>	<p>1. Develop a Vision Statement for Learning and Teaching consistent with contemporary pedagogy, the Australian Curriculum and the Augustinian approach to learning;</p> <p>2. Provide more Professional Learning about the use of data to inform teaching and learning;</p>	<p>i) The College has a Vision statement for Learning and Teaching which is understood and utilised by staff and informs decision making;</p> <p>ii) There is enhanced Pedagogical practice that is data-informed and evidence based;</p> <p>iii) The BI technology is</p>	<p>CDC + Leadership team</p> <p>LNITs +All staff</p> <p>CDC + AP</p>	<p>2013</p> <p>2011 – 2013</p> <p>2012 –</p>	<p>2015</p>

			<p>3. Better utilise the BI [Business Intelligence] Technology provided by BCE.</p> <p>4. From the College statement about Pedagogy, determine and annual focus on School Wide Pedagogies that all teaching staff are informed about and implement.</p>	<p>used effectively by staff;</p> <p>iv) There is a clearly defined statement about Pedagogy and annual School Wide Pedagogical practices named and enhanced through Teaching and Learning.</p>	<p>Curriculum</p> <p>CDC + AP Curriculum + Academic Coordinators and TLCs + Teaching staff</p>	<p>2013</p> <p>2013</p>	
<p>2.2</p> <p>Curriculum</p> <p>Reviewed in Term 4 2011</p> <p>Rating 5</p>	<p>1. To develop effective strategies and practices to ensure seamless alignment of the teaching of Literacy and Numeracy P – 12;</p> <p>2. To fully implement the Australian Curriculum within our setting; [A 2011 – 2013 BIG ROCK INITIATIVE]</p> <p>3. To provide engaging and contemporary co-curricular learning opportunities for all students;</p> <p>4. To provide a suitable range of pathways for the diversity of students at StAC.</p>	<p>Renewed</p> <p>New</p> <p>Renewed</p> <p>Renewed</p>	<p>1. Determine what structures will be in place to ensure that there is a seamless alignment across the teaching of Literacy and Numeracy;</p> <p>2. Implement the new Learning Areas of the Australian Curriculum as determined by ACARA and BCE;</p> <p>3. Expand the role of the Curriculum secretary to enhance the collection and use of Curriculum data;</p> <p>4. Continue to refine the co-curricular learning</p>	<p>i) There is a strong culture of engagement by students in Learning;</p> <p>ii) There are strategies in place which are effective in monitoring and adjusting the teaching of Literacy and Numeracy;</p> <p>iii) Promote the National Year of Reading [A 2012 BIG ROCK GOAL INITIATIVE]</p> <p>iv) The New Australian Curriculum is implemented as per</p>	<p>Teaching staff + Academic Coordinators and TLCs</p> <p>CDC + Leadership Team</p> <p>Bloxside Centre staff + Teachers</p> <p>AP Curriculum + CDC + Academic Coordinators</p>	<p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2012</p>	<p>2015</p>

	<p>5. Review the effectiveness of the Curriculum programs provided in Learning Areas if there is concern about overall results.</p>		<p>experiences available to students;</p> <p>5. Monitor the effectiveness of the VET opportunities and processes for students and parents.</p> <p>6. Review the Teaching and Learning of English in MY and SY.[A 2012 BIG ROCK INITIAITIVE]</p>	<p>the schedule;</p> <p>v) Staff and AP Curriculum re supported by the Curriculum Secretary;</p> <p>vi) There is an appropriate range of affordable co-curricular learning experiences for students;</p> <p>vii) The review of English makes recommendations for improvements which are successfully implemented and showing improved results.</p>	<p>+ Teaching staff</p> <p>APC + Curriculum Secretary</p> <p>AP Curriculum + CDC + Academic Coordinators + Teaching staff</p> <p>English review Team + English teachers</p>	<p>2011 – 2013</p> <p>2012</p>	
<p>2.3</p> <p>Learning and Teaching</p> <p>Reviewed 2009</p> <p>Rating 5</p>	<p>1. To enhance pedagogy and classroom practice that is effective, responsive, data informed and evidence based;</p> <p>2. To improve Literacy and Numeracy standards within and across the Curriculum;</p>	<p>New</p> <p>Renewed</p>	<p>1. Review Multiage Grouping in the light of the requirements of the new Australian Curriculum;</p> <p>2. Identify the data sources that will be used to inform curriculum planning; & use these to create benchmarks</p> <p>3. Set evidence based benchmarks using these data sources;</p>	<p>i) Transition made from Multiage to Year Level Framework;</p> <p>ii) Student data effectively collected and utilised;</p> <p>iii) Improvements to Literacy and Numeracy levels;</p>	<p>Leadership Team, staff</p> <p>AP Curriculum and CDC</p> <p>Literacy & Numeracy Teachers [LNITs]</p>	<p>July 2011</p> <p>2011 – 2013</p> <p>2011 – 2013</p>	<p>2014</p>

