Mission and Religious Education

Goals for 2014

We intend to:

- Continue the familiarisation and implementation of the new Religious Education Curriculum designed by Brisbane Catholic Education.
- Respond to the outcomes of the Cyclical Review Process of 2013 with regards our engagement with social Justice Action
- Further enhance the use of the Chanel virtues in our school community.

Actions for 2014

Therefore we will:

- Continue to provide curriculum development time to each class teacher with their year level colleagues to produce a unit of work which analyses the person Peter Chanel, the Marist Fathers, Mary Aikenhead and the Sisters of Charity along with the history of our parish. This will be conducted at the end of term one under the leadership of Mr Tim Cotter APRE and will be taught in the two weeks leading up to the feast Day for St Peter Chanel on 29 April.
- Re-engage the RE Guidelines Implementation group who will lead the familiarisation, professional learning and implementation of the new Religious Education Curriculum. The group will engage with BCEO staff to ensure alignment of information and purpose.
- Review a Scope and Sequence of RE topics for each year level based on the new Religious Education Curriculum.
- Conduct a resource audit in the curriculum area of Religious Education with the intent to assign funds for enhancement of this area in line with the demands of the new Religious Education Curriculum.
- Promote our Chanel virtues which have been chosen to teach explicitly some of the charism of our founders. These are to be taught explicitly in both the classroom and whole school settings. Essential in this process is to define the virtues in a practical expression with a sound theological base.
- Continue the practice of regular liturgy preparation for our school prior to celebrations taking place.
- Consult with parish priest Fr Tuong to clarify his expectations with regard to communal worship in our school with an emphasis on the parish Multicultural Mass on 24 August.
- Conduct an audit of all efforts to promote social justice in our school with the view to ensuring authentic engagement of all students, staff and families.
- Provide professional learning for staff in the area of the Church’s social Teaching.
Goals for 2014

We intend to:

- Implement principles of the Visible Learning Plus professional learning program based on the work of John Hattie in the areas of Teacher Feedback to Students, Phonics Program and Interpretation of Learning Data.

- Implement the Australian Curriculum in the Geography Learning Area as an integral and ongoing process of curriculum renewal and development.

- Provide enhanced support for classroom teachers to effectively cater for all children in their class through the redesign the Learning Enrichment Teacher role.

- Continue engaging with the Autism Friendly Practices professional learning program.

Actions for 2014

Therefore we will:

- Undertake high quality and regular professional learning in the area of Feedback to students, initially through engaging the Visible Learning Plus team in January.

- Begin unpacking the Business Intelligence Tool as a vehicle for assessing our impact in classrooms. Paul Easton and Mark Snartt will be critical friends in this process.

- Provide relevant and practical professional development for teachers in the area of Geography to support the familiarisation and implementation of the Australian Curriculum.

- Appoint lead teachers Geography to plan and deliver professional development experiences and to lead the implementation of the Australian Curriculum in this area. These lead teachers will require access to professional development provided by BCEO-NSSC.

- Review implementation to date of English curriculum specifically in the area of spelling and phonemic awareness as a result of engagement in Visible Learning Plus with the intention of ensuring best current practice. Our pilot group will work with Speech Therapist and relevant BCEO personnel.

- Continue to promote data informed decision making by implementing whole school assessment in Term 1 and Term 3 conducted by classroom teachers using PAT M and PAT R. This information is to be shared with teachers and used to inform curriculum planning and to provide data for student profiles on the Business Intelligence Tool.

- Provide support time with the STIE and Learning Enrichment Teacher for each class in response to teacher identified needs and document efforts in curriculum differentiation and making adjustments for individual children.

- Provide professional development for school officers to ensure relevant and appropriate support for children with special learning needs and their teachers with a particular focus on Autism Friendly Practices.

- Provide scope for Student Support Team meetings in noncontact, class time and outside school hours with the intention of improving communication with parents to ensure regular updates of intervention and progress.

- Focus on improving our process of identifying, intervening, evaluation of interventions and redesigning pedagogy of students with particular learning and behavioural needs in the light of the Disability Discrimination Act. This will be the responsibility of the STIE.

