Priority 4— Strategic Resourcing

BG 4.2 Maintain the financial viability of the school when engaging in resource acquisition.
- Review and refine the purchase order process for all resource acquisitions.
- Continue to access grants available from Government and corporate organisations.

GG 4.4 Student First Funding: The capabilities of all teachers will be enhanced to activate learning so that all their students are able to self report their engagement and their success in learning.
- Establish collaborative professional learning communities for all teaching staff.
- Introduce a teacher observation and feedback program.
- Focussed use of the professional goal setting process to reflect on, support and enhance the capabilities of all teachers.
- Continue the engagement of all staff with the Visible Learning principles, with a focus on the use of learning intentions and success criteria to activate learning.
- Teachers will self-report and receive feedback from their peers and leadership team members about their new capabilities.
- Teachers will report their own progress and measure student engagement.
- Students will begin to self-report their engagement and their success in learning.

BG 4.3 Align discernment around strategic resourcing to the contemporary and perceived future teaching and learning environment.
- Maintain awareness of the need for continued, consultative Master Planning.
- Ensure that ICLT resourcing and technology planning enhances staff and student engagement in teaching, learning and general school processes.
- Budget prioritisation regarding the professional learning of all staff.

‘live in faith and love’
Priority 1— Mission and Religious Education

1.1 The establishment a school culture that grows young Catholics who are religiously educated, faith filled, socially just, and willing and active participants in the religious and worshipping life of St Brendan’s.

- Increase regularity of student involvement in religious and spiritual experiences for their faith formation.
- Develop an overview of activities that enhance the ‘Religious Life of the School’ and nurture same.

1.2 Clear understanding and related action regarding the purpose of St Brendan’s School in its Catholic Schooling context and the overall mission of the Church.

- Involve students in ‘outreach’ experiences.

1.3 To include RE in the DELT priority of BCE through strategic support of the teaching and learning process in Religious Education.

- To increase the capacity religious education teachers to autonomously develop units of work that align directly with the intent of the RE Curriculum.
- Review of assessment in RE and the development of more measurable and accountable assessment tools that align with the DELT priority.
- Leadership team will prioritise and provide more support for RE planning.

Priority 2— Learning and Teaching

2.1 Enhance pedagogical practice with a special focus on the use of technology:

- Teachers actively engage with other teachers through professional learning and collaboration (supported by Student First Funding) to improve their teaching practice.
- Establish collaborative professional learning communities (PLCs) for all teaching staff.
- Establish a teacher observation and feedback program.
- Focused use of the professional goal setting process to reflect on, support and enhance the capabilities of all teachers.
- Continue the engagement of all staff with the Visible Learning principles, with a focus on the use of learning intentions and success criteria to activate learning.
- Teachers will collaborate with students on creating an action plan to enhance their learning.
- Teachers will self-report and receive feedback from their peers and leadership team members about their new capabilities.
- Teachers will report on their own progress and measure student engagement.
- Students will begin to self-report their engagement and their success in learning.

BG 2.3 Enhance pedagogical practice for teachers and educational outcomes for all students.

- Establish collaborative professional learning communities for all teaching staff.
- Introduce a teacher and observation feedback program.
- Continue the engagement of all staff with the Visible Learning principles, with a focus on the use of learning intentions and success criteria to activate learning.
- Teachers will work collaboratively with students on creating an action plan to enhance their learning.
- Teachers will self-report and receive feedback from their peers and leadership team members about their new capabilities.
- Teachers will report their own progress and measure student engagement.
- Students will begin to self-report their engagement and their success in learning.

Priority 3— Professional Practice and Collaborative Relationships

3.1 Establishment of effective, productive and respectful partnerships across the school, parish and local community:

- Groups of parents will be targeted to organise a particular school fundraising event throughout 2015.
- The P&F Federation will be sourced to assist and support the P&F Association at St Brendan’s.
- The P&F Treasurer and Secretary will continue to oversee the financial operations of the P&F during this time of transition.

3.2 Establishment of a professional learning community that promotes the growth, development and well-being of each individual:

- Strong collaborative and consultative approach to leadership by Principal and Assistant Principal, with an ongoing view to leadership development and succession planning.
- Nurture partnerships with BCEO, BCE schools and other institutions and professional bodies that are supportive of staff and the school’s educational goals.
- Create and action team building opportunities for all staff.
- Continue to implement an individual performance management process for all staff.
- Support for the professional development of all staff through Strategic Renewal Funding (SRF).
- Prepare clear documentation and publication of the school’s Positive Behaviour 4 Learning (PB4L) Policy.
- Delivery of Mandatory Student Protection training for all staff.
- Continued use and refinement of Positive Behaviour 4 Learning policy processes, including the online Student Behaviour System (SBS).
- Prioritise the use of Circle Time by staff to deal with interpersonal issues amongst students.
- Nurture partnerships with BCE, independent and government schools, tertiary institutions and other professional bodies that are supportive of St Brendan’s staff and the school’s environment.