

EMMAUS COLLEGE, JIMBOOMBA

2016 STRATEGIC RENEWAL PLAN - Achievements



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 (Review Components)	Goal (Where are we at? Where do we want to be?)	Strategies/Activities (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 1.6	<ul style="list-style-type: none"> Provide opportunities for students and staff to be involved in a range of community service activities 	<ul style="list-style-type: none"> Identification of social justice activities linked to celebration of Christian Education Week Blood bank van invited to school MY focus on action/social justice and awareness through year 9 RE program 	<ul style="list-style-type: none"> Russell and Tony SRC – Amanda/Gemma Tony and Corinne 	<ul style="list-style-type: none"> Year 10 Social Justice Day reviewed and conducted Collection of personal items donated to prison ministry Collection of bikes donated to St Paul’s Woodridge Blood bank invited to College
	1.4 1.3	<ul style="list-style-type: none"> Create a significant sacred space that authentically expresses the charism of Emmaus 	<ul style="list-style-type: none"> Construction of the Patron’s Garden Relevant symbols to be identified for inclusion in the Patron’s Garden to express ecumenical identity of school 	<ul style="list-style-type: none"> Kevin 	<ul style="list-style-type: none"> Construction and blessing of Patron’s Garden Inclusion of large discs displaying each of the patrons in garden design Patron’s Garden used for year group liturgies and Christian Education Week celebrations
	1.3	<ul style="list-style-type: none"> Enliven the liturgical experience for the whole community 	<ul style="list-style-type: none"> New songs to enhance worship experience (Tony to collaborate with Kim , Codie and Maria in regular meetings throughout year) Further development of staff/student music group to play at liturgies Form a student group for liturgical singing (Campus Minister) Greater focus on student led liturgies 	<ul style="list-style-type: none"> Tony Kim and Codie Maria Tony, Russell and Maria 	<ul style="list-style-type: none"> New songs utilised in worship Student groups involved in selection and performance of liturgical songs Campus Minister involved in leading student groups for liturgical singing
	1.2	<ul style="list-style-type: none"> Full implementation of RE program 	<ul style="list-style-type: none"> Respond to recommendations from the validation process Finalise P-12 scope and sequence document Inclusion of mandated prayers 	<ul style="list-style-type: none"> Local Pastors Professional Learning provided around specific content descriptor/s to support planning 	<ul style="list-style-type: none"> Ongoing update of RE units aligned to recommendations from the validation process Range of mandated prayers discussed at RE meetings
	1.2 1.3	<ul style="list-style-type: none"> Further explore the implications of ecumenism in light of the new Religious Education curriculum 	<ul style="list-style-type: none"> Exploration of mandated prayers and creeds and inclusion in the RE program where appropriate Professional Learning opportunities linked to the 	<ul style="list-style-type: none"> Local Pastors Russell/Marie/Tony 	<ul style="list-style-type: none"> Ongoing regular meetings with pastors to produce a relevant, up to date document for use by teachers Pastors invited into classrooms to discuss sacraments and liturgies from an ecumenical perspective

			sacraments and teaching about these in an ecumenical context		
	1.1 1.2 3.1	<ul style="list-style-type: none"> Strengthen partnerships with local pastors and parishes to support the mission of school through involvement in curriculum feedback process 	<ul style="list-style-type: none"> Pastors invited to provide feedback around units of work at the planning stage Pastors to provide input to the ecumenical documents linked to the teaching of Religious Education 	<ul style="list-style-type: none"> Marie, Russell, Tony 	<ul style="list-style-type: none"> Involvement of pastors at the planning stage of RE units (on request from the teacher)
	1.3 1.6	<ul style="list-style-type: none"> Review of each event/activity in light of purpose/continuity/mission/impact within religious life of school – camps/retreats 	<ul style="list-style-type: none"> Introduce Year 8 and Year 9 Reflection Day 	<ul style="list-style-type: none"> Tony Liesl 	<ul style="list-style-type: none"> Year 8 and 9 Reflection Days introduced Year 9 Challenge Day and Reflection Day aligned in terms of key messages
	1.5	<ul style="list-style-type: none"> Assist the development of individual study plans to achieve full accreditation 	<ul style="list-style-type: none"> Identify teachers to participate in REAP program Assist teachers to identify appropriate study pathways in RE 	<ul style="list-style-type: none"> Tony 	<ul style="list-style-type: none"> Completion of REAP by 3 teachers who are now considering Masters study Study pathways promoted to all teachers
	1.4	<ul style="list-style-type: none"> Develop a cohesive and integrated approach to the spiritual formation of staff 	<ul style="list-style-type: none"> Develop a plan for the development of staff spirituality based on prayer, religious action and formation Staff retreats (investigate possibility of day retreat options) Investigate possible options for a staff pilgrimage in 2017 	<ul style="list-style-type: none"> Tony and Russell Russell and Adrian Kevin 	<ul style="list-style-type: none"> Staff prayer very well attended Staff Pilgrimage planned for September 2017 Staff spirituality/retreat day planned for January 2017

