

# EMMAUS COLLEGE, JIMBOOMBA

## 2015 STRATEGIC RENEWAL PLAN



## PRIORITY 1 - Mission and Religious Education

**Broad Strategic Goal: Enrich the religious identity and culture of Emmaus College’s ecumenical journey through individual and community service, worship, celebration and education.**

| Scripture Reference   | Strategic Intent<br>(Review Components) | Goal<br>(Where are we at?<br>Where do we want to be?)  | Strategies/Activities<br>(What do we need to achieve the goal?)   | Possible support requested   | Achievements |
|---|---|--|---|--|--------------|
| <p><i>Now on that same day two of them were going to a village called Emmaus, about seven miles from Jerusalem, and talking with each other about all the things that had happened. While they were talking and discussing, Jesus himself came near and went with them, but their eyes were kept from recognizing him. And he said to them, "What are you discussing with each other while you walk along?"</i></p> | 1.1<br>1.6                              | <ul style="list-style-type: none"> <li>Provide opportunities for students and staff to be involved in a range of community service activities</li> </ul> | <ul style="list-style-type: none"> <li>Identification of other social justice activities linked to local Jimboomba area (role of senior captains)</li> </ul>  | <ul style="list-style-type: none"> <li>Catholic Mission</li> <li>Local Pastors</li> <li>Funding support (sponsorship and fundraising)</li> </ul>                 | •            |
|   | 1.4<br>1.3                              | <ul style="list-style-type: none"> <li>Further develop the prayer life of the College and consider appropriate symbols</li> </ul>                        | <ul style="list-style-type: none"> <li>Prayer experiences in Pastoral Care</li> <li>Prayer space/dedicated prayer table for each Years 7-9 (Stephen to investigate building options/costs)</li> <li>Install cross at front of school</li> </ul> | <ul style="list-style-type: none"> <li>Local Pastors</li> </ul>  | •            |
|   | 1.3                                     | <ul style="list-style-type: none"> <li>Enliven the liturgical experience for the whole community</li> </ul>  | <ul style="list-style-type: none"> <li>New songs to enhance worship experience</li> <li>Invite Andrew Chin to work with students in sacred singing</li> <li>Further development of staff/student music group to play at liturgies</li> </ul>    | <ul style="list-style-type: none"> <li>Local Pastors</li> </ul>  | •            |
|   | 1.2                                     | <ul style="list-style-type: none"> <li>Prepare relevant materials for validation of RE program</li> </ul>  | <ul style="list-style-type: none"> <li>Full implementation of RE curriculum</li> <li>Complete review of Emmaus ecumenical document and map to new units of work</li> <li>Validate RE program</li> </ul>   | <ul style="list-style-type: none"> <li>Local Pastors</li> <li>Professional Learning provided around specific content descriptor/s to support planning</li> </ul> | •            |
|   | 1.3                                     | <ul style="list-style-type: none"> <li>Further explore the implications of ecumenism in light of the new Religious Education curriculum</li> </ul>       | <ul style="list-style-type: none"> <li>Professional learning opportunities linked to The Worlds of the Text</li> </ul>  | <ul style="list-style-type: none"> <li>Local Pastors</li> <li>Other identified experts</li> </ul>  | •            |

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|  | 1.1        | <ul style="list-style-type: none"> <li>Strengthen partnerships with local pastors and parishes to support the mission of school through involvement in curriculum feedback process</li> </ul> | <ul style="list-style-type: none"> <li>Pastors invited to provide feedback around units of work and RE program</li> </ul>  |  |  |
|  | 1.3<br>1.6 | <ul style="list-style-type: none"> <li>Review of each event/activity in light of purpose/continuity/mission/impact within religious life of school – camps/retreats</li> </ul>                | <ul style="list-style-type: none"> <li>Introduce Year 12 retreat program (extended day)</li> <li>Consideration given to induction of new students in Years 7/8 and the religious life of the school</li> </ul> |  |  |
|  | 1.5        | <ul style="list-style-type: none"> <li>Collate data around staff RE qualifications and assist the development of individual study plans to achieve full accreditation</li> </ul>              | <ul style="list-style-type: none"> <li>Identify teachers to participate in REAP program</li> <li>Assist teachers to identify appropriate study pathways in RE</li> </ul>                                       |  |  |

