School values

St Mary's is a Faith Community of Service, Courage and Justice. (Servitium, Virtus, Judicium)

School vision

St Mary's is committed to building a strong faith community, guided by the Gospel values'.

School mission

Our mission inspired by the heritage of the Josephite and Mercy Sisters together with our Parish is to:

- Ensure Religious Education is a priority in the school through communicating our Catholic story and teaching about the Catholic faith where gospel values are fostered in all that we do;
- Strive to provide quality learning and teaching programs that cater for the needs of each and all;
- Provide an engaging, contemporary and supportive environment that fosters a love of learning;
- Value education as a partnership between parents, school, parish and the wider community;
- Recognise and respect the uniqueness of each individual as we encourage self-discipline and personal responsibility.

Strong Catholic Identity

Objective 1	To have a climate where the students, parents and staff are empowered and able to engage effectively with the values, vision and mission of St Mary's primary school.
Indicators	• CATHOLIC IDENTITY PROJECT – 2018 As we journey as community to enrich our understanding of The Story, we ask for respect, listening, clarity of expectations and accountability for all involved. A temporary endeavour undertaken to create a unique result; defined beginning and an end with defined scope and resources. St Mary's Community, within the timeline developed and agreed upon, will develop a shared Vision and site-specific Missions which reflect our Gospel Values and strengthens our contemporary community. (Section D - 2016 External Review Recommendations) • The goal for 2018 is now that the values have been determined a common Vision and separate Mission statements for the schools and parish will be investigated. Further discussions around implications this has on pastoral care, curriculum, crests, mottos will be take place in 2019 with the Leuven project beginning.
Strategies	• Simultaneously: Curriculum: Working on transition and pedagogical practices that enhance transition and learning progression for all students. Pastoral: A focus on House mission, belonging, behaviour support practices and House spirit. History: A research project to bring information together regarding the history of Catholicism in Maryborough culminating in a visual representation of our story on each site within the St Mary's Community. (Section E/F - 2016 External Review Recommendations) • To begin the Leuven project 2019 to assess communities understanding of Catholic identity in Maryborough. From this data we will plan to build strong links of the 3 pillars in our catholic community. (Primary, College and Parish)

Objective 2	Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view to make it relevant and meaningful through lived experiences to our St Mary's wider community.
Indicators	• Improve classroom teaching of religion through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story.
Strategies	• APRE will monitor practice through Learning Walks/Talks and peer support conversations • As part of planning meetings each term staff will meet with leadership team/APRE to ensure units of work align with Learning progressions and are available for upload. • Staff who are new to BCE system will be encouraged to enrol in courses such as REAP to assist with their knowledge development around Religion curriculum planning, teaching and assessing. All staff will have their accreditation hours monitored and if necessary, professional development to improve religion planning and teaching, implemented.

	Excellent learning & teaching
Objective	To enhance learning opportunities for staff and students through focused analysis of data and planning to attend to students' deficit in the reading and writing area.
Indicators	• The school SMART goal has been drafted and with BCEO support staff will have our BI data unpacked for P - 2 reading and 3 - 6 writing. From this data analysis, staff will discuss the drafted targets for achievement and each term these targets will be assessed for improvement in each year level.
Strategies	• Short term planning cycles (3 weeks) have been introduced • Moving to a short-term cycle and using BCE Model of pedagogy as a guide for staff will enhance teacher capability to focus on student deficit area and plan with support staff to address these. This will refocus staff development with the appropriate model of pedagogies needed for these planning timeframes. The goal is to have this practice (STPC) in all LA's throughout the school. • Revisiting the Effective and Expected practices and Context Text model, GRR, High Yield strategies particularly with the change of Data Wall format and space. (Section B2 External Review - October 2016) •

	Building a sustainable future
Objective	In a rapidly changing learning environment, the strategic plan responds to a range of challenges and opportunities to enhance staff capacity and keep abreast of pedagogical change.
Indicators	• As part of the Master plan and the removal of asbestos we will embark of redesign of the traditional classroom spaces. Staff will understand the theory and practice and adapt pedagogy to enhance these learning opportunities for their students with community buy in. • Ensure sufficient resources to support the changes in pedagogy and practice around flexible learning spaces.
Strategies	• Increasing visibility of student performance and progress in these spaces and sharing this with the wider community to build culture of support. • Prioritise the allocation of resources to ensure equity and produce the desired academic results. This has been adapted and part of 2016 school Master plan and Educational Brief developed with our College. • Staff will be included in visits to schools for our them to discuss with peers who have are experienced practitioners in the flexible spaces. This will be organised through BCE staff - Sue Suter.