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 (Where are we at? Where do we want to be?)	Strategies (What do we need to achieve the goal?)	Possible support requested	Achievements
	2.2	<ul style="list-style-type: none"> Review and ongoing implementation of the Australian Curriculum 	<ul style="list-style-type: none"> Effective implementation of The Australian Curriculum V8.1 Review of current curriculum plans in light of changes to the Australian Curriculum 	<ul style="list-style-type: none"> Marie and Claire Anne and Corinne 	<ul style="list-style-type: none"> Implementation of latest version of Australian Curriculum Review of current units of work for ongoing planning HASS planning – review and update of all P-6 units
	2.1 2.3 2.6	<ul style="list-style-type: none"> Utilise data and BI tool to evaluate and inform teaching for learning progress and achievement (SRS, NAPLAN and PAT, QCS, OP) (DELT Project) 	<ul style="list-style-type: none"> Teachers to be involved in data analysis session – NAPLAN, SRS, PAT Teachers use BI to support planning for individual learners, classes and cohorts Data used to drive specifics of curriculum planning Data used to inform Learner Profile documents Professional Learning linked to a deeper understanding of being Data Orientated, Data Activated and Data informed to inform, re-form and transform learning Use of model of pedagogy to support use of data and planning Use of data walls to monitor and track progress and inform and transform pedagogy (planning of learning experiences) to move learning forward PD with staff to more effectively use BI to track student achievement Begin using PAT-M to gather data about student learning and to inform teacher planning Continued use of PAT-R to track literacy data to inform planning and resources 	<ul style="list-style-type: none"> Marie and Claire Anne and Corinne Adrian 	<ul style="list-style-type: none"> Teachers involved in a range of data analysis sessions – NAPLAN, SRS and PAT R and EY literacy monitoring tools PAT R data analysed through Data Wall discussions Ongoing use of the Model of Pedagogy as a foundation for all Curriculum Conversations Data used as driver for curriculum planning Data analysis informed planning for 2017 Critical Challenge and SMART goal Use of PAT Maths to gather data in 7-12 to inform planning Tracking student achievement and student learning data to inform Review and Response meetings
	2.1 2.2 2.4	<ul style="list-style-type: none"> Further embed the College Vision for Learning in all curriculum plans Develop a set of shared practices around learning that is visible, personalised, active and interactive 	<ul style="list-style-type: none"> Make learning visible, personalised, active and interactive through use of the Model of Pedagogy and Visible Learning strategies Teachers able to clearly articulate their understanding of the impact of the Vision for Learning on their own practice Teachers use data to inform pedagogy, make judgements and respond with feedback to students and feedback to progress learning for ALL students Develop and implement specific strategies for implementation in the classrooms across P-12 (teaching and learning; effective and expected practice) 	<ul style="list-style-type: none"> Marie and Claire Anne and Corinne 	<ul style="list-style-type: none"> Ongoing use of Learning Intentions and Success Criteria as key strategies to make learning visible Use of these strategies to inform student reflection on learning Established use of effective and expected practices Significant development of the use of Gradual Release of Responsibility (particularly in literacy)

