## 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. | • Increase in diversity of opportunities for prayer.<br>• Increase in staff numbers joining staff prayer. | • Under the coordination of the APRE, the leadership team will meet with the EO:RE and members of the iMARE team to explore options, with the view to develop an action plan.<br>• A review, involving all staff, will be undertaken in January with the view to better support opportunities for staff involvement (especially school officers), as well as increase the diversity of staff prayer opportunities.<br>• Enhanced diversity in prayer opportunities. | Review Term 1, with revised opportunities offered from Term 2 onwards. | Led by Assistant Principal: Religious Education (APRE) | • Personal opportunities are provided to staff to enhance their own spirituality.<br>• 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.

| 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. | • All students actively participate in charitable work, identifying and acting on the yearly theme *"We walk together."*<br>• Charity / missionary work reflects Brisbane Catholic Education's (BCE) identified priorities.<br>• Students give of themselves. | • Identify and launch theme.<br>• Unpack with students and staff (at assemblies and in focused class time) the meaning of and possibilities for enacting the theme.<br>• 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 |
|---|---|---|---|---|---|
| All staff identify and review formation goals as part of their annual goal setting. | • Engagement in the retreat focusing on understanding ourselves and others in our Catholic workplace is high.<br>• All staff better understand themselves and adapt their behaviours with others to facilitate better team work.<br>• Staff articulate an appreciation of the timing and 'investment' in prioritising their faith formation in the busyness of school life.<br>• All teaching staff identify and review personal formation goals as part of their annual goal setting.<br>• All non-teaching staff engage in formation experiences during the year.<br>• Staff identify personal growth.<br>• Staff seek further formation opportunities. | • Continue whole staff *Spiritual Formation – Catholic Identity* professional development.<br>• All staff engage in professional learning around (DiSC) – to improve work productivity, team work and communication within the context of our Catholic workplace.<br>• *Catching Fire* program, including *Guiding Lights, Keepers of the Flame* and *Spirit Fire,* is available to staff who express interest. | • January Pupil Free Days.<br>• Ongoing throughout the year. | • Coordinated by the APRE, with the leadership team.<br>• Led by Steve Dunne (BCE).<br>• Led by BCE *Catching Fire* team.<br>• Nine staff members, including leadership team, teachers and school officers. | Leadership team seeks to support in developing and advancing a longer-term formation plan for the school community. |

**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 res*ources*, then progress implementation from Prep – Year 6.
- At the planning phase across Learning Areas, share and discuss with teachers relevant key theology and Catholic perspectives.

| Annual goal | Success markers | Activities | When | Who | Capability building required |
|---|---|---|---|---|---|
| Teacher, across Prep – Year 6, will embed a contemporary Catholic perspective in the identified learning areas of Health and Physical Education and the Humanities and Social Sciences (HASS) curriculum. | • Key theological underpinnings and concepts are understood and shared within the community, with a Catholic perspective clearly embedded across the curriculum.<br>• Alignment exists between religious literacy, pedagogy, planning, teaching, learning, resourcing, assessment and reporting.<br>• When planning for teaching and learning in Health and Physical Education and HASS Curriculum, teachers embed a Catholic perspective.<br>• Students demonstrate in their relationship with others a clear understanding and appreciation of the Catholic perspective. | • Teachers will gather in teams associated with the curriculum bands and develop a school-wide overview for the Health strand of the HPE curriculum.<br>• Professional development with teachers reviews the Catholic perspective of the HASS curriculum.<br>• The Catholic perspective within the HASS is introduced and explored, followed by explicit planning for implementation.<br>• The Relationships and Sexuality Education (RSE) team attends relevant professional development led by BCE. | Professional development to commence in Term 1. | Professional development to be led by (RSE) team, comprising the PLL, APRE, HPE teachers and a class teacher. | The team coordinating professional development may need support in determining process. |

