



St Peter Chanel School 2018 Annual Improvement Plan



Strong Catholic Identity

OBJECTIVE: (Mission)

St Peter Chanel School reflects a holistic approach to our role in the mission of the church to spread the good news, to serve others and to build up the Christian community.

Improvement strategies

- Review, refine and develop opportunities for staff prayer and worship.

Annual goal	Success markers	Activities	When	Who	Capability building required
All members of staff will demonstrate appreciation of and participation in staff prayer opportunities.	<ul style="list-style-type: none"> Increase in diversity of opportunities for prayer. Increase in staff numbers joining staff prayer. 	<ul style="list-style-type: none"> Review of timing of staff prayer. Enhanced diversity in prayer opportunities. 	Review late term 1 / early term 2, with revised opportunities offered from Term 2 onwards.	Led by Assistant Principal: Religious Education (APRE)	<ul style="list-style-type: none"> Personal opportunities are provided to staff to enhance their own spirituality. Sharing of support and resources available if leading prayer.

Improvement strategies

Opportunities are provided for staff and / or students to participate in charitable and missionary work that connects to the school's theme for the year – *We are God's hands*.

Annual goal	Success markers	Activities	When	Who	Capability building required
Students understand, appreciate and engage in the missionary work of the Catholic church's charitable activities.	<ul style="list-style-type: none"> All students actively participate in charitable work, identifying "<i>We are God's hands here on earth.</i>" Charity / missionary work reflects Brisbane Catholic Education's (BCE) identified priorities. Students give of themselves. 	<ul style="list-style-type: none"> Identify and launch theme. Unpack with students and staff (at assemblies and in focused class time) the meaning of and possibilities for enacting the theme. Link theme to each term's mission / charity focus, e.g. Term 1 - Project Compassion Term 4 - St Vincent de Paul. 	Identify and launch theme at the beginning of the year. Commence enactment in Lent, then continue through the year.	Led by APRE.	

OBJECTIVE: (Formation)

The school community embraces the significance of staff formation in the development of a strong contemporary Catholic identity and a vibrant school culture.

Improvement strategies

- Establish, develop and progress a comprehensive staff formation framework that provides a strong foundation for personal, spiritual and theological growth of staff connected directly to their personal and professional lives.

Annual goal	Success markers	Activities	When	Who	Capability building required
<p>All members of staff will engage in formation opportunities as a strong foundation for personal, spiritual and theological growth, which connects with our Catholic identity.</p>	<ul style="list-style-type: none"> • Engagement in <i>Spiritual Formation – Catholic Identity</i> retreat is high. • Staff articulate an appreciation of the timing and ‘investment’ in prioritising their faith formation in the busyness of school life. • Staff identify personal growth. • Staff seek further formation opportunities. 	<ul style="list-style-type: none"> • Whole staff <i>Spiritual Formation – Catholic Identity</i> professional development to be ongoing across the year. • <i>Catching Fire</i> program, including <i>Guiding Lights, Keepers of the Flame</i> and <i>Spirit Fire</i>, is available to staff who express interest. 	<ul style="list-style-type: none"> • January Pupil Free Days. • Ongoing throughout the year. 	<ul style="list-style-type: none"> • Coordinated by the APRE with the leadership team. • Led by Greg Sunter, Director, WholeHearted Enterprises. • Led by BCE <i>Catching Fire</i> team. • Nine staff members, including leadership team, teachers and school officers. 	<p>Leadership team seeks to support in developing and advancing a longer-term formation plan for the school community.</p>

OBJECTIVE: (Teaching and Learning)

St Peter Chanel School community shares a common language and understanding that enables teachers to lead, engage and teach with a recontextualising Catholic world view.

Improvement strategies

- Engage teachers in professional learning around BCE's Shaping Paper, *A Catholic Perspective on Relationships and Sexuality Education*, together with KWeb resources, then progress implementation from Prep – Year 6.
- Create and implement a (more) formalised process, delivered by a nominated member of the leadership team and including explicitly documented communication, which personalises, supports and progresses teachers in moving from interim to full accreditation status to teach Religious Education.

Annual goal	Success markers	Activities	When	Who	Capability building required
The Health and Physical Education curriculum, with the Catholic perspective, is successfully implemented across Prep – Year 6.	<ul style="list-style-type: none"> • Teachers engage with confidence and competence in embedding a Catholic perspective within the Health and Physical Education Curriculum. • Students demonstrate in their relationship with others a clear understanding and appreciation of the Catholic perspective. 	<ul style="list-style-type: none"> • Professional development with teachers reviews the Health strand of the HPE curriculum. • The Catholic perspective within the Health strand is introduced and explored, followed by explicit planning for implementation. 	Professional development to commence in Term 2.	Professional development to be led by PLL, APRE and a class teacher, with BCE support, as needed.	The team coordinating professional development may need support in determining process.
A clear, transparent process is in place to progress teachers from interim to full accreditation to teach within Brisbane Catholic Education Schools.	<ul style="list-style-type: none"> • School leadership meets with teachers to discuss accreditation requirements. • All teachers who hold interim accreditation to teach in a Catholic school or teach Religion in a Catholic school have developed with school leadership, a clear plan with associated timeframe to move to full accreditation. • Relevant teachers commence enacting the plan, with this monitored by a member of the school Leadership Team. 	<ul style="list-style-type: none"> • School Leadership to identify relevant staff and revisit BCE required process to inform discussions with relevant teachers. • School leadership meets with identified teachers and collaboratively creates plan. • Teacher progress toward full accreditation is reviewed each term. 	To commence Term 1 and progress across the year.	Principal and APRE.	

