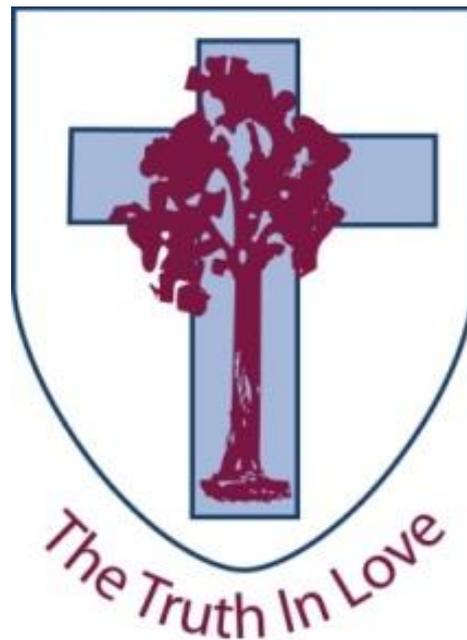




**Teaching Challenging Transforming**

# **2017 Annual Report of Progress against School Strategic Goals**

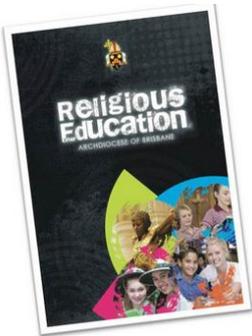


**St Peter Chanel Primary School, The Gap**

**Priority 1**

**Strong Catholic Identity**

***St Peter Chanel School will strive to strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view.***

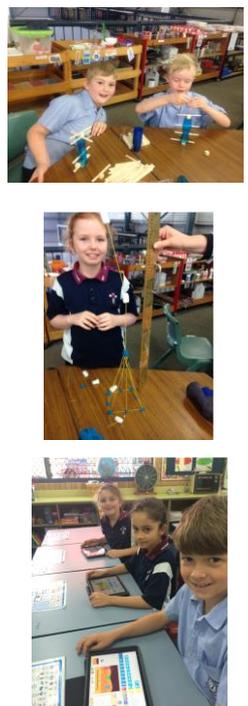
Broad Strategic Goal <i>We intend to...</i>	Achievements for 2017
<p>Enhance pray and worship within the life of the school by responding to the outcomes of the <i>Cyclical Review Process of 2016.</i></p>  	<ul style="list-style-type: none"> <li>✓ Focused support has been provided to classroom teachers to develop strategies to ensure that classroom prayer is a valued part of class routine and that children are learning to respond to their lives through different forms of prayer. Prayer has been the focus of professional development. A variety of prayer resources, including music and sample prayers, are regularly on display in the staffroom for teachers to order.</li> <li>✓ Ways to share and celebrate special days on the Church calendar, at class and whole school levels, were explored. Whole school masses and liturgies were held in the church. These included masses for Saint Peter Chanel and Saint Mary of the Cross MacKillop feast days, Catholic Education Week and the beginning and end of the school year, as well as class/year level masses. Liturgies of the Word were celebrated for All Saints/All Souls Day as well as for the beginning of Advent. Across the month of October, the school stopped to pray the Rosary each day at 8:45am. This was led by the Year 6 student leaders.</li> <li>✓ Elements of whole school worship were reviewed, including some widening of the repertoire of music at such gatherings. The songs are now sent to teachers electronically to aid in the preparation for celebrations, with some classes now joining together for practice. The PowerPoint presentation for whole school masses has been updated, with all major parts displayed on screen and the theme highlighted throughout the presentation. A group of students are assembled in the choir area of the Church to sing at whole school events.</li> <li>✓ Ways to further encourage the involvement of staff at weekly staff prayer gatherings were investigated. Staff prayer is now held twice a week. The Thursday morning time has been kept because it is the best time for School Officers to attend. This prayer is led by a member of the teaching staff. There is also a short meditative prayer to begin staff meetings, currently on Wednesday afternoons. This is a 'pre-packaged' three minute prayer that staff often take to share with their students.</li> <li>✓ Consideration has been given to creating a special quiet / thinking area for reflection or prayer in the school grounds. As an initial step, classes have been encouraged to consider the creek area in Pangela Street for reflective prayer.</li> </ul>
<p>Improve classroom teaching of religion through responding to the recommended areas for further development in response to the requirements of (2016 External) Validation.</p> 	<ul style="list-style-type: none"> <li>✓ Teachers were encouraged to look for and enact opportunities to implement Brisbane Catholic Education (BCE) <i>High Yield Strategies</i>, when delivering excellence in learning and teaching in Religious Education (as in all other learning areas). These include the use of data, review and response processes, Learning Walks and Talks, development of school stories, attention to professional learning resources and recognition that we are a learning community.</li> <li>✓ Teachers have been supported, including through professional development with BCE REO Peggy Roe, to monitor and refine planning for classroom teaching of Religion, especially with regard to <i>Line of Sight</i> documents that include the Achievement Standard, Learning Intentions and Success Criteria and Assessment tasks.</li> <li>✓ Teachers have reviewed and responded to data regarding the effectiveness and cohesion of the <i>RE Scope and Sequence</i> document for the Religious Education of our community. During professional development staff explored data in the <i>BI Tool</i> that corresponded to their work in RE. This was also explored across all other Learning Areas. During Consistency of Teacher Judgement conversations, teachers were called upon to pay particular attention to their Scope and Sequence document, as a way of checking their effectiveness in creating assessment tasks that were of a high rigor.</li> <li>✓ Beginning with a twilight professional development presented by our BCE RE consultant Peggy Roe, teachers began to review and develop assessment practices of high standard that aligned with identified achievement standards. This reflective practice will continue when planning for next year.</li> <li>✓ The staff have continued to investigate authentic opportunities to embed digital tools and activities within teaching and learning, including in RE, and communicated these effectively with parents and the wider community.</li> </ul>
<p>Deliver a planned and integrated approach to leadership for mission.</p>	<ul style="list-style-type: none"> <li>✓ Our school theme for 2017 was contemplated, discussed and identified, stemming from our mission and building on the 2016 theme. <i>Help Me Help You</i> effectively became our 2017 whole school focus, being interwoven through discussions and actions across the school, including when reflecting on activities and events in the school newsletter.</li> </ul>



