

# St Eugene College Strategic Plan 2019-2023



**St Eugene College**

*Dare to grow in faith, hope and love*

## **Vision**

Enter to LEARN, Dare to GROW, leave to SERVE

## **Mission**

Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

## **Values**

Dignity; Community; Excellence; Hope; Service

BCE Strategic Goal	OBJECTIVES	Indicators (Targets)	Improvement Strategies	Draft 2019 Annual Improvement Goals/Strategies
<p>Strong Catholic Identity</p> <p>Culture Mission Learning &amp; Teaching Formation</p>	<p>We strengthen our capacity to lead, engage and teach with a re-contextualised Catholic world view through: our community partnerships, approach to student support based on positive behaviour for learning and our oblate culture, strengthen.</p>	<p>(i) Student perceptions in the area of Faith and Religion (as measured in the Listen Survey) will more closely align with those of parents and staff (ie 75% or higher). (This includes social justice activities, wider church events &amp; retreats).</p> <p>(ii) 90% of staff and students will indicate that they are encouraged to raise concerns and feel listened to.</p> <p>(iii) 95% of students will indicate they are treated fairly.</p> <p>(iv) 85% of students indicate that bullying is dealt with promptly, fairly and effectively.</p> <p>(iv) Majority of staff, parents and students indicate satisfaction (school based survey) with the restorative culture enacted.</p> <p>(v) ENGAGE data indicates increase in teacher/student managed behaviour in class</p>	<p>Induction; Formation; mentoring; &amp; coaching for new and existing staff</p> <p>Consistent use of ENGAGE and analysis of the data recorded.</p> <p>Implementation of RSE across the Curriculum – 2019 PDE &amp; HPE 2020 Humanities 2021 Science 2022/3 All learning areas</p> <p>Collaborate with our community, architects and other Oblate contexts to determine the Iconography to support a creative, contemporary Catholic environment that knows who it is in the eyes of God and who knows that “I am because you are”.</p> <p>Continue to strengthen our relationship with the broader Oblate community in Australia and overseas.</p>	<p>Restorative Practices PL for teachers P-2 and Yr7&amp;8. Whole staff Positive Behaviour for Learning introduction. ENGAGE PL and stage 1 expectations &amp; data usage. Behaviour Support Teacher relocated to Student Support Space.</p> <p>Provide professional learning opportunities for staff in relation to the teaching of RE and strategies.</p> <p>Continue to develop, resource &amp; implement the whole college PDE program.</p> <p>Continue to develop and share those qualities of St Eugene College Burpengary that make it different to other education environments for students from Pre-Yr 12. Communicate these via online and event opportunities.</p>

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		ie reduction in referrals to BS Teacher <b>Listen survey – A&amp;TSI</b>	Communication and connection and partnerships with indigenous elders, A&TSI elders and family in local area and catchment.	
Excellent Learning & Teaching	A Vision for Learning that (i)recognises the unique & rich context of our community; (ii)identifies our school-wide beliefs and practices about learning; and (iii)focuses on engagement and successful learning	(i)literacy and numeracy progress of at least .4 effect size for A&TSI learners (ii) No more than 5% of students achieving in the bottom two bands of NAPLAN. Increase the number of students achieving in the top two bands by 15%. (iii) All students are achieving the BCE targets for all ELT monitoring tools. (iv) 100% of students finishing school receive a QCE and are participating in a post school pathway of learning, earning or training by February after graduating.  (iii) 95% of staff report (Listen Survey) they have the information they need to make decisions about their work	Collaborative development of an online whole college curriculum plan Publication of a Data Plan that indicates how the full range of data evidencing the College’s learning priorities and student well being is collected, recorded, analysed, and used and by whom. Dispositions of a St Eugene Learner and 21st Century skills Target Priority Groups – EALD, ATSI, Gifted and talented for data analysis and differentiation. Continued collaboration with staff with specialist qualifications to contribute to a case-management approach to support needs of individual students	Leadership Team to work with the community to review and develop the College Vision, Mission and Values  NUMA Strategy begins Prep-6  Numeracy Professional Learning Focus begins for 7-10 teachers  SMART Goals 2019 (see attached) for: P-6 Numeracy P-2 Reading Yr 3-6 Writing Yr 9 Writing  Clarity of our professional practice in relation to communicating effectively (including reporting) on the progress of students on EAP – what are the values/premises/questions

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				we use to direct our practice?
	Driven by our Vision for Learning, we will grow engagement and well being	(i) Increased engagement in the middle years of schooling – improve student ratings to >90% in each survey field (ii) 98% Yr 6 to Yr 7 retention (ii) attendance data in the middle years will be 95% or higher.	Differentiation – understanding adjustments, including acceleration. Team/Co teaching. Short term planning cycles. Student voice. Creative use of Horizontal & Vertical curriculum opportunities. ENGAGE data capture and analysis to meet needs of identified students. Student and teacher goal setting for their learning eg writing	Middle Years Planning.  Middle Years teachers to visit other schools Middle Years teachers attend Adolescent Success Conference in Brisbane August.
Building a Sustainable Future	Inspired by the College Master Plan, our learning environments will offer flexibility and promote safe and sustainable engagement	Stage A complete by end of 2019. Stage B complete by end of 2020. Stages C-F consultation and planning complete by 2022-	Consultation with staff, students, parents, community, architects and builders continues with a focus on inside/outside spaces are able to be used seamlessly; flow and gathering spaces of staff, students and parents contribute to building relationships Prep-12; and three tiered cooling/heating	

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			<p>systems maximising learning environments.</p> <p>Targeted development of community partnerships that provide authentic and flexible pathways learning and opportunities for students, staff and parents.</p>	
	<p>St Eugene College exemplifies a professional Learning Community based on authentic collaboration and self reflection.</p>	<p>(i) School budget provides for 100% of teachers to routinely collaborative plan.</p> <p>(ii) 100% of teachers participate in professional learning to support co-teaching</p> <p>(ii) Parents report (BCE Listen Survey) that they are welcome, and know how to support student learning.</p> <p>(iv) 90% staff report (BCE Listen Survey) that the goal setting and review process is useful and beneficial.</p> <p>(v) through goal setting and yearly reviews, all staff report a sense of collaboration with each other which has a positive impact on student learning.</p>	<p>Induction &amp; Formation, mentoring, observation &amp; feedback programs.</p> <p>Build middle leader capacity to support Staff goal setting and mentoring, using the coherence framework.</p> <p>Upskilling of staff in the area of Vocational Learning / careers and Pathways.</p> <p>Upskilling and professional learning around Team/Co teaching</p> <p>Staff, student and parent participation in data analysis and college goal setting including commitment to effective communication with regard to</p>	<p>Reciprocal professional learning teams re-developed 'Expert' teaching teams</p> <p>Review &amp; Response process for teachers in Yr 7-12 to be improved through leadership by CLs and PLs.</p> <p>Building Leadership Capacity with Middle Leaders through targeted program.</p> <p>Redesigning Goal setting processes and procedures</p> <p>St Eugene CAFÉ will work with assist us to identify gaps in parents knowledge and to design effective learning opportunities for parents so they can support their children in their learning.</p>

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		ML report that teachers and School Officers work as collaborative teams to plan for student learning success.	implementation and progress of strategic plan	