	<p>3. Prepare for the introduction of Year 7 into “secondary” education;</p> <p>4. To make an effective transition from the current curriculum to the new Australian Curriculum [A 2011 BIG ROCK INITIAITIVE]</p>	<p>Future</p> <p>Future</p>	<p>4. Provide professional learning opportunities to support more explicit teaching practices;</p>	<p>iv) Transition to Yr 7 within Secondary setting well planned;</p> <p>v) Learning areas within Australian Curriculum implemented as per timetable;</p> <p>vi) Developmental Approach to Learning and Teaching strongly practised;</p> <p>vii) Inquiry Approach to Learning embedded in planning and pedagogy</p>	<p>Leadership team + CDC</p> <p>AP C + CDC + ACARA Implementation Team + Staff</p> <p>AP C + CDC + ACARA Implementation Team + Staff</p> <p>AP C + CDC + ACARA Implementation Team + Staff</p>	<p>2012 – 2014</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 - 2013</p>	
<p>2.4</p> <p>Assessment of Student Learning</p> <p>Reviewed 2010</p> <p>Rating 5</p>	<p>1. To develop Assessment processes that provide data that will:</p> <ul style="list-style-type: none"> • helps teacher and parents to understand progress in student learning • enables teachers to monitor the growth of student performance against achievement standards; • provides an evidence base that can utilised effective support for student learning and improvement • provides information to evaluate effectiveness of current programs . 	<p>Renewed</p>	<p>1. Draw together aspects of the Assessment Policy to create a seamless policy and practice;</p> <p>2. Work on developing appropriate assessment tasks and rubrics;</p> <p>3. Moderation processes more consistently used across precincts;</p> <p>4. Effective Use of data;</p> <p>5. Consistent understanding, commitment to and preparation for Consistency of teacher Judgment Days [CTJ];</p>	<p>i] There is a seamless Assessment policy which is well understood and consistently implemented;</p> <p>ii) Assessment task and accompanying Rubrics match planning and well articulated;</p> <p>iii) Data collected and used effectively to inform planning;</p> <p>iv) Students receive timely feedback re their assessment;</p> <p>v) CTJ days effective and informative for teachers;</p>	<p>AP + CDC + teachers</p> <p>AP + CDC + teachers</p> <p>AP + CDC + teachers</p> <p>Teachers</p> <p>AP + TLCS and</p>	<p>2012</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 – 2013</p>	<p>2015</p>

			6. Review of portfolios – paper V digital];	vi) Concensus re Portfolios and effective record keeping.	Academic Coordinators	2012	
2.5	1. To implement an effective, well accepted system of reporting to parents across the College; 2. To ensure that there are consistent and effective practices for reporting to parents across the College; 3. That reporting is evidence based and that this evidence is effectively collected and stored; 4. That the college provide a range of avenues for reporting and celebrating student performance.	New Renewed Renewed Renewed	1. Introduce the BCE preferred Student Reporting System [SRS] across the whole College; 2. Monitor practices such as quality of comments in reports, “no surprises” factor, accuracy of grades and supporting comments and the focus of 3 way Interviews in M;; 3. Monitor the effective recording of assessment data; 4. Enhance the quality and participation of parents and carers in Celebrations of Learning.	i) The Student Reporting System [SRS] is used effectively with parent satisfaction across the College; ii) There is consistency across the college about the quality of formal reports; iii) MY Three way interviews are effectively facilitated by staff; iv) Assessment data is filed and readily accessible if required; v) Celebrations of Learning are of a high quality and well attended by parents and carers.	AP + TLCs Teachers, Heads, Academic Coordinators MY teachers Teaching staff Teaching staff	Nov 2011 2012 2012 2012 2012	2015
2.6							
Evaluation and Forward Planning To be reviewed in 2012							
3.1	1. That all teachers know and	Renewed	1. Provision of release time	i) Teachers have sound	STIEs, GC &	2011 –	2013