Excellent Learning and Teaching

OBJECTIVE:

Consistent practices and a collaborative school culture is evident in St Peter Chanel School's targeted focus on literacy learning and teaching, with an emerging view towards numeracy.

Improvement strategies

- School identifies, develops and advances a SMART Goal, reflective of progress in literacy (and in due course numeracy).
- School leadership and teachers consistently engage in the BCE identified high yield strategies and expected and effective practices.
- School leadership leads and models professional learning in the school and encourages and supports staff to learn from each other, sharing and showcasing best practice.
- The school encourages and supports teachers to continue formal study and celebrates professional successes.

Annual goal	Success markers	Activities	When	Who	Capability building required
<p>All students will progress in their ability to read as a result of teachers engaging in BCE high yield strategies and expected and effective practices.</p> <p>Whilst consolidating our practices in the teaching of reading, we will develop an emerging focus on the reading writing connection.</p>	<p>By the end of 2018, all learners will progress in reading, with each year level from Prep – Year 2 meeting or exceeding the BCE identified growth markers for 2018.</p> <p style="padding-left: 20px;">Prep = 90% (2017 – 95.16%) Year 1 = 95% (2017 – 88.24%) Year 2 = 92% (2017 – 89.71%)</p> <p>At the end of 2017, in terms of <i>achievement</i>, 77% of students were demonstrating average to very high results in the PAT R test. For 2018, the focus is on <i>growth</i> in terms of effect size. In Years 3 – 6, students will increase the PAT-R effect size by 10% comparative to 2017.</p> <p style="padding-left: 20px;">Year 3 – 0.67 (2017 – 0.46) Year 4 – 0.56 (2017 – 0.55) Year 5 – 0.65 (2017 – 0.51) Year 6 – 0.61 (2017 – 0.41)</p>	<ul style="list-style-type: none"> • Year level teaching teams to meet regularly with the PLL. • Teachers' professional learning goals directly relate to the school's SMART Goal. • Professional development is provided / supported around areas identified as needing further development in terms of pedagogy. • Teachers are supported in their strategic use of student learning data to inform the next teaching and learning cycle. • Teachers are supported in knowing their impact on student learning and using this knowledge to plan and implement next steps. 	<p>Commence pupil free days and continue throughout the year, including three weekly year level team meetings, focusing on the SMART goal.</p>	<p>Led by the Primary Learning Leader (PLL).</p>	<p>PLL to continue networking with other PLLs and BCE Curriculum Education Officers, to stay abreast with current initiatives.</p>

OBJECTIVE:

St Peter Chanel School will enhance the use of our available digital resources, whilst leveraging emerging technologies, to support the changing needs and expectations of staff, students and parents.

Improvement strategies

- Classroom support and professional learning for digital skill development, are strategically planned for and implemented by staff and students.

Annual goal	Success markers	Activities	When	Who	Capability building required
<p>Develop staff capacity to maximise the use of all available digital devices and tools to improve student learning.</p>	<ul style="list-style-type: none"> • Use of technology is strategically planned for and implemented with specific intent and curriculum outcomes. • Staff demonstrate enthusiasm and increased confidence and competence. • Student progress is carefully monitored and planned for through the use of digital analytics and resources. • All students engage in digital environments with confidence and an understanding that digital technologies can deepen their learning and foster innovation. 	<ul style="list-style-type: none"> • External providers and BCE personnel are engaged to deliver targeted professional development, for example in maximising the use of the BI Tool, iPads and appropriate apps, to maximise student learning. • Members of staff are supported to share their expertise and experience. 	<p>Commence pupil free days and continue throughout the year.</p>	<p>Led by the Technology Committee, under the guidance of the leadership team (particularly the APRE).</p>	<ul style="list-style-type: none"> • Technical support to continue to ensure required infrastructure and optimum use of such is in place. • Maintain relationships with BCE personnel to ensure school leadership (and subsequently the staff) are current with present and emerging contemporary digital technologies and tools.

Building a Sustainable Future

OBJECTIVE:

St Peter Chanel School community embraces our call as Christians to care for creation, for present and future generations.