## 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 |
|---|---|---|---|---|---|
| All students will progress in their ability to write, as a result of teachers engaging in BCE high yield strategies and expected and effective practices.<br><br>Whilst focusing our practices in the teaching of writing, we will continue to consolidate the reading writing connection. | By the end of 2019, all learners will progress in writing.<br><br>Each student's writing progress from Prep – Year 2 will be monitored every term, using the P-2 Writing Analysis tool.<br><br>The writing progress of each student from Years 3 - 6 will be monitored every term, using the Writing Analysis Tool, with students meeting or exceeding the BCE identified growth markers.<br>Year 3 = 80% or above (2018 – N/A)<br>Year 4 = 80% or above (2018 – 70.1% when in Yr 3)<br>Year 5 = 80% or above (2018 – 60.3 when in Yr 4)<br>Year 6 = 90% or above (2018 – 91.4% when in Yr 5)<br><br>In reading, 90% or more of students in Prep – Yr 2 will meet or exceed the BCE identified growth markers for 2019. Students in Years 3 – 6 will continued to be monitored in their reading using PM Benchmarking, Pat- R, Probe and NAPLAN. Teachers articulate the impact of their teaching on learning and act on that knowledge to deliver growth in student learning.<br><br>Staff discussions, both formal and informal, reflect a shared responsibility for the outcomes of our students' learning and progress. | • Year level teaching teams to meet regularly with the PLL.<br>• Teachers' professional learning goals directly relate to the school's SMART Goal.<br>• Professional development is provided / supported around areas identified as needing further development in terms of pedagogy.<br>• During cyclical meetings, teachers are supported to:<br>~ engage in reflective practices via observations and feedback.<br>~ articulate their impact on student learning and using this knowledge to plan and implement next steps to deliver growth in student learning.<br>~ use of student learning data to inform the next teaching and learning cycle.<br>• Teachers in Prep – Year 1 will engage in the BCE led Nudge Project, with a focus on language rich classrooms.<br>• School leadership will make a conscious effort to build into the staff meeting program time for moderation (and if possible and review and response) discussions. | Commence pupil free days and continue throughout the year, including three weekly year level team meetings, focusing on the SMART goal. | Led by the Primary Learning Leader (PLL). | PLL to continue networking with other PLLs and BCE Curriculum Education Officers, to stay abreast with current initiatives. |

**OBJECTIVE:**

The school places high priority on ensuring that classroom teachers, in their day-to-day teaching, identify and address the learning needs of individual students to provide differentiated teaching and learning.

**Improvement strategies**
- Identify, develop and progress a model of differentiation that will support all teaching and learning.
- Develop and implement a systematic professional learning plan for teachers that supports knowing what to modify and why, together with how this is achieved.
- Teachers encourage and assist students to monitor their own learning and to set goals for future learning.

| Annual goal | Success markers | Activities | When | Who | Capability building required |
|---|---|---|---|---|---|
| Following the appointment of a Gifted and Talented Support Teacher, the school commences review of the current gifted and talented student support practices, to begin development and implementation of a formal position on gifted and talented education within the school community. | • A clear plan to support gifted students is developed, with associated timelines.<br>• Teachers, students and parents / carers have a growing clarity on the direction the school is moving towards in supporting gifted students.<br>• The school Leadership Team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged in challenging, meaningful learning and that learning is successful, including gifted students.<br>• Teachers are able to identify student readiness, interests and learning styles (through use of data) and connect these to why there is the need to differentiate teaching and learning, as well as offer extra-curricular activities<br>• During cyclical planning meetings, pedagogy, planning, teaching, learning and assessment clearly articulate (as appropriate) what is differentiated and how in terms of content, process, product and environment. | • Nominations for a Gifted and Talented (G&T) Support Teacher are called for from staff with weekly release time provided.<br>• The G&T Team, comprising the G&T Support Teacher (G&TST), Support Teacher: Inclusive Education (ST:IE) and Primary Learning Leader (PLL) individually and collectively:<br>~ review the BCE G&T Position<br>~ establish contemporary G&T pedagogy and practices<br>~ research and review available G&T resources<br>~ created a professional development (PD) plan for the staff<br>~ commence development of a formalised school position paper.<br>• Teacher professional development includes conscious imbedding G&T pedagogy in year level cyclical planning meetings.<br>• Students are surveyed in relation to their interests and such is considered in terms of how these are / may be supported through the likes of Lunchtime Clubs. | • G&TST appointed in January<br>• G&T Team commence meeting early February and very regularly there afterwards | • G&TST<br>• ST:IE<br>• PLL<br>• Student Support and Leadership Teams | • G&T Support Teacher and ST:IE to enhance confidence and capabilities in relation to BCE G&T Position, as well as contemporary G&T pedagogy and practices. |