<p>Learning Support</p> <p>Reviewed 2008</p> <p>Rating 4</p>	<p>understand the diverse needs of their students who access Student Services support;</p> <p>2. That Student Services have an effective communication system to include parents and staff;</p> <p>3. That an effective WRAP process be available for staff to bring particular cases to the table for support.</p>		<p>for teachers of SY, JY & MY students and school officers who work with them to engage in class profiling sessions;</p> <p>2. Develop a process for profiling verified students for SY teachers;</p> <p>3. Provision of feedback to parents of students included in SS programs each semester;</p> <p>4. Regular communication with parents of Special Needs students;</p> <p>5. Fortnightly meetings with Special Needs School Officers with STIEs;</p> <p>6. Regular reminders to staff of the availability of WRAP sessions;</p> <p>7. Opportunities for teachers to work with support staff to develop unit modifications for students with special needs.</p> <p>8. Use of NAPLAN data to inform planning</p>	<p>knowledge of their students with disabilities and the strategies to support them;</p> <p>ii) Process developed to SY verified students;</p> <p>iii) Parents of students with disabilities given regularly feedback;</p> <p>iv) Effective processes in place for Student Services staff to be informed, provide feedback and receive professional support;</p> <p>v) Staff informed and using WRAP around process;</p> <p>vi) Modifications provided for students with disabilities;</p> <p>vii) Staff have access to and skills to interpret and use NAPLAN data.</p>	<p>SS Coordinator</p> <p>STIE for SY</p> <p>STIEs and Learning Enhancement Trs</p> <p>STIEs</p> <p>STIEs and teachers</p> <p>LNIT + Teachers</p>	<p>2013</p> <p>2011</p> <p>2011 – 2103</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 – 2103</p> <p>2011 - 2103</p>	
<p>3.2</p> <p>Students with Disabilities</p>	<p>1. To provide teachers with appropriate, identified support packages for Students with Disabilities;</p> <p>2. To ensure that there is adequate support for and</p>	<p>New</p>	<p>1. Provide IEP sessions in Terns 1 and 4;</p> <p>2. Continue building positive partnerships with teachers to assist in implementing IEP goals;</p>	<p>i) Support packages well utilised and Annual funds accounted for;</p> <p>ii) IEPs well understood ,supported by SS and implemented by</p>	<p>SS Coordinator & STIEs,</p> <p>STIEs and teachers</p>	<p>2011 start</p> <p>2011 – 2103</p>	<p>2015</p>

<p>Reviewed 2010 Rating 6</p>	<p>provision of appropriate IEPs; 3. To complete documenting of the Verification process for Students with Special Needs within the time frames set by BCE; 4. To constantly monitor and adjust the support provided to teachers of students with disabilities; 5. That staff will have opportunities for Professional Learning to support Students with Disabilities</p>	<p>Renewed Renewed Renewed</p>	<p>3. Set timelines for completing Verification process documentation for each process; 4. Monitor implementation of IEPs with reference to additional behaviour concerns; 5. Monitor School Officer timetables each term to ensure maximum benefit for students; 6. Plan and budget for appropriate Professional Learning opportunities; 7. Specific planning for Yr 9 transition to Senior Years; 8. Use checklists to track skills of very low students using the Brigance list; 9. Investigate more effective methods for providing student information to teachers [including relief staff]; 10. Continue to build relationships with parents of Students with Disabilities with events like the "special needs afternoon tea".</p>	<p>iii) teachers; Verification process completed in timely manner; iv) Behavioural considerations factored in and addressed; v) School Officers effectively utilised to support students; vi) SS staff involved in regular, specific PL; vii) Transition for Yr 9 – 10 effectively planned and managed; viii) Effective process for informing Relief & covers teachers re students with disabilities; ix) Parents and carers of students with disabilities kept informed and included in Student Services group.</p>	<p>GCS STIEs STIEs + SOs SS Coordinator and STIEs STIEs STIEs STIEs</p>	<p>2011 2011 – 2103 2011 – 2013 2011 – 2013 2011 2012 2011 - 2012</p>	
<p>3.3</p>	<p>1. That the culture of Indigenous and Islander students be understood and</p>	<p>New</p>	<p>1. Engage in the <i>Dare to Lead</i> Program;</p>	<p>i) Indigenous students prominent within the College and regular</p>	<p>Leadership from ATSI coordinator;</p>	<p>2011 – 2013</p>	<p>2016</p>

