



Mater Dei

CATHOLIC PRIMARY SCHOOL

ASHGROVE WEST

Strategic Plan

(2018-2021)

School Mission

Our students will achieve their learning by:

- Striving for optimum achievement in literacy and numeracy
- Being investigators and explorers
- Being critical thinkers and problem solvers
- Being prepared to take risks
- Understanding and managing technology

Our students will be encouraged to improve their lives together by learning to:

- Interact and communicate effectively and appropriately
- Be socially aware and adept and work co-operatively with others

Our students will grow in their Christian spirituality and morality by being given guidance and example on how to be:

- Thoughtful, caring and compassionate
- Positive, joyful and confident
- Courteous, honest and respectful persons who know, like and accept themselves and others
- Persons of Christian faith who show care and responsibility as individuals and members of a wider community



School Vision

The Mater Dei School Community is made up of children, parents, teachers and staff and upholds its motto “Caritas” (Caring) by having a welcoming, inclusive and positive environment as we work together through our Catholic Christian faith, actions and love for all. We shall have a quality, safe environment where learning is relevant, motivating and meaningful because our children have developed the knowledge,

skills and Christian values needed for life's journey. Mater Dei is a place where our children are encouraged to work and reach their full potential as individuals and as members of the wider community.

School Values

Caring, Inclusive, Welcoming, Respect for others



Strong Catholic Identity

Objective 1:

To embed and integrate a contemporary, recontextualised Catholic perspective across all learning areas.

Indicators:

- All assessment tasks are linked to the RE Achievement Standard.
- Evidence of explicit links between Religious Education units and Catholic Social Teachings across all year levels and Learning Areas.
- Teaching staff who can confidently engage with the Religious Education curriculum.

Strategies:

- Embed learning intentions and success criteria in short term planning processes.
- Regular meetings with Assistant Principal Religious Education (APRE), Primary Learning Leader (PLL) and teachers to support the planning and implementation of high quality RE unit plans.
- Regular review of our school's RE Scope and Sequence document to ensure that it accurately reflects whole school current processes and practices.

Objective 2:

To develop a strong Catholic identity that is reflected in a school-wide, holistic and inclusive formation of staff, students and parents.

Indicators:

- The “Term Calendar of Events” outlines staff meeting priority for staff formation activities.
- 80% of staff surveyed believe that the religious tradition expressed in our school is meaningful to them.
- 80% of staff surveyed believe that staff support each other’s faith development.
- Formation and professional learning of staff is clearly evident as a budgeting priority.

Strategies:

- Weekly staff prayer experiences are prioritised and all staff are encouraged to participate.
- Build on the foundation of staff participation in the Catching Fire Program, through the Wellness team, in promoting the spiritual, physical and mental wellbeing of the whole Mater Dei community.
- Engaging with BCE personnel (EORE) to further develop staff faith and spiritual formation.
- The whole school community (staff, children & parent/caregivers) gathering together to pray at the beginning of each week.

Objective 3:

To develop a deep understanding of a contemporary recontextualised Catholic world view within our school community.

Indicators:

- Enhance teacher competency and confidence in theological and scripture understandings.
- Teachers and parents have a common understanding on how Catholic Identity is expressed through the school’s mission and practices.

Strategies:

- Deepen parents’ knowledge and understanding of a Catholic Christian world view by inviting parent consultation in the process around the review of the schools Vision & Mission Statement.

- Professional learning to deepen teacher theological and scripture knowledge and understanding.

Objective 4:

All cultures, faiths and religions are acknowledged and valued by the school community.

Indicators:

- School-led events recognise special celebrations for other religions and cultures.

Strategies:

- Identify opportunities and plan celebrations for all religions and cultures. (e.g. Annual Multi-cultural mass and celebration)

Excellent Learning and Teaching

Objective 1:

To utilise and embed current research and evidence based pedagogies that improve learning outcomes for all students.

Indicators:

- Brisbane Catholic Education's Expected and effective practices are adopted school-wide.
- Educational adjustments are used in curriculum planning and implementation to support all learners.
- Investigating contemporary, flexible learning spaces that support current evidence-based pedagogies and the learning needs of all students.
- Regular engagement with the High Yield Strategies (Data walls, Review and Response and Learning Walks and Talks).