## PRIORITY 2 - Learning and Teaching

**Broad Strategic Goal: Empower confident, creative, successful, active lifelong learners who enrich their lives, and the lives of their community, by equipping them with the skills, knowledge and capability for their journey in a globalized technological society in living the Gospel of Jesus Christ.**

| Scripture Reference  | Strategic Intent  | Goal<br>(Where are we at?<br>Where do we want to be?)  | Strategies<br>(What do we need to achieve the goal?)  | Possible support requested | Achievements |
|--|-------------------|--|---|----------------------------|--------------|
| <i>When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him, and he vanished from their sight.</i> | 2.2               | <ul style="list-style-type: none"> <li>Review P-6 Scope &amp; Sequence in light of Vision for Learning</li> </ul>  | <ul style="list-style-type: none"> <li>Middle Leaders to lead Vision for Learning in their teams</li> <li>Use Model of Pedagogy to review teaching and learning practices</li> <li>Effective planning using Australian Curriculum embedding Vision for Learning components</li> </ul>   |                            |              |
|  | 2.2               | <ul style="list-style-type: none"> <li>Trial implementation of Phase 3 syllabus (Technology/HPE)</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum conversations with teachers across the school (P-6 classroom, HPE, PE, Technology teachers)</li> <li>Access relevant online PD</li> <li>Develop draft units across year levels</li> </ul>   |                            |              |
|  | 2.1<br>2.3<br>2.6 | <ul style="list-style-type: none"> <li>Utilise data and BI tool to evaluate and inform teaching for learning progress and achievement (SRS, NAPLAN and PAT, QCS, OP) in literacy (DELT Project)</li> </ul> | <ul style="list-style-type: none"> <li>Teachers to be involved in data analysis session – NAPLAN, SRS, PAT</li> <li>Teachers familiar with the use of BI</li> <li>Data used to drive specifics of curriculum planning</li> <li>Data used to inform Learner Profile documents</li> </ul>   |                            |              |
|  | 2.1               | <ul style="list-style-type: none"> <li>Launch Emmaus College Vision of Learning to the whole school community</li> </ul>   | <ul style="list-style-type: none"> <li>Make learning visible, personalised, active and interactive through use of the Model of Pedagogy and Visible Learning strategies</li> <li>Teachers able to clearly articulate their understanding of the impact of the Vision for Learning on their own practice</li> <li>Teachers use data to inform pedagogy, make judgements and respond with feedback to students and feedback to progress learning for ALL students</li> <li>Vision for Learning language to guide review of report card statements instead of Lifelong Learning</li> </ul> |                            |              |
|  | 2.8               | <ul style="list-style-type: none"> <li>Continue rollout of resources to support implementation of ICLT plan</li> </ul>   | <ul style="list-style-type: none"> <li>Enhance learning through greater access to laptops and iPads in P-6</li> <li>Professional Learning for teachers in the effective use of technology to enhance learning</li> </ul>  |                            |              |

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|  |            |  | <ul style="list-style-type: none"> <li>Enhance learning through 1:1 iPad program in Middle Years</li> <li>Professional learning linked to using devices to enhance learning</li> </ul>  |  |  |
|  | 2.5        | <ul style="list-style-type: none"> <li>Use Vision for Learning to underpin whole school approach to wellbeing</li> <li>PB4L for learning through teacher team professional learning sessions</li> </ul>  | <ul style="list-style-type: none"> <li>Analyse data related to behaviour support to further implement Vision for Learning</li> </ul>  | <ul style="list-style-type: none"> <li>BCE staff to assist use of Student Behaviour Support Database</li> </ul>  |  |
|  | 2.1        | <ul style="list-style-type: none"> <li>Continue to develop a middle schooling pedagogy that is shared, understood and utilised by all 7-9 teaching staff</li> </ul>  | <ul style="list-style-type: none"> <li>Use Model of Pedagogy and Learning and Teaching Framework with 7-9 teachers and Learning and Teaching Leaders when planning for learning</li> </ul>  |  |  |
|  |            | <ul style="list-style-type: none"> <li>Review Senior Schooling pedagogical practices</li> </ul>  | <ul style="list-style-type: none"> <li>Use Model of Pedagogy and Learning and Teaching Framework with 10-12 teachers and Learning and Teaching Leaders when planning for learning and developing assessment</li> </ul>  |  |  |
|  | 2.7        | <ul style="list-style-type: none"> <li>Review Year 10 Work Education/Transition program</li> </ul>   | <ul style="list-style-type: none"> <li>Facilitate planning meeting between SY LTL, Year 10 Pastoral Leader, APSW, HOS, AP Curriculum and other Middle Leaders, GC, STIE</li> </ul>  |  |  |
|  | 2.7<br>2.6 | <ul style="list-style-type: none"> <li>Expanded senior offerings through TSC</li> </ul>  | <ul style="list-style-type: none"> <li>Development of Trade Skills Centre</li> <li>Implement Cert I Hospitality in Year 10</li> <li>Implement Cert II Agriculture via cooperative program with UQ</li> <li>Implement Certificate II Hospitality (Kitchen Operations)</li> </ul>   |  |  |
|  | 2.3        | <ul style="list-style-type: none"> <li>Participation in DELT Literacy Project</li> </ul>   | <ul style="list-style-type: none"> <li>Identification of Literacy Leaders</li> <li>Ongoing teacher team meetings that focus on data analysis and planning best practice literacy</li> </ul>   |  |  |
|  | 2.3        | <p><b>Literacy focus</b></p> <ul style="list-style-type: none"> <li>Improve student outcomes in English by building skills in literacy</li> <li>Provide teachers with the skills and strategies to teach the key concepts in literacy from the Early Years and extend these skills in Junior and Middle Years</li> <li>Utilise pedagogies that promote fluent and confident readers and writers</li> <li>Identify and develop targeted strategies and resources to address the specific needs of students</li> </ul> | <ul style="list-style-type: none"> <li>Analysis of data (NAPLAN, PAT Reading and Comprehension)</li> <li>Teacher reflection on data to guide further planning</li> <li>Year level planning for what the data is showing</li> <li>Professional Development around literacy</li> <li>Coaching utilised as a model for effective teacher development</li> <li>Visible learning used as a resource to review and identify effective teaching and learning strategies</li> <li>Classroom observations</li> <li>Teachers recording lessons to reflect on <i>teacher talk</i></li> <li>Use evidence based research to develop effective teaching and learning plans</li> </ul> | <ul style="list-style-type: none"> <li>Literacy Solutions Consultant</li> <li>Action Learning time (Professional readings, professional discussion time between session activities)</li> </ul> |  |