<p>Cultural Diversity</p> <p>Reviewed in 2011</p> <p>Rating 4</p>	<p>valued in this community.</p> <p>2. That families with diverse cultural backgrounds experience a connectedness with the College community.</p> <p>3. That Cultural understanding and awareness become an established part of the culture of the College.</p>	<p>New</p> <p>Renewed</p>	<p>2. Efforts be made to identify cultural groups and significant members of those groups who can assist in promoting that culture and welcoming new families of that culture.</p> <p>3. Develop rituals and processes to identify & celebrate significant cultural events of the major cultural groups</p>	<p>opportunities for celebrating Indigenous culture;</p> <p>ii) Major cultural groups identified and acknowledged with suitable representatives identified to assist in welcoming and communicating with new families;</p> <p>iii) College celebrates or acknowledges significant cultural events of major cultural groups.</p>	<p>Cultural Coordinator' RE Team</p> <p>Cultural Coordinator, RE Team</p>	<p>2012 – 2013</p> <p>2012 - 2013</p>	
<p>3.4</p> <p>Student Wellbeing and Pastoral care</p> <p>Reviewed 2009</p> <p>Rating 5</p>	<p>1. That there is clarity about the Early and Junior Years Student Behaviour Support processes;</p> <p>2. That the processes designed to manage and support students referred to the office be understood and implemented consistently;</p>	<p>Renewed</p> <p>New</p>	<p>1. Develop specific Early and Junior Years processes within the Student Behaviour Support Plan;</p> <p>2. Implement a “First response” roster with Leadership team members;</p> <p>3. Office staff be inducted into the process and especially about interacting with students “on process”;</p>	<p>i) Effective Support provided for Early and Junior Years staff and students consistent with College policy;</p> <p>ii) Staff have “24/7” response to immediate Behaviour issues;</p> <p>iii) Office staff on “same page” re approach to Behaviour management;</p> <p>iv) Documentation BM issues is effective and consistent;</p>	<p>APSS + HoEY/JY</p> <p>APSS + Leadership Team</p> <p>APSS + Office staff</p> <p>Leadership team; PCS; PC Coordinator</p> <p>APSS + Heads</p>	<p>By 2011</p> <p>2011</p> <p>2011</p> <p>2012</p>	<p>2014</p>

	<p>3. That there is effective monitoring and management of students on Behaviour Plans;</p> <p>4. That there is clarity amongst all staff including new and relief staff about the College Behaviour Support processes;</p> <p>5. That the College remain vigilant and responsive to new Behaviour Challenges</p> <p>6. To ensure that staff and students are adequately supported by the Guidance Counsellor service;</p> <p>7. To develop a Whole of College Wellbeing Plan for Students [A 2012 BIG ROCK INITIATIVE]</p>	<p>Renewed</p>	<p>4. PCs and APSS to review Behaviour Plans for individual students at every meeting;</p> <p>5. Leadership team member responsible for applying a Level 4 Good Behaviour Bond to take responsibility for review;</p> <p>6. APSS to induct new staff and provide “refresher” information about the Student Behaviour Support regularly including use of the Behaviour data base;</p> <p>7. All Bullying related issues to be entered into the data base including information re victim and perpetrator];</p> <p>8. Include the management of Cyber and ICLT infringements within the Student Behaviour Policy.</p> <p>9. GCs provide timely and appropriate information to teachers re any of their students being supported by GCs;</p> <p>10. Form a working party to research and develop a Whole of College Wellbeing Plan</p>	<p>v) Level 4 Processes reviewed and better aligned to the Policy;</p> <p>vi) Suspension tasks developed to match the infringement;</p> <p>vii) Regular, specific training occurs for new staff and updates for all staff;</p> <p>viii) College is responsive to new BM challenges;</p> <p>ix) GCs role and services well understood and utilised.</p> <p>x) The College has developed a Whole of College Wellbeing Plan for Students</p>	<p>APSS</p> <p>APSS</p> <p>APSS, Heads</p> <p>GCs</p> <p>AP Student Wellbeing</p>	<p>2011</p> <p>2011 – 2012</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2012</p>	
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<p>3.5</p> <p>Gifted Education</p> <p>To be reviewed in 2012</p>							
<p>6.1</p> <p>ICLT Learning and Teaching</p> <p>Reviewed in 2009</p> <p>Rating 5</p>	<p>1. To create a College digital culture in which students and teachers exhibit confidence, competence and responsible behaviours in the ICLTs in teaching and learning.</p> <p>2. To develop alignment from P – 12 and across all curriculum areas are routinely embedded in teaching and learning programs.</p> <p>3. Implement new Technologies that support Learning and Teaching</p> <p>4. Improve access to</p>	<p>New</p> <p>Renewed</p> <p>New</p>	<p>5. Continue to implement and improve the College ICLT Plan;</p> <p>6. Support students, teachers and parents in the implementation of this ICLT Plan;</p> <p>7. Develop a plan for the implementation of ICLTs for the whole college to ensure continuity and alignment;</p> <p>8. Provide Professional Learning and ICLT coaching opportunities for staff;</p> <p>9. Implement the Learning management System [LIFE] a 2012 BIG ROCK INITIATIVE]</p>	<p>i) Students and staff routinely use ICLT as part of teaching and learning in a responsible and creative manner;</p> <p>ii) Ongoing support is provided to respond to staff, parents & student needs in ICLT;</p> <p>iii) A Whole of College plan for embedding ICLTs is developed and implemented effectively and consistently;</p> <p>iv) Students demonstrate competence in the ICLTs as each transition;</p> <p>v) Students have access to information via a number of sources particularly LMS.;</p> <p>vi) Provision of ICT devices</p>	<p>ICLT PAR; ICLT Committee; ICLT Coaches + staff</p> <p>ICLT PAR; ICLT Committee; Teachers</p> <p>ICLT PAR; ICLT Committee; Teachers</p> <p>ICLT PAR; ICLT Committee; Teachers + TLCs</p>	<p>2011 – 2013</p> <p>2012</p> <p>2011 – 2112</p> <p>2011 – 2013</p>	<p>2014</p>

