



# St Peter Chanel School 2018 Annual Improvement Plan Achievements

(November 2018)



## 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	Evidence
All members of staff will demonstrate appreciation of and participation in staff prayer opportunities.	<ul style="list-style-type: none"> <li>The timing of staff prayer has been reviewed, with a trial move during Term 4 to just before teacher staff meetings.</li> <li>A further 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.</li> </ul>

#### 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	Evidence
Students understand, appreciate and engage in the missionary work of the Catholic church's charitable activities.	<ul style="list-style-type: none"> <li>The school's theme for the year, <i>"We are God's Hands"</i>, was identified and launched in January.</li> <li>School assemblies and focused class time have been used as an opportunity to unpack with students and staff the meaning of and possibilities for enacting the theme.</li> <li>The theme has been linked to each term's mission / charity focus, with students across the school engaging in opportunities to show support. For example a Knitting Club was launched to make blankets for our Winter Appeal and then Year 6 students have sold raffle tickets to raise money for this appeal. Students also sold beanies knitted by the St Peter Chanel community. Students have volunteered their time to set up stalls to support the school's Christmas appeal.</li> <li>The associated charity / missionary work reflects Brisbane Catholic Education's (BCE) identified priorities with strong student engagement.</li> </ul>

### 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	Evidence
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.	<ul style="list-style-type: none"> <li>Whole staff <i>Spiritual Formation – Catholic Identity</i> professional development to be ongoing across the year. Professional development with Greg Sunter began in January with a staff retreat and has continued via staff meetings and twilights.</li> <li>The <i>Catching Fire</i> program, including <i>Guiding Lights</i>, <i>Keepers of the Flame</i> and <i>Spirit Fire</i>, has been made available to staff who expressed interest.</li> <li>Assistant Principal: Religious Education (APRE) and Primary Learning Leader (PLL) have led staff meetings with Strong Catholic Identity as a focus, especially after having returned from the Primary Leader's Conference.</li> <li>Staff members have articulated an appreciation for the timing and 'investment' in prioritising their faith formation in the busyness of school life. They have identified personal growth and are seeking further formation opportunities.</li> <li>The Spirit Fire team are looking to create an area for quiet contemplation with connections to indigenous spirituality.</li> </ul>

**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	Evidence
<p>The Health and Physical Education Curriculum, with the Catholic perspective, is successfully implemented across Prep – Year 6.</p>	<ul style="list-style-type: none"> <li>• Teachers have engaged in professional development (held as a twilight session in Term 2) where BCE's Shape Paper, <i>"A Catholic Perspective on Relationships and Sexuality Education"</i> was explored.</li> <li>• During Term 3, the "Relationships and Sexuality Education" (RSE) team attended professional development focusing on leading school-wide RSE for school-based RSE implementation.</li> <li>• Teachers have begun to engage with confidence and competence in embedding a Catholic perspective within the curriculum. In planning sessions, the PLL has continued to encourage teachers to look at the curriculum through the Catholic perspective. Health and Physical Education (HPE) has been a particular focus for this, with plans for 2019 professional development being for teachers to produce a yearly overview of the Health curriculum with the Catholic perspective evident.</li> </ul>
<p>A clear, transparent process is in place to progress teachers from interim to full accreditation to teach within Brisbane Catholic Education Schools.</p>	<ul style="list-style-type: none"> <li>• School leadership (Principal and APRE) have identified relevant staff and revisited the BCE required process to inform discussions with these teachers.</li> <li>• The Principal or APRE has met with identified teachers, discussed accreditation requirements and collaboratively created a transition plan with associated timeframes to meet accreditation requirements.</li> <li>• Teachers progress towards full accreditation is reviewed each term by the APRE, with the Principal and the teacher, as required.</li> </ul>

## 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	Evidence
<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>	<ul style="list-style-type: none"> <li>• Year level teaching teams meet regularly with the PLL.</li> <li>• Teachers' professional learning goals directly relate to the school's SMART Goal.</li> <li>• Professional development has been provided around areas identified as needing further development in terms of pedagogy. This has included the NUDGE Project for Prep and Year 1 teachers.</li> <li>• Teachers have been supported in their strategic use of student learning data to inform the next teaching and learning cycle.</li> <li>• Teachers are supported in knowing their impact on student learning and using this knowledge to plan and implement next steps.</li> <li>• The Data Wall shows progression in reading for all students in Prep – Year 3, especially with regards to the reading readiness of Prep students.</li> <li>• There has been a marked improvement in the confidence and ability of teachers to teach reading to students using a consistent whole-school approach. This has been evidenced through short, sharp planning cycles and Learning Walks and Talks.</li> <li>• Learning Walks and Talks' discussions have noted teachers' increased ability and confidence to engage their students in Guided Reading sessions.</li> <li>• Through short, sharp reading cycle planning, teachers are making the connection between reading and writing and are explicitly planning for this. This has been especially evident in Prep and Year 1 with the support of the NUDGE project.</li> <li>• Teachers in Years 3 – 6 have been more consistently involved in the Writing Analysis data and are encouraged and supported to meet regularly to moderate writing samples.</li> </ul>