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|  | 2.3 | <p><b>Numeracy focus</b></p> <ul style="list-style-type: none"> <li>• Improve student outcomes in mathematics</li> <li>• Develop the capacity of students to confidently apply their knowledge and understanding to investigations and problem solving, clearly justifying their thinking and reasoning (building mathematical skills)</li> <li>• Provide teachers with the skills and strategies to teach the key concepts in mathematics from the Early Years and extend these skills through to the Middle Years (with consistency across year levels)</li> <li>• Identify and develop targeted strategies and resources to address the specific needs of students</li> </ul> | <ul style="list-style-type: none"> <li>• Build teacher knowledge and skills of effective mathematical pedagogical approaches</li> <li>• Continuation of Action Learning project</li> <li>• Teacher leaders to facilitate action learning</li> <li>• Focused staff meetings around Numeracy</li> <li>•</li> </ul> |  |  |
|  | 2.6 | <ul style="list-style-type: none"> <li>• Document a model of learning support for Emmaus and associated routine practices</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify a clear process to plan for enhancing progress for all learners</li> <li>• Teachers assume responsibility for planning access, progress and success for ALL learners</li> </ul>  |  |  |

## PRIORITY 3 - Professional Practice and Collaborative Relationships

**Broad Strategic Goal: Enable strong professional relationships within Emmaus and community that support all in the journey of teach, challenge, transform.**

| Scripture Reference  | Strategic Intent | Goal<br>(Where are we at?<br>Where do we want to be?)  | Strategies/ Activities<br>(What do we need to achieve the goal?)  | Possible support requested   | Achievements |
|--|------------------|--|---|--|--------------|
| <i>That same hour they got up and returned to Jerusalem; and they found the eleven and their companions gathered together. They were saying, "The Lord has risen indeed, and he has appeared to Simon!" Then they told what had happened on the road, and how he had been made known to them in the breaking of the bread.</i> | 3.4              | <ul style="list-style-type: none"> <li>Implementation of Middle Leadership Structure</li> </ul>  | <ul style="list-style-type: none"> <li>the opportunity to co-lead specific projects</li> <li>Professional learning around middle leadership role/definition (move from organisational/management focus)</li> </ul>  |  |              |
|  | 3.3              | <ul style="list-style-type: none"> <li>Provide opportunities for teacher leadership</li> </ul>   | <ul style="list-style-type: none"> <li>Literacy Leaders identified to implement DELT project</li> </ul>   |  |              |
|  | 3.2              | <ul style="list-style-type: none"> <li>Provide opportunities for consultation with and engagement of parents</li> </ul>  | <ul style="list-style-type: none"> <li>Engage parents in understanding/shaping Vision for Learning</li> <li>Review and update of selected College Policy documents (Board)</li> </ul>   |  |              |
|  | 3.3<br>3.8       | <ul style="list-style-type: none"> <li>All teaching staff to develop and maintain Professional Learning Plans</li> </ul>   | <ul style="list-style-type: none"> <li>Members of the leadership team to collaborate with staff/middle leaders regarding the development of their leadership capabilities</li> <li>Facilitate a process for Heads and Teaching and Learning leaders to develop Professional Learning Plans with all teachers</li> </ul> <p>Teacher professional learning plans are aligned with school goals and periodically reviewed (using National Standards)</p> |  |              |
|  | 3.8<br>3.5       | <ul style="list-style-type: none"> <li>Continue consultative and collaborative links with BCE through DELT Literacy Project and "Engaging Diverse Learners in Middle Years"</li> </ul> | <ul style="list-style-type: none"> <li>Participation in DELT project</li> <li>Participation in "Engaging Diverse Learners in Middle Years"</li> </ul>   | <ul style="list-style-type: none"> <li>DELT Literacy Project</li> <li>BCE staff</li> </ul> |              |
|  | 3.3              | <ul style="list-style-type: none"> <li>Provide opportunities for teachers to observe peers as part of performance management and development of professional learning plans</li> </ul> | <ul style="list-style-type: none"> <li>Opportunities for teachers to observe peers and provide feedback linked to specific professional goals eg Maths project</li> <li>Collaborative professional relationships among staff where open, honest, effective communication is conducted for the purposes of enhancing learning</li> </ul>   |  |              |
|  | 3.6              | <ul style="list-style-type: none"> <li>Strengthen partnership with Emmaus Kindergarten with specific focus on continuity of learning</li> </ul>  | <ul style="list-style-type: none"> <li>Kindergarten teacher involved in College professional learning opportunities including Early Years meetings</li> </ul>   | <ul style="list-style-type: none"> <li>Centacare</li> </ul>                                |              |