	Technology for students across the College	New	10. To implement a 1 : 1 Laptop program for Yrs 8 – 12 by 2012; a ratio of 1 student : 2 computers for Yrs 6 and 7 and 1 computer : 3 students for EY and JY by 2013.	and supporting infrastructure is budgeted and provided as per the ICLT plan.	ICLT PAR + Business Manager	2011 - 2103	
<p>6.2</p> <p>ICLT Leadership and Management</p> <p>Reviewed in 2009</p> <p>Rating 5</p>	1. Promote the ICLT committee as the key group to guide and direct the implementation of the ICLT Plan;	Renewed	1. Re convene the ICLT committee and establish it's role and priorities;	i) There is a functioning ICLT committee under the leadership of the ICLT PAR providing support and direction to staff;	ICLT PAR + ICLT Committee + APA	August 2011	2014
	2. Prioritise the development of ICLT as a staff responsibility;	Renewed	2. Renew staff commitment to ICLT by conducting a survey of use and needs;	ii) Staff are committed and using ICLTs effectively in their teaching;	Staff	2012	
	3. Keep ICLT hardware, infrastructure and software tools under constant review;	Renewed	3. Regularly review the provision of ICLT resources including data based resources;	iii) ICLT resources are budgeted and provide to support the implementation of ICLTs;	Business manager + ICLT PAR + ICT Hub staff	2011 – 2103	
	4. Provide the necessary ICLT support processes and staff;	Renewed	4. Work with IT hub staff to monitor use of ICT within the College;	iv) Student use of ICT is well monitored;	ICLT PAR + ICT Hub staff	2011 – 2013	
	5. Develop capacity of Web Tools such as the College Intranet, Website and Portal.	Future	5. Implement a ICT Coaching program for staff; 6. Develop options for using Web Tools and provide appropriate training for staff.	v) All teaching staff are confident and creative in their use of ICLT; vi) The College utilises a range of web based tools to provide information and resources to students and parents.	Staff Business manager; ICLT PAR	2011 – 2013 2011 - 2013	

Elements *	Goals	Goal Status [Renewed, new, Future]	Suggested Strategies	Success Indicators	Who	Time Line	Review Date
<p>4.1</p> <p>Professional Learning Community</p> <p>Reviewed 2010 Rating 6</p>	<p>1. To embed Professional Learning as both an individual and College responsibility;</p> <p>2. To engage in Professional Learning opportunities that focus on improving Student outcomes;</p> <p>3. To maximise the Professional Learning of staff by instilling the practice of self reflection and feedback and sharing Professional Learning with other staff;</p> <p>4. To support staff in fulfilling the expectations of the College of Teachers Standards for Teachers and the BCE requirements for Accreditation to Teach and to Teach religion.</p>	<p>Ongoing</p> <p>Renewed focus</p> <p>Ongoing</p> <p>Renewed focus</p> <p>New</p>	<p>1. Introduce Annual Goal setting for all staff;</p> <p>2. Encourage staff to update personal Professional Learning log annually;</p> <p>3. Monitor staff engagement in Professional Learning opportunities;</p> <p>4. Embed the practice of reporting back on Professional Learning opportunities at Learning Teams;</p> <p>5. Address the balance of Learning Team/ Staff Meeting / Professional Learning meetings;</p> <p>6. Initiate cross learning team audits to identify skills and experiences of teaching staff;</p> <p>7. Provide support sessions for staff to complete their College of Teachers requirements;</p> <p>8. Professional Learning is a priority in Annual Budgeting processes.</p> <p>9. As above for BCE Accreditation</p>	<p>i) Staff engage in and document Annual Professional Learning based on Annual Goals;</p> <p>ii) Staff regularly report back to Learning Teams on their Professional Learning experiences;</p> <p>iii) There is balance of whole College, precinct, subject level Professional learning experiences and Organisational meetings;</p> <p>iv) Staff are active in addressing the requirements of the College of Teachers and Brisbane catholic Education;</p> <p>v) Professional Learning is resourced.</p>	<p>Staff + Leadership Team</p> <p>Teachers + TLCs</p> <p>Leadership Team esp APC</p> <p>Teachers</p> <p>APC</p>	<p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 – 2013</p>	<p>2015</p>