**Priority 2**

**Excellent Learning and Teaching Identity**

**Teaching and Learning at St Peter Chanel School shall develop engagement, progress, achievement and well-being for each student.**

Broad Strategic Goal <i>We intend to...</i>	Achievements for 2017
<p>Advance student progress and achievement, with a focus on literacy.</p> 	<ul style="list-style-type: none"> <li>✓ The school community identified, advanced and monitored the school-wide SMART goal around growth in performance in reading for every learner. High yield strategies have been implemented across the school. Staff have engaged with the Data Wall / data on a regular basis. Every three weeks, year level teams met with the Primary Learning Leader (PLL) to monitor and plan. Data is used to ensure that all children are being monitored and that no child is left behind. Learning Walks and Talks, conducted by the Leadership Team, always focused on literacy, especially reading, so evidence of children’s understandings in this area could be seen. A focus on teaching the reading strategies, using the Gradual Release of Responsibility Model, is now expected, as is the implementation of Guided Reading sessions in each classroom. Review and Response Meetings discussed any children who were showing no or limited progress and consideration was given to teacher pedagogy, together with identifying different ideas and strategies for classroom implementation. Professional development focusing on vocabulary has also been conducted, as has a focus on the explicit teaching of narrative macro structure using story grammar icons and visuals (Braidly doll) in Year 1. Our Speech Pathologist has supported small group and whole class teaching of vocabulary and complex sentence structure in Year 1. Phonemic awareness instruction and assessment has also been given focus. School officers have received training in Early Years Reading Strategies and our early years teachers have shared successful reading strategies with the school community.</li> <li>✓ Teaching staff have been provided with many opportunities for professional development which have focused on improving the literacy standard of all students. These included many staff meetings on ‘Teaching Reading’, with specific emphasis on the Gradual Release of Responsibility Model. BCE Education Officer, Kelli Phillips presented professional development on Guided Reading and this was further supported and modelled by the PLL during the regular year level planning meetings. Professional development was also presented to the whole staff, by the PLL, on PM Benchmarking, in order to ensure consistency of practice with this reading monitoring tool throughout the year levels. Certain teachers were also upskilled in administering the PROBE reading tool, for those students reading beyond PM Benchmark levels. To support the reading focus, our Speech Pathologist and BCE’s Speech Pathologist led staff professional learning also presented on Vocabulary Development at a number of staff meetings. In order to start making the Reading / Writing connection, staff have recently undertaken professional development, again led by the PLL, on the teaching of spelling and where we need to head with this as a school. One teacher from each year level accompanied the PLL to a BCE led professional development day on “Activating Learning: Strategies that Maximise Impact”, which they then were expected to report back to their colleagues. Staff have also had the chance to partake in Moderation opportunities, where discussions were had about enhancing assessment techniques.</li> </ul>
<p>Innovate for excellence.</p> 	<ul style="list-style-type: none"> <li>✓ Innovative learning and teaching practices have been encouraged, especially by actively supporting members of staff who identified inventive ideas through their professional goals. As a result:             <ul style="list-style-type: none"> <li>* Coding classes are now offered as a lunchtime club,</li> <li>* iPad integration into Year 2, and Year 3 has continued to expand in depth of pedagogy and practice.</li> <li>* STEM lunchtime club has developed and grown in popularity.</li> <li>* Robotics, both in class and as a lunchtime club, is very popular.</li> </ul> <p>Our quest for innovation as an extra-curricular lunchtime activity has been financially supported by our Parents and Friends Association.</p> </li> <li>✓ Data has been used to identify in which areas students have strengths / gifts. The Data Wall is used to identify advanced readers and begin discussions around differentiation. Data analysis each term or as required, is analysed to ensure student achievement is consistent across all data collection tools. When a discrepancy is found, this is analysed by the Support Teacher: Inclusive Education, Literacy Support Teacher and Classroom Teacher. At times extra in-class support for groups of higher achieving students is provided. Ongoing encouragement is given to teachers by school leadership for mindful integration of differentiation into all planning. Professional development in the area of vocabulary has focused on extending the understanding of advanced readers/writers. Teachers are encouraged to research, explore and develop innovative opportunities to advance students’ strength/s, both within class and extra-curricular settings, including Readers’ Cup and Maths and Science competitions.</li> <li>✓ Teachers have discussed options for greater recognition of academic and non-sporting strengths. There is now an emphasis on learner dispositions and mindset for at least one of the weekly Achievement Awards for each class. The second award often focuses on academic achievement, in particular in relation to reading goals. The timing of the presentation of Year 6 awards has been reviewed, with the presentation now occurring at a whole school assembly.</li> </ul>

