Annual School Goals - 2014

1. Mission and Religious Education

1.1. By the end of Semester 2 nominated staff members will have participated in the Catching Fire - Staff Spiritual Formation program facilitated by the Brisbane Catholic Education Office so that during Terms 3 & 4 practices learned can be shared amongst all staff.

1.2. By the end of Semester 1 all teachers will be planning, teaching, assessing, evaluating and reporting using the new Religion Curriculum so that the students will develop knowledge, deep understanding and skills about the Catholic and broader Christian tradition.

1.3. By the end of Semester 2 the school has a well-documented high quality program for the learning and teaching of Religion so that teachers are confident in developing individual units of work.

2. Learning and Teaching

2.1. By the end of Semester 2 the Years 1 – 7 teachers will be implementing learning and teaching cycles that draw on the strategies from a variety of professional learning initiatives e.g. Reading to Learn so that all learners are reading, writing, speaking and listening successfully, at levels appropriate to their year level and/or potential.

2.2. By the end of Semester 1 all Prep and Year 1 teachers will be implementing strategies from a number of evidence based programs and resources (e.g. Watson Road Program, Ready to Learning Teacher Toolkit, Reading to Learn) to meet the personal and social general capabilities of the Australian Curriculum so that all Prep and Year 1 students are given every opportunity for full participation in school.

2.3. By the end of Semester 2 there is a consistent, effective and documented whole school approach to the teaching of literacy so that students transition successfully from the early years to the upper primary years.

2.4. By the end of Semester 2 the classroom teachers will have attended professional learning opportunities focused on the ACARA Mathematics Curriculum so that all students are given opportunities to engage with the new curriculum which provide students with the essential age specific mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

3. Professional Practice and Collaborative Relationships

3.1. By the end of Term 1 the new St Joachim’s School Wide Positive Behaviour Support Program is fully implemented and universally owned by staff, students and parents so that the school has a broad range of systematic and individualised strategies for achieving important social learning outcomes while supporting the behaviour (clear and consistent expectations and consequences) of all students.

3.2 By the end of Semester 2 the school has documented the highly effective processes for mentoring, coaching, goal setting and professional feedback so that learning and teaching continues to improve and align with contemporary educational research.

4. Strategic Resourcing

4.1. By the end of Semester 1 nominated students and staff will have engaged in LIFE (an online Learning Management System to support learning and teaching in a contemporary environment) so that students and teachers can access, collaborate, communicate and learn in new ways.

4.2. By the end of Semester 1 Stage 1 of the St Joachim’s School Master Plan (a second Prep classroom, OSHC Room, artificial turf and Early Years Amphitheatre) will have been completed so the school has the necessary classrooms and play space for the existing student enrolments.