### 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	Evidence
<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"> <li>• BCE personnel have been engaged to deliver targeted professional development to all staff via the Digital Skills Program (led by Angela Callins), to maximise student learning. Members of staff have learnt more about Office365, have customised content and are collaborating and working with documents in this space. We have also begun the OneNote Class Notebook journey.</li> <li>• One-to-one, group, and whole staff sessions have been arranged across all staff to complement this.</li> <li>• Staff members have demonstrated enthusiasm and increased confidence and competence, resulting in improved student engagement and digital capabilities.</li> </ul>

## Building a Sustainable Future

### OBJECTIVE:

The 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

#### Evidence

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.

(\*Eco-literacy is the ability to understand the natural systems that make life on earth possible.)

- The Principal and APRE have met periodically with the school's energy consultant to review consumption and set targets. Staff have been kept aware of consumption targets by the Principal and reminded to shut down unneeded items that consume power over holiday breaks.
- Infrastructure options relating to sustainability have been further explored, with a review of the existing solar program seeking to replace and update this alternative energy supply.
- In consultation with the newly formed Environmental Committee, the school's *Stewardship and Sustainable Environmental Position and Practices* is progressing towards finalisation.
- Each year level has been given release time to develop a plan documenting where year levels explicitly teach the Cross-Curriculum Priority of *Sustainability* and the General Capability of *Ethical Understanding*. This continued teacher education is further capturing, to a degree, interest and enthusiasm from staff regarding energy conservation.

### 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.
- As a staff, explore and examine 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 spaces.

#### Annual goal

#### Evidence

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.

- Professional learning has been 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.
- Professional reading has been provided around flexible learning spaces, with teachers encouraged to read "*From the Campfire to the Holodeck*" which the school purchased multiple copies of.
- Staff visited St Andrew's School, Ferny Grove on two occasions (once for all staff and another time with one representative from each year level) to explore learning space revitalisation, view flexible learning spaces in action and to hear from teachers and the Leadership Team about their journey.
- A comprehensive short, medium and long-term plan has been developed and progressed in relation to furniture acquisition, as it relates to contemporary learning.
- The BCE Revitalisation Grant funding was applied for and granted.

	<ul style="list-style-type: none"> <li>• The PLL worked closely with a consultant from Furnware, as well as the Year 5 and 6 teachers, to design their classroom spaces.</li> <li>• Four classrooms in the senior school were newly furnished to relate to contemporary learning spaces.</li> <li>• Newly purchased Hoki stools and ‘crash mats’ have been well used in all classrooms, with staff and students reporting better engagement in learning activities, for longer periods of time, for students requiring movement breaks and those with ADHD.</li> <li>• Furniture that was in these classrooms was subsequently used to enhance contemporary learning spaces throughout the school. Year 3 showed particular interest in setting up their spaces using flexible seating. Many other year levels followed suit.</li> <li>• There has been a very positive reaction to the contemporary learning spaces. Students are taking ownership of their own learning, being more aware of how they learn best. Teachers have commented on how they feel their classrooms are less teacher directed and are embracing more student-centred learning.</li> <li>• Ongoing monitoring and review of impacts on individual students has been undertaken, with adjustments made, as required, especially for students with focused learning needs.</li> </ul>
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**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	Evidence
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"> <li>• The Leadership Team engaged the support of Kathy Bekavac and Janelle Muller from BCE (SEOs, Student Well-Being) to support our well-being journey.</li> <li>• A comprehensive plan to advance, promote and enhance staff well-being has been developed, through consultation between the school Leadership Team and the newly formed staff Well-Being Committee.</li> <li>• A staff well-being survey was undertaken to gather information from staff relating to their perceptions and values around engagement, relationships and well-being.</li> <li>• Survey results have been shared with members of staff, as well as a considered reply for responding to and progressing ideas raised. This effectively means that staff voice about well-being has been listened to, acknowledged and acted on, where possible and appropriate.</li> <li>• A shift has been made from ad hoc well-being activities to well-planned and timed initiatives.</li> <li>• The Leadership Team has continued to invest in frequent, small scale initiatives to promote staff well-being, for example the coffee van and new microwaves and coffee machine in the staffroom.</li> <li>• There has been an increase in staff numbers choosing to join others and socialise at break times.</li> <li>• Initial refurbishment of the staffroom as a place of welcome, relaxation and community has been investigated and draft plans created.</li> </ul>