<p>Achieve maximum learning potential by working with parents and carers and the broader community to support each child.</p>	<ul style="list-style-type: none"> <li>✓ Focus has been given to supporting faith development, positive partnerships and parish initiatives, including fostering student / family attendance at Sunday Mass, through coordinated year level engagement. The school has organised school-led Sunday Masses once each term, with assistance from parish personnel, to coincide with parish based Children's Masses. Teachers are involved in the Sacramental Programs, as a learning resource (teaching about the sacraments) and as support at the sacramental ceremonies.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Parents have been provided with information around excellent teaching and learning initiatives across the school. The parent body was addressed at the beginning of the year, during the Parent Teacher Information Evening, to inform them of the school's SMART goal and their role in supporting this focus. Two additional Information Sessions were conducted to inform parents of reading expectations, particularly in P-2, around PM Benchmark levels. This information was also provided in the Newsletter and a PowerPoint presentation is available on the Parent Portal. Various newsletter items about excellent teaching and learning initiatives have been provided throughout the year. Parents have been alerted to the "Remarkable Moments Day" which will be a celebration of the excellent initiatives undertaken at St Peter Chanel School.</li> </ul>
<p>The best choice for your child</p>  <p>St Peter Chanel Catholic Primary School, The Gap</p> <p>OPEN DAY SUNDAY 10 SEPTEMBER 2018</p>	<ul style="list-style-type: none"> <li>✓ In support of the SMART Goal focus relating to the advancement of reading for every student, parents / carers have been provided with information around practical activities to encourage engagement with their child's / children's' reading in the home. This included parent information sessions where information on reading strategies in the home, the purpose of reading, reading pedagogies and assessments was shared. Individual support has been offered to parents around modelling and building their skills to better support their child reading at home. Individual programs and resources are provided, as required, and parents of Prep 2018 students have been given access to the Chatting Children resource kits.</li> </ul>
<p>St Peter Chanel Primary School CHAPMAN ROAD, THE GAP</p> <p>ENROL NOW</p> <p>The best choice for your child</p> 	<ul style="list-style-type: none"> <li>✓ Communication with parents, carers and the wider community has been broadened by enhancing the school website and Parent Portal (inclusive of school policies). The school's marketing plan has become more formalised and strategies to reach the wider community have been increased and enhanced.</li> </ul>

<b>Priority 3</b>	<b>Building a Sustainable Future</b>
<b><i>St Peter Chanel School will build sustainability through people and capability. We will ensure stewardship of resources with transparency, accountability and compliance.</i></b>	