- Explore options for the establishment of a gifted education/enrichment program.
Professional Practice and Collaborative Relationships

Goals for 2014

We intend to:

- Develop and implement our Teacher Performance and Development Program with all teaching staff.
- Enhance staff relational trust in order to promote collegiality, respect and support.
- Conduct a review and renewal of the St Peter Chanel School Behaviour Support Program to align our policy and practice with guidelines from Brisbane Catholic Education.
- Strengthen structures and collaboration with the wider St John's Wood / The Gap Parish community.

Actions for 2014

Therefore we will:

- Implement a structure whereby teachers will engage in a professional learning plan which aligns with the whole school strategic plan and the AITSL Standards. The initial formation of this program will be guided by Open Space Technology Meetings to ensure that the voices of the teaching staff are clearly heard throughout the process.
- Promote and provide experiences that enhance staff relational trust. This area was highlighted in the Visible Learning Plus data collection process as an area that requires attention. The work of Rachel Robertson will be analysed particularly the principle of ‘no triangles’.
- Provide opportunities for teachers to source professional learning and engage with colleagues on regular intervals to monitor and review progress.
- Provide opportunities for all staff to participate in spiritual formation experiences including those offered by Brisbane Catholic Education in the Catching Fire program.
- Review our staff meeting procedures in consideration with the work of Patrick Lencioni.
- Establish beliefs and understandings of Behaviour Support in a contemporary Catholic school with reference to research and data provided by the Brisbane Catholic Education Guidelines which are under review this year.
- Engage a pilot group to begin the Positive Behaviour for Learning (PB4L) program under the guidance and support of Melissa Graham.
- Produce a whole school Behaviour Support Policy with procedures and resources to support implementation.
- Continue the routine of fortnightly meetings between the Parish Priest and Principal.
- Promote class attendance at parish masses and celebrations.
- Launch Mini Vinnies in our school community to support the work of the St John’s Wood/The Gap Conference of St Vincent De Paul.
Strategic Resourcing

Goals for 2014

We intend to:

- Develop an Information Communication Learning Technologies (ICLT) Master Plan which promotes integration of technology into the curriculum which enhances learning.
- Review the school master plan for capital development.
- Improve communication modes throughout the school.

Actions for 2014

Therefore we will:

- Develop a master plan for ICLT which addresses the big questions of “What do we believe is the place of ICLT in our curriculum?” and “How can our use of ICLT authentically enhance student learning?” This initial phase will be coordinated by APRE and CST and will later include teaching staff, BCEO Consultant, Network First and other BCE schools with the intention of determining best current practice.
- Increase the capacity of classroom teachers in the ICLT area.
- Consult with BCEO personnel, CST and APRE to design a scope and sequence of ICLT for each year level and plan a curriculum framework accordingly.
- Provide budget provisions for ICLT enhancements including additional PCs and tablets for an increased multimedia focus and iPads for learning enhancement.
- Design a professional learning plan for teachers in each year level in accordance with the scope and sequence for ICLT.
- Review our school master plan following significant capital investment through the BER and BGA programs. This capital injection from the Federal Government has ensured that we reprioritise our capital works including new facilities, refurbishment of existing facilities and our maintenance plan with a view to enrolment changes with the movement of Year 7 to secondary in 2015.
- Continue the process of compiling a five-year strategic renewal plan to take us up until 2016 and incorporate the strategic intents from BCEO and those local priorities arising from strategic conversations.
- Continue the compilation of a policy tree under the four broad priorities as described in the Strategic Renewal Framework for Catholic Schooling in the Archdiocese of Brisbane. This will be undertaken under the leadership of the School Board.
- Undertake an online presence audit to look at ways we can enhance our communication (website rebuild, launch the Parent Portal, Twitter, Facebook etc)
- Review weekly Newsletter format.
- Use focus groups of parents to assess effectiveness of forms, handbooks etc.
- Investigate class teacher use of Twitter to communicate with parents.
- Twilight workshop with Michael Grose on engagement with parents and effective communication between school and home.