			<ul style="list-style-type: none"> • Clear articulation of learning intentions and how they impact learning progression • Model of pedagogy – use in helping to guide the learning and teaching cycle – to make learning visible across P-12 (moving learning forward) 		
2.8	<ul style="list-style-type: none"> ✓ Continue rollout of resources to support implementation of ICLT plan 	<ul style="list-style-type: none"> • Enhance learning through greater access to laptops and iPads in P-6 • Professional Learning for teachers in the effective use of technology to enhance learning • Enhance learning through 1:1 iPad program in Middle Years • Professional learning linked to using devices to enhance learning • Technology in the classroom aligned with Vision for learning – how ICLT can be used to move learning forward • Implementation in 4-6 – release of teachers for PD sessions • Continued implementation 7-9 – use of new apps to add to assessment design and collation of tasks • Increased access and use P-3 • Safe and professional practice in using ICLT 	<ul style="list-style-type: none"> • Adrian, Marie, Stephen Chipps, Corinne, Liesl 	<ul style="list-style-type: none"> • Professional learning facilitated by Middle Leaders about safe and professional practices when using ICLT • Release of teachers across 4-6 regarding iPad implementation • Planned and deliberate use of technology to enhance learning 	
2.5 3.7	<ul style="list-style-type: none"> ✓ Use Vision for Learning to underpin whole school approach to wellbeing ✓ PB4L for learning through teacher team professional learning sessions 	<ul style="list-style-type: none"> • Analyse data related to behaviour support to further implement Vision for Learning – focus P-9 • Utilise BCE developed Student Behaviour Support Database when ready • Work alongside P-6 teaching teams and Learning and Teaching Leaders 	<ul style="list-style-type: none"> • Liesl, Russell, Corinne and Stephen Chipps • Liesl • BCE staff 	<ul style="list-style-type: none"> • Development of SBS school profile • Established a geographical cluster across schools to support each other in implementation of PB4L • Regular professional learning sessions held in P-6 • Data analysis in 7-9 linked to review of pedagogical practices 	
2.1	<ul style="list-style-type: none"> • Continue to develop a middle schooling pedagogy that is shared, understood and utilised by all 7-9 teaching staff 	<ul style="list-style-type: none"> • Use Model of Pedagogy and Learning and Teaching Framework with 7-9 teachers and Learning and Teaching Leaders when planning for learning • Development of a shared language of learning in the Middle Years 	<ul style="list-style-type: none"> • Claire, Corinne, Adrian 	<ul style="list-style-type: none"> • Middle Years compendium for teachers published (suggested activities/strategies) 	
	<ul style="list-style-type: none"> • Review Senior Schooling pedagogical practices and consider implications of new senior curriculum documents 	<ul style="list-style-type: none"> • 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 • Develop language and understanding of the implementation of the new senior curriculum 	<ul style="list-style-type: none"> • Claire, Anne, Adrian 	<ul style="list-style-type: none"> • Model of Pedagogy prioritised as a framework during planning sessions 	
2.1 2.3 2.6	<ul style="list-style-type: none"> • Focus on the development of high quality assessment practices supported by a shared philosophy of: Assessment for Learning Assessment as learning Assessment of learning (criteria) 	<ul style="list-style-type: none"> • Broaden the range and type of evidence that is gathered to make judgements about student learning • Develop a comprehensive understanding of and implementation of criteria/standards – clearly articulating the language of the criteria/standard • Shared language about purpose and principles of assessment • Trial school for some pre-approved assessment tasks for 	<ul style="list-style-type: none"> • Claire, Marie, Anne, Corinne and Adrian 	<ul style="list-style-type: none"> • Professional learning linked to implementation of criteria/standards • Discussion around the broad range of evidence that can be considered to make judgements around student learning • Focus on Guide to Making Judgements 	