<p>Respond to elements of the 2016 BCE <i>Staff Survey</i> which provided feedback around the quality of work life in our school, including areas such as staff satisfaction, engagement and well-being.</p>	<ul style="list-style-type: none"> <li>✓ Professional development, whenever possible and appropriate, has been opened up to school officers and teachers.</li> <li>✓ Following discussion with staff about survey feedback, planning has progressed to develop the three key focus areas. Staff spiritual formation and well-being will be a key focus on the January 2018 pupil free days and beyond. The school Leadership Team also endeavours to support staff requests that align with the school's strategic priorities.</li> <li>✓ Regular school officer professional development opportunities and meetings have commenced. Professional learning sessions have included Reading to Learn (R2L), Disability Discrimination Act and reading strategies in the early years. School officers have also been released on various occasions to work with the Autism Queensland visiting teacher, focusing on the theory and practise of work stations and resource creation.</li> </ul>
<p>Develop a sustainable futures strategy, informed by church teaching and informed by broader evidence.</p>	<ul style="list-style-type: none"> <li>✓ The school has continued to advance stewardship and sustainable environmental practices with the support of our energy consultant. Targets for 2017 were set, and are regularly monitored, with data fed back to the community.</li> <li>✓ Educating the whole school on the importance of reducing waste, energy consumption and water usage, continues to be a focus. This has been done through assembly presentations, the school newsletter and staff bulletins.</li> </ul>
<p>Support continuous improvement and growth at individual, team and whole school levels.</p>	<ul style="list-style-type: none"> <li>✓ Teachers have been supported in advancing their professional learning goals in relation to the school's <i>Strategic Renewal Plan</i>. In Term 1, teachers met with the Principal and PLL to discuss their professional learning goal, with at least one goal aligning with the school's SMART goal on improving reading. From these meetings, it was evident some professional development would be beneficial to all staff, whilst other areas would best support focus groups. There has been increased opportunities for teachers to share practice and provide/receive feedback on teaching and learning.</li> <li>✓ School officers have been gradually introduced to a more formalised professional development process, by strategically supporting their involvement in professional learning. Many opportunities have been provided, including a number of optional sessions.</li> <li>✓ Targeted support has been provided to year level teams, especially those characterised by a number of new team members. Each member of the Leadership Team is a line manager for particular year level teams, endeavouring to provide support, especially during planning time.</li> </ul>
	

Improve the health, safety and learning environment by advancing a well understood and consistent approach to safety and well-being.



✓ An intensive review of the school's *Behaviour Support Plan* was undertaken to bring it in alignment with *Positive Behaviour for Learning* (PB4L) approaches. The committee coordinating the review met fortnightly and intensive focus was given to staff professional learning. Various staff meetings have been allocated to teacher training on PB4L strategies, with explicit reference to the school Behaviour Support Plan, including modelling, problem solving and discussion on practical application. Key staff have been trained in Management of Actual or Potential Aggression (MAPA), with changes to procedures noted and new requirements shared with school staff, and then individually as required.

✓ The school's Behaviour Matrix that connects love of self, others, learning and the environment with behavior, has been further developed. It is now a key reference point for explicitly teaching behaviours, attitudes, actions and associated positive language at a whole school, class and individual (as needed) levels. This promotes our school as a place of safety, well-being and learning, which allows all to progress. Staff meetings have seen the explicit modelling of PB4L interventions, and discussions about the effectiveness of such interventions. Training in the Student Behaviour Support System (SBSS) and review of data entry has been explored over a number of professional development sessions and staff meetings.

✓ Our school's first formal *Traffic Management Plan* has been developed, thanks to the work of a committee comprising two parent representatives, two members of staff and the school Principal. Following direction and support from Brisbane City Council (BCC), the Plan addresses loading zones, parking areas and public and active travel. An action plan forms part of the overall Plan, with this being progressed over time. BCC was responsive to requests relating to increased signage and other traffic calming and parking improvement suggestions. Periodic mention of elements of the Plan in the school Newsletter is keeping it in the minds of community members.

Optimise the use of technology to support teaching and learning through the enactment of the school's *Digital Strategy, 2016-2018*.



✓ Effective practices in ICT to advance student progress in reading have been investigated and implemented. The school has continued to purchase laptops, iPads and appropriate apps to support student reading, e.g. Reading Eggs, Sunshine Online. iPads are used to collect videos of children reading, which may subsequently be included in students' digital portfolios. ACER Testing (Pat-R) on iPads has seen easy access and manipulation for Year 2 students.

✓ Teachers have been assisted to navigate the Kweb and the BI Tool, with a focus on elements that will enhance progress of the school's SMART goal relating to reading. BCE consultant Ken Sawers has led professional development to show the latest updates for the BI Tool, with the express purpose of extracting data to support and enhance the teaching and learning of reading within and across classes. In reading planning sessions the PLL encouraged teachers to use the BI Tool to access student learning data. Connections are made between monitoring tool, Student Reporting System (SRS), NAPLAN and PAT-R data. All professional development undertaken by the PLL consistently refers back to information on the KWeb and teachers are encouraged to explore pages during the presentations. BI tool data is also analysed during Review and Response and Student Support Team meetings throughout the year. The improved use of iPads to enhance reading and classroom research has also been explored.

✓ Staff professional development has been strategically planned to align with the roll out of iPads across the early years. This includes focus on the use of a suite of programs that operate through the BCE K-Web, including the BI Tool. Provision has been made for the acquisition of apps and programs to support innovation in learning across the curriculum. With the support and financial assistance from the Parents and Friends Association, iPads and laptops have been purchased for the classes, teachers and the library. Apps and programs are added to devices, typically when requested.