			requirements					
<p>4.2</p> <p>Staff Engagement</p> <p>Reviewed in 2012</p> <p>Rating 5</p>	1. Establish regular, transparent processes to communicate Annual School Goals and priorities and budget .	Renewed	1. Timetables these processes into the College calendar with particular reference to the induction of new staff;	i)	Staff are well informed about Annual Goals and priorities;	Principal and Heads	2012	2016
	2. Establish regular, transparent processes to communicate Professional Learning priorities and processes.	Renewed	2. As above but to include a possible formation of the PL committee.	ii)	Staff are well informed and engaged in Professional Learning;	Leadership Team	2012	
	3. Introduce Annual Goal setting processes for all staff.	New	3. Develop a template and time line associated wither Budget for PL;	iii)	Annual Goal setting and review are part of the professional culture of the College;	Leadership Team + All staff	2013	
	4. Investigate other strategies for involving staff and parents in Strategic renewal Processes.	New	4. Additional strategies include: Market place community engagement [eg St Stephen's Algester], Community dinner [eg St Mary's Laidley]	iv)	A variety of strategies is used to engage staff, parents and students in School Renewal Processes.	Leadership Team + All staff	2013	
<p>4.3</p> <p>Professional Practice</p> <p>Reviewed in 2011</p> <p>Rating 5</p>	1. That the induction process for new staff be formalised with a member of the Leadership team as the sponsor of that induction;	New	1. Document the Induction process including the naming of the Leadership Team member to sponsor and coordinate the	i)	There is a comprehensive, documented induction program for new staff;	Principal + Heads	2011	2016
	2. Formalise a Goal setting process and meeting with Leadership Team member for all teaching staff;	New	induction of particular new staff members;	ii)	Teaching staff are involved in an Annual Goal Setting and review process;	Principal + Heads + Teachers	2012	
	3. Review the timing and number of meetings that staff are required to attend;	Renewed	2. Introduce Annual Goal setting and review for teachers using the BCE Process for Performance management and Development;	iii)	Meetings are productive and well planned to address staff and College needs;	Leadership Team with staff	2012	
	4. Provide opportunities for planning with Academic Coordinators;	New	3. Review the purpose and process of the current meeting structure;	iv)	Planning opportunities are provided to meet the requirements of the implementation of the Australian	APC + TLCs and Academic Coordinators	2011	
	5. That staff wellbeing be made a high priority and regularly monitored.	Renewed	4. Investigate planning options to provide					

			opportunities for staff to plan with Academic Coordinators; 5. That staff wellbeing become a standing agenda item at Leadership Meetings	v)	Curriculum; Staff Wellbeing is given high priority and staff feel valued and supported.	Leadership team + Mind Matters Team	2011 - 2013	
<p>5.1</p> <p>Relationships with Parents</p> <p>Reviewed in 2009</p> <p>Rating 5</p>	1. Annual Date Setting to be done in advance, advertised and remain fixed;	Renewed	1. Establish a date Setting event as part of planning for each new year;	i)	Dates for Events and celebrations are set well in advance and advertised on the College Calendar, website and other appropriate places;	Leadership Team; APC	2011 – 2013	2014
	2. To establish an annual welcoming function for parents and staff;	Renewed	2. Review the P & F family BBQ to develop a more effective welcoming event each year;	ii)	The College has an effective process for welcoming new families;	P & F Assoc. + Leadership team	2012	
	3. To establish effective and timely communication strategies between staff and parents/carers;	Renewed	3. Promote the use of staff email;	iii)	Parents and carers are able to access staff and are kept in regular communication about College events;	Teaching staff; Leadership team	2011 – 2013	
	4. That the College have in place an effective process for addressing parent concerns;	Renewed	4. Investigate the formalisation of a process to handle complaints and parent concerns;	iv)	There is a well articulated, understood and activated process for addressing parent enquiries, complaints & concerns;	Leadership Team College Board	2012	
	5. To develop a culture in which new parents, staff and students are made welcome;	Renewed	5. Develop a welcoming ritual for new families;	v)	There is a welcoming process for new families;	Leadership Team College Board	2012	
	6. That effective processes are in place to promote authentic consultation with parents and carers.	Renewed	6. Review the processes for consulting parents about new initiatives and major issues in the community.	vi)	Parents and carers are given the opportunity to provide input about	Leadership Team College	2012	

