Goals for 2016

We intend to:

- Open the doors at St Peter Chanel in the Year of Mercy.
- Respond to the outcomes of the Cyclical Review Process of 2015 with regards to our focus on Learning and Teaching of Religion, and consequently positively engage in the Religious Education Validation process.

Achievements for 2016:

- During the season of Lent and beyond, staff prayer and school Newsletter items focused on forgiveness and reconciliation, with the support of scripture strategies, prayer and meditation.
- The notion of Mercy beyond kindness was developed with the support of resources provided by BCE. The community continued to look after families in crisis.
- The school’s developing Religious Education program highlights and advances the values central to the Year of Mercy, which are in turn actioned through teaching and learning and the school’s focus on virtues. The Year of Mercy has further received focus at numerous school assemblies.
- During Catholic Education Week, the school community acknowledged and celebrated the Year of Mercy with the wider community by opening our door to Grandparents. Celebration of mass, performances, morning tea and a tour of the school were focal.
- Leading up to the validation of our school’s Religious Education focus, the program for the teaching and learning of RE has been developed and published. This reflects the Archdiocesan Religion Curriculum, as well as quality educational theory and practice. Explicit links with the wider curriculum and the Religious Life of the School (RLOS) have been identified.
- The infrastructure for a school specific Weebie on the Staff Portal has been developed, enabling access to the school’s RE program. This continues to be a work in progress.
- Staff members have been provided with professional learning and spiritual formation opportunities. On a number of occasions weekly staff prayer has had as its focus, The Year of Mercy and the symbol of Opening of Doors to merciful. Members of staff are regularly sent BCE’s Religious Education E-Digest, inclusive of religious education and theology articles.
- Teachers have been provided with Professional Development (PD) to support a review of the alignment of assessment with curriculum requirements. Specifically teachers have been called (when planning their RE) to have direct alignment between assessment and the curriculum, with RE being a focus of interschool Consistency of Teacher Judgement conversations.
- Student, staff and community engagement in RE and the Religious Life Of the School has been creatively enhanced through whole school liturgical celebrations such as St Peter Chanel Feast Day and follow up community activities. Students have set up stalls to sell items, with profits going to a variety of charitable organisations. The month of October has seen daily whole school engagement in praying the Rosary, as well as a faith approach to Arbor Day.
Goals for 2016

We intend to:

- Provide an enhanced, well-resourced curriculum that is reflective of current proven pedagogical practices and technologies.
- Develop a Professional Learning Community that is ‘data informed’ and promotes best teaching practice through supporting professional development of staff to increase teacher capacity in a collaborative environment.
- Provide professional development and high quality teaching focusing on maximising individual student achievement, addressing their individual needs and learning styles.
- Deliver Excellent Learning and Teaching by developing school-wide pedagogies that make learning visible which is evidence based and is built on high expectations for all.

Achievements for 2016:

- Teaching staff have participated in Professional Development (PD) led by David Gall and Sue Suter (BCE Education Officers). Focus has been on the Australian Curriculum: Technologies, including the two Technology subjects of Design and Technologies and Digital Technologies, and the ICT General Capability.
- With the support of BCE Education Officers, year level teams have met to collaboratively plan Technology inquiries. ‘Line of sight’ resource materials have provided a key reference point. The two subjects in Technology are now formally assessed and reported on.
- An initial survey was undertaken to establish the apps and technology programs in use in the school. Teachers identified educational effectiveness and value for money. Survey repeated early Term 4 with results discussed by technology committee. Committee is currently investigating possible alternative options that complement the Australian Curriculum and pedagogical practices of the school. Recommendations have been made to school leadership team.
- In consultation with the technology committee, teachers, parent representatives and students, our 2016 – 2018 Digital Strategy has been developed with the intent of optimising the use of technology for learning improvement and innovation, in supporting the equitable availability and use of technology in achieving excellence in learning and teaching.
- Teaching staff have participated in Professional Development (PD) led by Evelyn Chapman (BCE Education Officer). Focus has been on the Australian Curriculum: The Arts. Specialist teachers have had the opportunity to depth their focus teaching area, with classroom teachers collaboratively planning focused teaching and learning in Dance, Drama and Media. All subjects in The Arts are now formally assessed and reported on.
- The new Australian Curriculum: Humanities and Social Science (HASS) has been a focus of teacher PD, led by BCE Helen Hennessey and Valda Millar (BCE Education Officers). Teachers are now well prepared to transition from a focus in History and Geography to HASS in 2017.
- A number of teachers have focused on student learning data to develop and advance their own professional learning goal for 2016. Teachers are demonstrating increased use of the BI Tool and data to inform the teaching / learning cycle.
- All class teachers have engaged with the BCE Literacy Monitoring Tools to provide extended student data for the effective monitoring of each student’s progress and to provide information to teachers about the impact of their teaching. This now forms an important part of conversation during year level planning time. School leadership have created a data wall in administration area of the school and minor building modifications are underway to support the development of a wider school data wall.
- Teaching staff have been provided with PD, led by Sue Prior (BCE Education Officer), to gain a fuller better understanding of gifted students, as well as BCE’s position and pedagogy to support gifted and talented education.
- During and following PD, teachers explored a variety of learning activities and explored and noted ways of differentiating such activities for students operating below and beyond the expected level. The importance of formative assessment, problem solving, application, group work, etc has been explored. A number of teachers have focused on student learning data to develop and advance their own professional learning goal for 2016.
- The context for instruction and intervention of student learning from a whole school perspective and as a collaborative process has been viewed through the Gradual Release of Responsibility model. Initial PD has been provided to teachers around the Review and Response Process. Student support team meetings have begun to see class teachers released to review inclusion processes and procedures to support teacher planning (through the use of data) and therefore student learning.
- 2016 has been a focus year to transition into the new formal role of Primary Learning Leader (PLL), including as a coach to teachers. Focus has included leading teachers to better understand and progress Teacher Mindframes, Growth Mindset, Learner Dispositions, the Gradual Release of Responsibility Model, Achievement Standards and ‘short sharp units’ in the teaching / learning cycle. The PLL has commenced networking with others across BCE in this role.
- Following teacher development and advancement of their professional learning goal/s (in line with the BCE Delivering Excellence In Teaching and Learning – DELT – strategy), increasing opportunities have been provided for teachers to share practice and provide / receive feedback on teaching and learning.
- Extensive PD has been undertaken in relation to the pedagogy associated with DELT, inc Visible Learning. Areas introduced and / or consolidated include Teacher Mind Frames, Growth Mindset and Learner Dispositions / Qualities, with further deepening of teacher understanding in the areas of Learning Intentions, Success Criteria and Feedback.
Goals for 2016