			new senior curriculum		
	2.3 2.6	<ul style="list-style-type: none"> Utilise feedback to improve and progress student learning 	<ul style="list-style-type: none"> Focus on use of purposeful feedback using the language of the criteria to move learning forward Investigate the use of peer feedback and trial within classrooms – increased use of student voice Self-review/assessment – with respect to identified learning goals 	<ul style="list-style-type: none"> Marie and Claire 	<ul style="list-style-type: none"> Professional learning linked to communication of written feedback to students in 7-12 – aim for more purposeful use of feedback Greater focus on peer to peer feedback around criteria Focus on self-review and reflection in Years 4-6
	2.3	<ul style="list-style-type: none"> Participation in DELT Literacy Project 	<ul style="list-style-type: none"> Identification of Literacy Leaders Ongoing teacher team meetings that focus on data analysis and planning best practice literacy Formation of P-12 literacy committee Enhancement of high-yield strategies (data walls, walks and talks, reviews) to move learning forward 	<ul style="list-style-type: none"> DELT team 	<ul style="list-style-type: none"> Establishment of literacy team and literacy leaders in light of planning for 2017 Critical Challenge Greater implementation of high yield strategies
	2.6	<ul style="list-style-type: none"> Document a model of learning support for Emmaus and associated routine practices 	<ul style="list-style-type: none"> Identify a clear process to plan for enhancing progress for all learners Teachers assume responsibility for planning access, progress and success for ALL learners Focus on consistent understanding and use of APS database to monitor student adjustments and to inform teacher planning to move learning forward Professional learning to build capacity in teachers when planning for learners with diverse needs Professional learning opportunities for School Officers to enhance appropriate support of learners Continued focus on P-12 approach for Learning Support with attention to sub-schools 	<ul style="list-style-type: none"> Marie and Claire Erin, Moana and Cindy 	<ul style="list-style-type: none"> APS database utilised to record key information about identified learners Range of professional learning sessions offered to build the capacity of teachers when planning for learners with diverse needs Specific professional learning sessions conducted for School Officers
	2.6	Investigate implications of the Molum Sabe strategy document in the Emmaus context	<ul style="list-style-type: none"> Examine ATSI data to determine current retention rates and outcomes Establish scope of practice based on the data analysis 	<ul style="list-style-type: none"> Kevin, Lisa, Steve, Rachel Jayde Mills (BCE) 	<ul style="list-style-type: none"> Discussion around range of practices to enhance ATSI outcomes

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 (Where are we at? Where do we want to be?)	Strategies/ Activities (What do we need to achieve the goal?)	Possible support requested	Achievements
<p><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></p>	3.4	<ul style="list-style-type: none"> Develop the capacity of Middle Leadership to lead and progress learning 	<ul style="list-style-type: none"> Professional learning linked to the development and use of professional strategies to lead learning in their departments/sub-schools Provide structured activities for Learning and Teaching Leaders to lead literacy in their learning areas 		<ul style="list-style-type: none"> Termly Middle Leaders meetings to explore and further develop leadership capabilities P-12 Pastoral Leader meetings focused on leadership development 7-12 Teaching and Learning Leader meetings focused on leading literacy in each learning areas Structured activities/strategies presented at staff meetings for ongoing implementation Planning for more directed literacy leadership in 2017 linked to Critical Challenge and SMART goals Involvement of Middle Leaders in discussions with individual teachers
	3.3	<ul style="list-style-type: none"> Provide opportunities for teacher leadership 	<ul style="list-style-type: none"> Literacy Leaders/DELT team implement DELT project and further refine the role Extend role and structures involved in student mentoring to develop teacher leadership ET5/ET6 		<ul style="list-style-type: none"> Implementation of 2016 DELT project Increase in number of teachers ET5/ET6 Teacher leadership enhanced through role with student leadership
	3.2	<ul style="list-style-type: none"> Provide opportunities for consultation with and engagement of parents 	<ul style="list-style-type: none"> Review and update of selected College Policy documents (Board) 		<ul style="list-style-type: none"> Review and update of Enrolment Policy
	3.3 3.8	<ul style="list-style-type: none"> All teaching staff to develop and maintain Professional Learning Plans 	<ul style="list-style-type: none"> Members of the leadership team to collaborate with staff/middle leaders regarding the development of their leadership capabilities Facilitate a process for Heads and Teaching and Learning leaders to develop Professional Learning Plans with all teachers Teacher professional learning plans are aligned with school goals and periodically reviewed (using National Standards) 		<ul style="list-style-type: none"> All staff developed Professional Learning plans Involvement of Middle Leaders in discussions with individual teachers
	3.8 3.5	<ul style="list-style-type: none"> Continue consultative and collaborative links with BCE through DELT Literacy Project 	<ul style="list-style-type: none"> Participation in DELT project (Learning Collaborative Extended) 	<ul style="list-style-type: none"> DELT Literacy Project BCE staff 	<ul style="list-style-type: none"> Collaboration with BCE staff through DELT project
	3.3	<ul style="list-style-type: none"> Provide opportunities for teachers/middle leaders to observe peers as part of professional learning 	<ul style="list-style-type: none"> Opportunities for teachers to observe peers and provide feedback linked to specific professional goals eg Literacy project Collaborative professional relationships among staff where open, honest, effective communication is conducted for the purposes of enhancing learning 		<ul style="list-style-type: none"> Planned opportunities for teachers to observe peers and provide feedback through learning areas