Strategies:

- Engagement of experts to support teachers in the selection of furniture/technologies that supports contemporary, evidence-based pedagogies.
- Implementation of a coaching model focussed on the teaching of writing (followed by a reading focus).
- Staff professional development around BCE's Expected and Effective Practices.
- Staff professional development in the area of literacy (especially writing, spelling and reading).
- Staff professional learning around David Thornburg's learning spaces.



Objective 2:

To develop strong parent and community partnerships to support all students and their learning.

Indicators:

- 100% attendance rate at parent teacher interviews
- 60% increase in community partnerships.
- 60% of parents/caregivers engaged in Parent information sessions.

Strategies:

- Develop partnerships with outside agencies (e.g. Universities, local Secondary schools, external consultants, community groups) to support student learning needs.
- Early engagement with students and parents to identify and respond to student learning needs.
- Provide Parent/Caregiver information sessions that provide knowledge, understanding and skills to support their children's learning in identified learning areas.

Objective 3:

To advance student progress and achievement in literacy.

Indicators:

- 90% of Year 3 students will meet or exceed the BCE writing criteria target of 20-24.
- 90% of Year 6 students will meet or exceed the BCE writing criteria target of 20-24.
- 90% of Prep students reading at PM level 5 or higher.
- 95% of Year 4 students will meet or exceed the BCE writing criteria target of 20-24.
- 95% of Year 5 students will meet or exceed the BCE writing criteria target of 20-24.
- 95% of Year 1 students reading at PM level 14 or higher.
- 95% of Year 2 students reading at PM level 22 or higher.

Strategies:

- Maintaining data walls to monitor student progress and inform the next cycle of learning and teaching.
- Professional learning for teachers to build capacity with teaching phonics in context.
- Professional learning for teachers to build capacity with the administration of the PM monitoring tool.
- Professional learning for teachers to build capacity with the implementation of English blocks (with a focus on guided reading).

Objective 4:

To focus on the wellbeing of each student by providing a safe, nurturing and academically challenging school environment.

Indicators:

- Development of a common language for managing resilience with both academic and social demands.
- Reduction in SBSS incidents recorded.

Strategies:

- Develop a School Support Behaviour Plan and Matrix.
- Embed the philosophy and understandings of the “Play is the Way” program to support a common language for managing resilience.
- Participate in Term time “Wellness Weeks” with the whole school community.
- Professional learning and engagement of staff with the PB4L framework.



Building a Sustainable Future

Objective 1:

To promote a school culture that focuses on teachers as learners who can grow the engagement, progress, achievement and well-being of students.

Indicators:

- All teachers and school leaders have shared accountability for student learning outcomes driving continuous professional improvement.
- All teachers have a high level of pedagogical knowledge and skill.
- All teachers' professional learning plans align with the school's strategic plan and the AITSL Australian Professional Standards for Teachers.

Strategies:

- Support teachers in developing professional learning plans.
- The school leadership team drives an explicit improvement agenda aligned with national and system wide improvement priorities.
- Use the National School Improvement Tool to identify areas to build the capabilities of teachers and school leaders.



Objective 2:

To develop a culture of stewardship within the school community through collaborative and sustainable environmental practices.

Indicators:

- Achievement of targets in the School energy Reduction and Management Plan.
- Engage with BCE's "School Steps to Sustainability" framework.

Strategies:

- Engage external consultants to develop a School Energy Reduction and Management Plan and implement the recommendations.
- Engage with BCE's "School Steps to Sustainability" framework by developing a Mater Dei Waste guideline in partnership with the P&F Sustainability committee.

Objective 3:

Technology is optimised to support teaching, learning, collaboration and decision making.

Indicators:

- Develop a school Technology Vision and Plan.
- Engagement of staff in a pre and post digital skills survey.
- Expenditure on technology resources is evident in the school's budget.

Strategies:

- Engage in ICT professional development in response to recommendations by MOQ Digital's audit.
- Engage the services of MOQ Digital to audit the current status of the schools use of technology and staff digital skills.



Objective 4:

Continue to develop a health and safety culture in the school.

Indicators:

- All staff complete the Code of Conduct training.
- All staff complete the Work Health and Safety Awareness training.
- An increase in Safety conversations with the school community (students, staff & parent/caregivers).
- Our school's groundsman completes all required BCE training programs

Strategies:

- As a minimum (each term) the leadership team actively participates in safety conversations with the staff.
- Leadership team member meets weekly with WHSO to engage in safety conversations.
- Reminders re health and safety are regularly published in the school's newsletter or communicated at weekly school assemblies.