			7. Engage with parents and the wider community to tell our story and develop a stronger presence in the community.[A 2011 BIG ROCK INITIATIVE]	College initiatives and major community issues.	Board		
5.2 Partnerships Reviewed in Term 3 2011 Rating 5	1. College Board has higher profile in the StAC community; 2. Parents and Friends Association activities more broadly advertised and accessible to parents; 3. Develop a Community partnerships register; 4. Develop a formal Partnership of Catholic Schools with other Catholic schools in Greater Springfield to promote Catholic education in the area.	Renewed Renewed New New	1. Board and P & F develop a College website presence with permanent and changing items eg Minutes, agendas; 2. Board produce twice yearly report for the community; 3. Design a Community partnerships register to record details of organisations with whom the College works; 4. Develop a Sponsorship program for local businesses who are willing to sponsor the College through business alliances.	i) The purpose and activities sponsored by the College Board are well advertised in the community; ii) The activities of the P & F Association is well known and supported in the community; iii) The College has effective partnerships of mutual benefit with Local businesses and organisations	College Board P & F Executive Communications and facilities Coordinator	2012 2012 2012 - 2013	2015

Priority 4 Strategic Resourcing

Elements *	Goals	Goal Status [Renewed, new, Future]	Suggested Strategies	Success Indicators	Who	Time Line	Review Date
6.1	1. To provide the staff and students with a	New	1. Implement the College ICLT Plan [see separate	i) Staff and students have equitable access	ICLT Par + ICLT	2011	2014

<p>ICLT Resourcing Reviewed in 2009</p> <p>Rating 5</p>	<p>comprehensive access to a range of ICTechnologies to enhance teaching and Learning;</p> <p>2. Establish a sustainable budget to support the provision of appropriate ICLT resources and infrastructure;</p> <p>3. To provide access to ICT resources and infrastructure in an equitable way for the whole college.</p>	<p>New</p> <p>Renewed</p>	<p>comprehensive document];</p> <p>2. Provide staff professional learning including staff laptops as the essential element of this plan;</p> <p>3. Monitor the equity in the provision of resources ;</p> <p>4. Prepare a financial plan to support the ICLT Plan.</p>	<p>ii) to the technologies needed in a contemporary learning and teaching setting; Staff make effective use of the resources provided for teaching and learning;</p> <p>iii) The College is able to support the provision of resources and infrastructure required to sustain the ICLT Plan.</p>	<p>Committee + Leadership team</p> <p>Staff</p> <p>Business manager, Principal</p>	<p>2011 – 2013</p> <p>2011 - 2013</p>	
<p>7.1</p> <p>Budgeting and Finance</p> <p>Reviewed 2010</p> <p>Rating 6</p>	<p>1. To have a more transparent Annual Budgeting process;</p> <p>2. To develop the skills and expertise of the Finance staff;</p> <p>3. To develop a closer relationship with BCE Financial Services;</p> <p>4. To develop a longer range plan for the stewardship of College assets beyond the current Master Plan</p>	<p>New</p> <p>Renewed</p> <p>Renewed</p> <p>Future</p>	<p>1. Broaden the range of staff engaged in the Annual Budgeting process;</p> <p>2. Provide on site and off site Professional Learning and Training for Finance staff;</p> <p>3. Engage with BCE Financial services by joining committees, networking and being available for joining consultative committees;</p> <p>4. Develop a “Master Plan 2” for the future beyond the current Master Plan</p>	<p>i) The College has a transparent budgeting process that is accessible to all and encourages engagement by a wider group of staff;</p> <p>ii) Finance staff are well trained and able to step up to more responsible roles as required;</p> <p>iii) St Augustine’s has a close working relationship with BCE Finance Services;</p> <p>iv) A future master Plan s developed to address needs of the College and effective maintenance of the current assets.</p>	<p>2011 – 2013</p> <p>2011 – 2013</p> <p>2011 – 2013</p> <p>2012</p>	<p>Business Manager</p> <p>Business Manager + Finance staff</p> <p>Business Manager</p> <p>Leadership team + College Board</p>	<p>2015</p>