We intend to:

- To provide a safe, healthy and productive school environment for students, staff and community.
- Implement the St Peter Chanel School Behaviour Support Plan to align our policy and practice with guidelines for Brisbane Catholic Education.

Achievements for 2016:

- A more ‘formal’ staff induction process for new staff has been developed, including an enhanced staff ‘kit’ and handbook. Graduate teacher has been provided with specific support from a number of members of the leadership team.
- All staff were encouraged to participate in the BCE Staff Survey, with a 93% response rate. Recently available results are now being reviewed by school leadership with the view to strategically plan to address areas that would benefit from further development. Further, we will celebrate areas of strength.
- The school’s Behaviour Matrix has strategically been referred to connect love of self, others, learning and the environment with behaviour in the classroom and at other times. At a whole school, class and individual (as needed) level, behaviours, attitudes and actions have been explicitly taught. Behaviours associated with ‘Learning’ on the Matrix have been reviewed to reflect the school community’s growing understanding of learning qualities (as associated with DELT).
  Staff have been provided with Professional Development (PD) led by Mel Graham (BCE Education Officer) focusing on Positive Behaviours for Learning (PB4L).
  Targeted PD has been provided to teachers and school officers in relation to PB4L Tier 2 support.
  A Behaviour Support Committee has been developed.
  The school has commenced development of digital Student Behaviour Support System (SBSS).
  A review of the school’s Behaviour Support Plan has commenced and will further develop in 2017.
- The school community is growing in its understanding and implementation of positive language and consistent pedagogy around behaviours. Teachers have an increased understanding of desired teacher mind frames. Growth mindset has been a major, whole school focus and the community has now identified core learner qualities to be developed across the school.
Goals for 2016

We intend to:

- Respond proactively to local needs regarding the necessary ICLT infrastructure to meet contemporary teaching and learning needs.

- Review the whole school learning environment, and proactively target selected areas so that planning, design and use of facilities is informed by contemporary learning approaches and pedagogy.

Achievements for 2016:

- A technology committee has been established. In consultation with the technology committee, teachers, parent representatives and students, our 2016 – 2018 Digital Strategy has been developed with the intent of optimising the use of technology for learning improvement and innovation, in supporting the equitable availability and use of technology in achieving excellence in learning and teaching.

- The school Technology Committee arranged for an audit of laptops across the school with the view to assessing where the main needs of the school and members of staff lay (to support the Technology Curriculum and the ICLT General Capability). A list of desired resources has been developed and purchasing progressed, within budget provisions and in partnership with the P&F. Strategic planning is in place for ongoing deployment of iPads and laptops in the school for beyond the current year, with continued partnership being sought with the P&F.

- Renovations to the upper level of the Faber building have been undertaken, including slight design modifications, new cabinet and joinery work, painting carpets etc. This area has been established as the Senior Year’s Precinct. The mezzanine floor of the Cowley building has been ‘reclaimed’ for The Arts and specialist subjects.

- The Principal has explored flexible learning environments on a visit to a number of schools in Sydney. Alternative furniture options (as opposed to ‘traditional’ desks) are being explored as an option for one class in 2017.