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|  | 3.1 | <ul style="list-style-type: none"> <li>Strengthen link with each tradition, participation beyond the school – back to parishes</li> </ul> | <ul style="list-style-type: none"> <li>Feedback regarding RE program</li> </ul>  | <ul style="list-style-type: none"> <li>Pastors</li> </ul>   |  |
|  | 3.7 | <ul style="list-style-type: none"> <li>PB4L for learning through teacher team professional learning sessions</li> </ul>                   | <ul style="list-style-type: none"> <li>Analyse data related to behaviour support to further implement Vision for Learning</li> </ul> | <ul style="list-style-type: none"> <li>BCE staff to assist use of Student Behaviour Support Database</li> </ul> |  |



## PRIORITY 4 - Strategic Resourcing

**Broad Strategic Goal: Effectively and justly manage resources required for the journey of the current and future Emmaus Community.**

| Scripture Reference   | Strategic Intent | Goal<br>(Where are we at?<br>Where do we want to be?)  | Strategies<br>(What do we need to achieve the goal?)   | Possible support requested  | Achievements |
|---|------------------|--|--|---|--------------|
| <i>They came back, saying that they had seen a vision of angels who told them that he is alive.</i> | 4.1<br>4.2       | <ul style="list-style-type: none"> <li>Use the principle of stewardship to direct the allocation of resources</li> </ul>                       | <ul style="list-style-type: none"> <li>Business Manager assist Middle Leaders understanding of budgets and alignment with school strategic goals</li> </ul>  |   |              |
|   | 4.3              | <ul style="list-style-type: none"> <li>Prioritise professional learning of staff in the budget</li> </ul>                                      | <ul style="list-style-type: none"> <li>Staff attend professional development aligned with their Professional learning Plans – discuss with learning and teaching leaders</li> </ul>  |   |              |
|   | 4.7              | <ul style="list-style-type: none"> <li>Develop expanded space for agriculture program</li> </ul>   | <ul style="list-style-type: none"> <li>Investigate feasibility of end of oval as space for large animals</li> </ul>  |   |              |
|   | 4.5<br>3.8       | <ul style="list-style-type: none"> <li>Ongoing investigation and implementation of rollout plan linked to MySite/Parent Portal/LIFE</li> </ul> | <ul style="list-style-type: none"> <li>Teachers and students use MySite to store and access information (7-12)</li> <li>Adrian to assist Admin to understand capabilities of LIFE/MySite/Parent Portal to formulate P-12 plan</li> </ul> |   |              |
|   | 4.6              | <ul style="list-style-type: none"> <li>Explore possibilities for the Environmental Park</li> </ul>   | <ul style="list-style-type: none"> <li>Ongoing development of plans for the Bush Tucker Garden</li> </ul>  | <ul style="list-style-type: none"> <li>Nicki Chenoweth and committee</li> </ul> |              |
|   | 4.7              | <ul style="list-style-type: none"> <li>Ongoing development and review of 2012-2016 Strategic Renewal Plan</li> </ul>                           | <ul style="list-style-type: none"> <li>Development and review of BSGs in light of ongoing priorities</li> </ul>  |   |              |