	3.6	<ul style="list-style-type: none"> Strengthen partnership with Emmaus Kindergarten (new staff) 	<ul style="list-style-type: none"> Kindergarten teacher involved in College professional learning opportunities including Early Years meetings 	<ul style="list-style-type: none"> Centacare 	<ul style="list-style-type: none"> Participation of Kindy teacher in EY professional learning sessions
	3.1	<ul style="list-style-type: none"> Strengthen link with each tradition, participation beyond the school – back to parishes 	<ul style="list-style-type: none"> Feedback regarding RE program Ongoing work in response to recommendations identified through validation process Ongoing efforts to make and strengthen links with local parishes Review of RE document – involvement of pastors from each tradition 	<ul style="list-style-type: none"> Pastors 	<ul style="list-style-type: none"> Pastors invited to make contributions to school newsletters more frequently
	3.7	<ul style="list-style-type: none"> PB4L for learning through teacher team professional learning sessions 	<ul style="list-style-type: none"> Analyse data related to behaviour support to further implement Vision for Learning 	<ul style="list-style-type: none"> BCE staff to assist use of Student Behaviour Support Database 	<ul style="list-style-type: none"> Behaviour data used to shape and inform professional learning in 2017 Professional learning occurred in sub-school teams to provide opportunities for teacher leadership and targeted learning
	3.3	<ul style="list-style-type: none"> Foster positive staff wellbeing 	<ul style="list-style-type: none"> Continue to recognise the contributions of staff Acknowledgement of staff who provide support and induction to new staff Staff to nominate achievements of peers and one is drawn to be recognised at Staff Briefing (Walkie Award) Encourage staff to acknowledge the achievements of peers in sub-school meetings 		<ul style="list-style-type: none"> Weekly Walkie award Recognition of staff achievements in sub-school meetings Regular staff celebrations to acknowledge special moments

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 (Where are we at? Where do we want to be?)	Strategies (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 4.2	<ul style="list-style-type: none"> Use the principle of stewardship to direct the allocation of resources 	<ul style="list-style-type: none"> Head 7-12 to assist Middle Leaders understanding of budgets and alignment with school strategic goals 	<ul style="list-style-type: none"> Stephen 	<ul style="list-style-type: none"> Business Manager presented information to 7-12 Teaching and Learning leaders around link between budgets and school goals
	4.3	<ul style="list-style-type: none"> Prioritise professional learning of staff in the budget 	<ul style="list-style-type: none"> Staff attend professional development aligned with their Professional learning Plans – discuss with Learning and Teaching leaders 	<ul style="list-style-type: none"> Lisa and Stephen 	<ul style="list-style-type: none"> Attendance at PD linked to identified professional learning goals
	4.7	<ul style="list-style-type: none"> Develop expanded space for agriculture program 	<ul style="list-style-type: none"> Establish agricultural plot on St James leased block 	<ul style="list-style-type: none"> Stephen 	<ul style="list-style-type: none"> Agricultural plot established
	4.5 3.8	<ul style="list-style-type: none"> Improve student access to technological devices through extension of iPad 1:1 program 	<ul style="list-style-type: none"> Teachers and students use MySite to store and access information (7-12) Adrian to assist Admin to understand capabilities of LIFE/MySite/Parent Portal to formulate P-12 plan Rollout of iPads across Years 4-6 	<ul style="list-style-type: none"> Adrian, Corinne, Marie 	<ul style="list-style-type: none"> MySite used to store and access information (7-12)