**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 |
|---|---|---|---|---|---|
| Continue to develop staff capacity to purposefully use all available digital devices and tools to improve student learning. | <ul><li>Staff demonstrate enthusiasm and increased personal ICT confidence and competence.</li><li>Staff demonstrate developing confidence and confidence in their understanding of the ICT Capability, including planning for embedding it across learning areas with specific intent and curriculum outcomes.</li><li>Digital analytics are used by school leadership to identify student learning progress and risks which may hinder progress, guide future planning, and inform strategy development and decision making.</li><li>Teachers regularly use digital tools to monitor, assess and respond to each student's progress.</li><li>All students engage in digital environments with confidence and an understanding that digital technologies can deepen their learning and foster innovation.</li><li>Teachers regularly use digital resources top provide insight to student learning, progress and achievement and are strategically used by teachers to progress student learning.</li><li>Students and teachers regularly interact through online communication, cultivating and demonstrating a collaborative culture of learning.</li><li>The school, as a whole, is tracking parallel with BCE's readiness timeframe for NAPLAN Online in 2020.</li></ul> | <ul><li>BCE personnel are accessed to deliver targeted professional development, for example in maximising the use of the BI Tool, iPads and appropriate apps, to maximise student learning.</li><li>Members of staff are supported to share their expertise and experience.</li><li>The school's *Digital* Strategy is redeveloped following a review of the *2016-2018 Strategy* (potential for enhancement and extension).</li><li>Classroom support and professional learning for digital skill development (reflecting the ICT Capability) are strategically planned and implemented, for both staff and students.</li><li>Professional development is provided, as appropriate, to support the school's uptake of NAPLAN Online in 2020.</li><li>The newly appointed Teacher Librarian will incorporate digital and information literacy skills and progress the vision of the school's Digital Strategy.</li><li>Foster parent and teacher communication through digital and online tools.</li></ul> | Throughout the year. | Led by the Technology Committee, under the guidance of the leadership team (particularly the APRE). | <ul><li>Technical support (via Network First) to continue to ensure required infrastructure and optimum use of such is in place.</li><li>Maintain relationships with BCE personnel to ensure school leadership (and subsequently the staff) are current with present and emerging contemporary digital technologies and tools.</li></ul> |

## 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 |
|---|---|---|---|---|---|
| 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.<br><br>(*Eco-literacy is the ability to understand the natural systems that make life on earth possible.) | • Students and staff demonstrate their understanding of and interest in energy conservation.<br>• The school's energy consumption target is achieved.<br>• The Cross-curricular priority of Sustainability and General Capability of Ethical Understanding planning document for each year level is referred to as a source document. | • Meet with energy consultant to review consumption and set targets. In addition, explore further infrastructure options relating to sustainability.<br>• In consultation with staff and the school board, the school's *Stewardship and Sustainable Environmental Position and Practices* is finalised.<br>• Continue to educate and seek previously demonstrated interest and enthusiasm from staff regarding energy conservation.<br>• The revised solar energy project is finalised, from planning, to installation to operation mode.<br>• Educate and continue to seek previously demonstrated interest and enthusiasm from students to be active power rangers (eg via whole school assemblies).<br>• Sustainability practices, focusing on waste reduction (for example limiting of single use containers in the Tuckshop), continue to be promoted and expanded.<br>• Sustainability practices focusing water reduction are introduced. | Continue throughout the year. | Led by Principal, APRE and PLL. | Developing staff and student understanding of our call to ecological conversion and *Living Laudato Si'* |

| OBJECTIVE: |
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| 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**
- Continue conversations with BCE Building Services Team and building project consultants in terms of master planning for the short, medium and longer term.

| Annual goal | Success markers | Activities | When | Who | Capability building required |
|---|---|---|---|---|---|
| The staffroom area and its use are reviewed and revitalised to maximise staff engagement, relationships and well-being. | • The revitalised staffroom space is inviting.<br>• The space is contemporary in design, within the limitations of the age and structure of the building<br>• It will accommodate the whole staff.<br>• Furnishings are flexible so as the space can be used for meeting a variety of purposes.<br>• Increased numbers of staff are gathering in the space. | • Consultation occurs with the project managers, BCE Building Services, leadership team, OSHCare and the staff to explore design ideas and options for the space and furnishings.<br>• A project plan is created and considered against available funding within the budget.<br>• A refurbishment timeframe is developed and progressed. | Commence Term 1 and progress through the year. | Principal to lead and facilitate discussions and planning. | |

**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.
- Identify and employ multilayered strategies with a unifying purpose and common set of values that focus on student and staff mental health and well-being, including staff voice.
- Staff well-being strategies are collaboratively developed and monitored.

| Annual goal | Success markers | Activities | When | Who | Capability building required |
|---|---|---|---|---|---|
| All members of staff better understand their own workplace dispositions, as well as those of their colleagues, in order to improve their well-being through increased work productivity, team work and communication. | • All members of staff have an increased self-knowledge of their workplace dispositions, and those of others, and make considered responses in applying this understanding<br>• Various teams throughout the school are communicating effectively and working collaboratively.<br>• A common language is developed across the staff to provide people with a better understanding about themselves<br>• Staff adapt their behaviour with others. As a result, more productive and effective working relationships are evident.<br>• Increase in staff comaraderie is evident, both socially and professionally.<br>• The bi-annual BCE Staff Survey (in 2020) reflects increased satisfaction with staff well-being. | • Steve Dunne, is engaged to lead the community in DiSC profiling.<br>• From the DiSC profiling staff teams will consider their common language and what will enhance team conversations.<br>• Team priorities and dispositions are explored from a strong Catholic identity perspective. | Commencing pupil free days, then ongoing throughout the year. | Leadership team and possibly staff well-being committee. Steve Dunne, BCE Senior Education Officer: Workforce Capability | |