Improvement strategies

- Finalise, then progressively implement the school's *Stewardship and Sustainable Environmental Position and Practices*.
- Adopt strategic management strategies, informed by current and emerging practices and innovations, to reduce energy consumption.
- Audit consumption, then establish and monitor yearly targets (based on historical data) to reduce waste, energy consumption and water usage.

Annual goal	Success markers	Activities	When	Who	Capability building required
<p>In consultation with the school's energy consultant, an energy consumption target is set, shared with the community and inspired by eco-literacy learning* by students and staff.</p> <p>(*Eco-literacy is the ability to understand the natural systems that make life on earth possible.)</p>	<ul style="list-style-type: none"> • Students and staff demonstrate their understanding of and interest in energy conservation. • The school's energy consumption target is achieved. 	<ul style="list-style-type: none"> • Meet with energy consultant to review consumption and set targets. In addition, explore further infrastructure options relating to sustainability. • In consultation with staff and the school board, the school's <i>Stewardship and Sustainable Environmental Position and Practices</i> is finalised. • Continue to educate and seek previously demonstrated interest and enthusiasm from staff regarding energy conservation. • Educate and continue to seek previously demonstrated interest and enthusiasm from students to be active power rangers (eg via whole school assemblies). 	<p>Commence pupil free days and continue throughout the year.</p>	<p>Led by Principal, APRE and PLL.</p>	<p>Develop teacher capacity to see and develop the link between goal focus and specific learning areas (such as Religion and Humanities and Social Sciences) and the Cross-curricular priority of Sustainability and General Capability of Ethical Understanding.</p>

OBJECTIVE:

The school's master plan ensures facilities and learning spaces meet current and future needs, as well as reflect contemporary student centred learning.

Improvement strategies

- Evaluate existing facilities and learning spaces in terms of use and as a way of identifying contemporary pedagogies that teachers may wish to explore.
- Explore and examine as a staff how learning activities dictate furniture configuration and learning spaces, subsequently linking pedagogical spaces and primordial space (and technology / AV considerations).
- Engage with the BCE Classroom Learning Space Revitalisation Project to capitalise on connecting pedagogy and learning space.

Annual goal	Success markers	Activities	When	Who	Capability building required
<p>Student learning spaces are reviewed and revitalised to maximise student engagement, progress and achievement, and to complement the school's excellent learning and teaching focus.</p>	<ul style="list-style-type: none"> • Student engagement in learning is high and feedback is positive in relation to their connection between their style of learning and the environment. • Teachers accommodate in their teaching opportunity for students to nominate their preferred learning style and spaces. 	<ul style="list-style-type: none"> • Professional learning is provided to members of staff to initiate discussion and reflection around contemporary learning styles, learning configurations, learning characteristics, pedagogical and primordial spaces, together with AV considerations. • Teachers visit schools having already engaged in learning space revitalisation. • Members of the leadership team investigate and participate in (where possible) professional learning opportunities through Learning Environments Australasia – Qld. • A comprehensive short, medium and long-term plan is developed and progressed in relation to furniture acquisition, as it relates to contemporary learning. • BCE revitalisation grant funding is applied for. 	<p>Conversations to commence mid Term 1 and progress through the year.</p>	<p>Principal, Support Teacher: Inclusive Education (ST:IE) and PLL to lead and facilitate discussions and planning.</p>	<p>Professional reading and consultation with external consultants (such as Occupational Therapists) to inform and develop understandings around pedagogical underpinnings and change.</p>

OBJECTIVE:

The culture at St Peter Chanel School promotes student and staff well-being. Staff morale is high and a strong collegial culture exists. The school actively seeks ways to enhance student learning and well-being by partnering with parents and families, the parish and wider community.

Improvement strategies

- Investigate whole school approaches to (BCE recommended) well-being, including documented implementation processes, clear actions and resources for schools. Subsequently, discern and implement the most appropriate approach/es for our school's circumstances.
- Staff well-being strategies are collaboratively developed and monitored.

Annual goal	Success markers	Activities	When	Who	Capability building required
All members of staff acknowledge and accept their role and responsibility in their own individual well-being, together with the collective well-being of the staff.	<ul style="list-style-type: none"> • Staff voice about well-being is listened to, acknowledged and acted on, where possible and appropriate. • A shift is made from ad hoc well-being activities to well-planned and timed initiatives. • Increased participation in staff social events. • Increase in staff numbers choosing to join others and socialise at break times. • The bi-annual BCE Staff Survey reflects increased satisfaction with staff well-being. 	<ul style="list-style-type: none"> • Leadership team invests in frequent, small scale initiatives to promote staff well-being. • Staff well-being committee is formed and activities supported. • Professional development is provided for personal and spiritual growth and well-being. • Initial refurbishment of the staffroom as a place of welcome, relaxation and community is reviewed and progressed. 	Commencing pupil free days, then ongoing throughout the year.	Leadership team, staff well-being committee and interested members of staff.	Leaders of initiatives to look toward other schools and organisations for best practice and ideas.