

### Vision

Animated by the values of equity, forgiveness, hospitality and inclusion, the St Brendan's community in its diversity and Catholic tradition, is a safe place for people to grow in personal excellence.

### Mission

Our mission is to align effective learning and teaching to students, create genuine opportunities for ongoing learning, provide a safe and supportive school environment and build personal resilience; match human and physical resources to needs and to facilitate participation in the many facets of a Catholic life.

### Values

FAITH

COMMUNITY

EXCELLENCE

| Strategic priority                  | Goal <sup>1</sup> :<br>Goals that inspire and set your school's direction<br><i>"Where do we need to go?"</i>                               | Targets:<br>Measurable targets to track progress towards your school's objectives<br><i>"How do we know we are getting there?"</i>                  | Actions:<br>Actions required to drive progress of key results<br><i>"What will we do to get there?"</i>  | Timeline:<br><i>"When do we want to get there by?"</i>   | Responsibilities & Accountabilities:<br><i>"Who is responsible for ensuring it happens?"</i>                              |
|-------------------------------------|---|---|--|--|---|
| <b>Catholic identity</b>            | Review and refine the Mission, Vision and Values of St Brendan's school to support the implementation of staff and student formation.       | All students, staff and parents will be able to name the school values and how they are lived within our school.                                    | Unpack the school values with students, staff and wider community.<br>Identify ways the school lives these values providing examples of actions.<br>APRE and Year 6 Leaders present values to community on assembly in Term 1.   | Term 1 2024 <ul style="list-style-type: none"> <li>Values exercise</li> <li>Embed values into Vision and Mission</li> </ul> Term 2 <ul style="list-style-type: none"> <li>Present draft Vision and Mission to community for feedback</li> <li>Launch Vision and Mission on St Brendan's Feast Day</li> </ul> | APRE, Principal and Catholic Identity Team to lead process with staffing and through communication forums with community. |
| <b>Learning and teaching</b>        | Consolidate our processes for how we plan, teach, assess, and moderate V9 English to grow engagement and progress in reading.               | All students demonstrate growth in reading data across the school year-measured data targets named in EIA Action Plan.                              | Professional Development in GRR<br>Engage with EO-Literacy in 4Cs in the teaching and learning of reading.<br>Continue to embed signature practices of learning walls, LI, SC, backward planning, moderation, assessment tables etc, to grow engagement and progress in reading. | Term 1 – PFD professional development and 4Cs in Guided Reading<br>Term 2 – professional development and 4Cs in modelled reading<br>Term 3- professional development and 4Cs in shared reading   | PLL, Leadership team<br>Classroom teachers<br>EO- Literacy  |
| <b>Wellbeing</b>                    | Develop and implement agreed effective classroom practices and responses aligned with universal supports in PB4L.                           | Shared consistent language when speaking about self and social awareness and management.<br>Shared consistent responses to unproductive behaviours. | School wide Health scope and sequence which include the Zone of Regulation and the Personal and Social Capability.<br>Implement schoolwide response to unproductive behaviours and universal supports.   | Term 1 - Present and seek feedback of the draft for response to unproductive behaviours.<br>Term 1 and 2 -Implement the draft for response to unproductive behaviours.<br>Term 3 – Review document and publish.<br>Term 4 – Present to the community   | APRE, Principal and EO Behaviour Wellbeing Team and teaching staff  |
| <b>Our people</b>                   | Develop a positive culture among all students, staff and parents so that they communicate confidence and connectedness in our community.    | All members of the community will communicate an improved sense of wellbeing when compared with Term 1 and Term 4 survey results.                   | Develop a school definition of what we mean by 'wellbeing'.<br>Establish a framework of wellbeing.<br>Formalise Wellbeing Week activities to fit within the framework.<br>Engage all school staff and the community in Wellbeing activities.                                     | Develop a yearly overview for Wellbeing which addresses aspects of the Personal and Social Capability  | APRE, Principal, GC, Student Wellbeing Officer<br>Wellbeing Team  |
| <b>Diversity and inclusion</b>      | Develop improved cultural awareness of Aboriginal and Torres Strait Islander peoples and embed inclusive practices in our school community. | Create a RAP in consultation with St Brendan's community.   | Establish a RAP committee<br>Engage with Kevin Eastman to advise on RAP process.<br>Embed Aboriginal and Torres Strait Islander perspectives across the curriculum.  | PD at Ngatana Lui in January PD days, led by Kevin Eastment in 'Hidden Histoires'.<br>PD led by Kevin Eastment in Term 1 and Term 3 relating to RAP.<br>Purchase of new resources to support.  | Principal, APRE, Kevin Eastman, RAP Team<br><br>PLL and T/L   |
| <b>Organisational effectiveness</b> |   |   |  |  |   |

1. Use the data available to your school (i.e. HealthCheck, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school's HealthCheck, if applicable.
3. Schools must include both a learning and teaching (EIA) and a Catholic Identity (AIP) goal. We recommend that schools include a maximum 1-2 additional goals across the strategic priori