<p>7.2</p> <p>Equity and Stewardship</p> <p>To be reviewed in 2012</p>				v)			
<p>7.3</p> <p>The Physical Learning Environment</p> <p>Reviewed March 2012</p> <p>Rating 5</p>	<p>1. To have a current and contemporary College Strategic Renewal Plan in place at all times from which Annual Goals are developed;</p> <p>2. Maintain market share of enrolments in the Greater Springfield area in order that the College capacity is reached annually;</p> <p>3. Develop a second Master Plan for Facilities development 2012 onwards;</p> <p>4. To maintain College facilities at a high standard.</p>	<p>Renewed</p> <p>Renewed</p> <p>New</p> <p>Renewed</p>	<p>i) Provide an online version of the current College Strategic Renewal Plan 2011 – 2113 on the website.</p> <p>ii) Development of an Education Brief for the introduction of Yr 7 to Secondary Schools.</p> <p>iii) The College needs to develop a “voice” and College “personality” for use in Marketing and promotions in the Greater Springfield area.</p> <p>iv) Develop specific strategies for increasing enrolments in Yrs 8 and 9;</p> <p>v) Develop a second Master Plan for Facilities Development 2012 onwards;</p>	<p>i) The College community is guided by an updated and contemporary Strategic Plan;</p> <p>ii) Yr 7 becomes the second major intake year with St Augustine’s enjoying a Market share with five full home groups;</p> <p>iii) A new Marketing and Communications Plan is developed and working well;</p> <p>iv) The College has a Master Plan for future facilities development ;</p> <p>v) Enrolments in Middle Years reaches expectations and capacity;</p> <p>vi) College facilities are well maintained with a specific annual budget.</p>	<p>College Board</p> <p>Leadership Team</p> <p>Leadership Team</p> <p>College Board</p> <p>Leadership Team</p> <p>Business Manager / Head Groundsma</p>	<p>2012 – 2013</p> <p>2014 – 2015</p> <p>2012</p> <p>2012</p> <p>2012 – 2105</p> <p>2012 - 2015</p>	<p>2016</p>

			vi) Develop a more formal Maintenance Plan.		n		
8.1 Planning and reporting To be reviewed in 2012							
8.2 Accountability To be reviewed in 2012							
8.3 Monitoring and Self Review Processes To be reviewed in 2012							

- Based on the 5 year schedule for School Renewal

Glossary of Terms

ACARA	Australian Curriculum Assessment & Reporting Authority
ACARA Implementation Plan	a team of StAC staff who will coordinate the implementation of the new Australian Curriculum
Admin Team	The College Leadership team consisting of Principal, Head of Primary , Head of Secondary, Assistant Principal for Religious Education [APRE], Assistant Principal for Curriculum [APC], Assistant Principal Administration [APA], Assistant Principal Student Support [APSS]
AP Student Wellbeing	Assistant Principal Student Wellbeing [formerly AP Student Support]
APC	Assistant Principal Curriculum
APRE	Assistant Principal Religious Education
APSS	Assistant Principal Student Support
AST	Advanced Skill Teachers [There are 2 levels teachers can apply for after ten years of successful teaching in the Catholic system]
BCE	Brisbane Catholic Education – the organization which manages Education in the Archdiocese of Brisbane
CDC	The StAC Curriculum Development Committee, headed by the AP Curriculum and consisting of staff and parents
CTJ	Consistency of Teacher Judgment, the process of moderation of student outcomes used across all Brisbane catholic Education Schools and Colleges
EJTech	Early and Junior Years Technology Centre
ICLT	Information Communication Learning Technologies
ICLT Coach	a teacher who assists other teachers to develop their skills in implementing ICTs in their teaching
IEP	Individual Education Plan [for Students with Disabilities]
ISAS	Information Systems and Support
KLAs	Key Learning Areas, formerly known as “subjects”. These are nine in Catholic schools including Religious Education. These KLA’s [with the exception of RE] are developed for all Queensland schools by the Queensland Studies Authority – QSA]
KRAs	Key Result Areas in the College Renewal Plan: Catholic Ethos and College Life, Curriculum, Community Partnerships & Services and Organisation & Administration
LNIT	Literacy and Numeracy Intervention Teacher [a role that focuses on the Improvement of Literacy and Numeracy across all levels in the College]
Mind Matters	a student Wellbeing program for Middle and Senior students

OSHC	Outside School Hours Care. We run this before and after school each school day as well as vacation care during all Staff Professional development and Planning days as well as most school holidays.
PAR	Position of Added Responsibility. These are additional Middle management positions outside of the Admin team. These positions are applied for and awarded to teaching staff for areas such as Pastoral Care, Curriculum Coordination and Activities.
P & F	The Parents and Friends Association to which all StAC parents belong. The P & F meets monthly
PL	Professional Learning
QSA	The Qld Studies Authority, the organization with responsibility for developing the Curriculum of all Qld Schools.
RMCM	Resource Manager – Curriculum Management, a technology tool used by teachers to plan, monitor and report on student progress.
StAC	St Augustine's College
SOs	School Officers [formerly Teacher Aides]