



Teaching Challenging Transforming

**2019 Annual Report
of Progress against
School Strategic Goals**



St Peter Chanel Primary School, The Gap



St Peter Chanel School 2019 Annual Improvement Plan Achievements

(November 2019)



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"> Under the guidance of the APRE, the Leadership Team explored options for prayer opportunity, as a back drop to developing an action plan. A review, involving all staff, was undertaken in January with the view to better support staff involvement (especially school officers), and increase the diversity of staff prayer gatherings. This discussion led to the development of a new model of engagement which was trialed. The new model put into place included an additional weekly time and before Staff Meeting opportunity for prayer. These offered options were considered successful as they brought an increase in diversity of opportunities for prayer as well as an increase in staff numbers joining in. Prayer is now being led in a variety of ways and is well received. The Tuesday lunchtime session has attracted both school officers and teachers, which is an unexpected bonus as the session was primarily introduced for school officers. During staff prayer the Lenten and Easter Seasons received explicit focus, with staff appreciative of this time commitment being formally recognised.

Improvement strategies

- Opportunities are provided for staff and / or students to participate in charitable and missionary work which connects to the school's theme for the year – *"We walk together"*.

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"> The school's theme for the year, <i>"We walk together"</i>, was identified and launched in January. School assemblies and focused class time have been used as an opportunity to unpack the meaning of and possibilities for enacting the theme with students and staff. The theme was linked to the school's Chanel Virtues of Charity, Hope, Acceptance, Nurture, Excellence and Love. It was also linked to each term's mission / charity focus, with students engaging in opportunities to show support. For example, the BCE Catholic Schools Flood Appeal, Caritas Lenten Appeal and the St Vincent de Paul Winter and Christmas Appeals have been aided by children participating in a fun activity with our Adopt A Cop. A number of children, using their own initiative, have also run stalls to further raise funds for the various appeals. The associated charity / missionary work reflects Brisbane Catholic Education's (BCE) identified priorities for strong student engagement.

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 which provides a strong foundation for personal, spiritual and theological growth of staff, connected directly to their personal and professional lives.

Annual goal	Evidence
All staff identify and review formation goals as part of their annual goal setting.	<ul style="list-style-type: none"> • The school continued staff <i>Spiritual Formation – Catholic Identity</i> professional development. • All were invited, and most members of staff engaged in professional learning in a retreat setting around (DiSC) – to improve work productivity, team work and communication within the context of our Catholic workplace. Engagement in the retreat was high as staff focused on understanding themselves and others in our Catholic workplace. Staff attending commented on their better understanding of themselves and their increased capacity to adapt their behaviours with others to facilitate better team work. • Staff have articulated an appreciation of the timing and investment in prioritising their faith formation in the busyness of school life. Many have identified personal growth and are seeking further formation opportunities. • 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. • The Spirit Fire team have progressed creating an area with connections to indigenous spirituality for quiet contemplation. • Following discussion, all teaching staff identified a personal formation goal and were given time to contemplate, discuss and record their goal. Discussion of this with the Leadership Team occurred early in Term 2. These goals and their progress were reviewed by teachers and shared with peers at a Staff Meeting in Term 4. Feedback reflected an appreciation by teachers of hearing about and learning from the goals of others. • The APRE lead a discussion with school officers about developing a professional goal, be it general or related to spiritual formation. This aspect requires further development, with a more simplified way of focusing on and recording goals sought by school officers. Increased opportunities to explore professional development options are also needed.

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.
- At the planning phase across Learning Areas, share and discuss with teachers relevant key theology and Catholic perspectives.

Annual goal	Evidence
Teachers, from 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.	<ul style="list-style-type: none"> • The Relationships and Sexuality Education (RSE) team attended professional development run by BCE which focused on unpacking the curriculum and how to embed a Catholic perspective. • The school-based (RSE) Team led professional development for teachers in the area of Health and PE. Teachers gathered in year level teams and began identifying and embedding the Catholic perspective in this learning area /associated curriculum bands, then commenced development of a school-wide overview for the Health strand of the HPE curriculum. • During planning sessions with staff, the PLL began and continues to reflect on the Catholic perspective and how that links to the units of teaching and learning being planned. It is noted that this needs to continue and go deeper. • The staff have met in year level teams to begin mapping a yearly overview reflecting the RSE curriculum, with collation continuing. • Staff have continued to map a yearly overview reflecting the RSE curriculum. • Professional development with teachers reviewed the Catholic perspective of the HASS curriculum. This was introduced and explored and was followed by explicit planning for implementation. • Key theological underpinnings and concepts are being better understood and shared within the community, with a Catholic perspective beginning to be more explicitly embedded across the curriculum. There is increasing alignment between religious literacy, pedagogy, planning, teaching, learning, resourcing, assessment and reporting. • in their relationship with others, students are increasingly demonstrating a clear understanding and appreciation of the Catholic perspective.

Excellent Learning and Teaching

OBJECTIVE:

Consistent practices and a collaborative school culture are 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, encouraging and supporting staff to learn from each other, share and showcase 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 write, as a result of teachers engaging in BCE high yield strategies and expected and effective practices.</p> <p>Whilst focusing our practices in the teaching of writing, we will continue to consolidate the reading writing connection.</p>	<ul style="list-style-type: none"> • Year level teaching teams met regularly with the PLL. • Teachers' professional learning goals directly related to the school's SMART Goal. • Professional development was provided in areas identified as needing further development, in terms of pedagogy. This included the NUDGE Project for Year 2 and 3 teachers (<i>Changing Gears in the Upper Years</i>), which focused on language rich classrooms, increasing knowledge of effective and expected practices and planning in short cycles for language rich environments in English. • During short cycle planning meetings, teachers were supported to: <ul style="list-style-type: none"> ~ engage in reflective practices via observations and feedback. ~ articulate their impact on student learning and use this knowledge to plan and implement the next steps to deliver growth in student learning. ~ use student learning data to inform the next teaching and learning cycle. The Writing Data Wall was created. ~ select rich texts and plan activities using the whole-part-whole process. • School leadership made a conscious effort to build into the Staff Meeting Program time for moderation, and review and response discussions. • An increase in Literacy Support Teacher time has assisted in strategically timetabling support of the in-class delivery of Reading / Writing. This was done in an individualised way, with the focus on differentiation, as a result of careful consideration of student data.

OBJECTIVE: The school places a 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 which will support all teaching and learning.
- Develop and implement a systematic professional learning plan for teachers which 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	Evidence
<p>Following the appointment of a Gifted and Talented Support Teacher, the school commenced 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.</p>	<ul style="list-style-type: none"> • Nominations from staff for a Gifted and Talented (G&T) Support Teacher were called, with Mrs Helen Newcombe appointed and release time provided. • The G&T Team, comprising the G&T Support Teacher (G&TST), Support Teacher: Inclusive Education (ST:IE) Primary Learning Leader (PLL) and Principal, individually and collectively: <ul style="list-style-type: none"> ~ reviewed the BCE G&T Position ~ researched and reviewed available G&T resources ~ explored what other schools were doing in the G&T space ~ created a professional development plan for the staff ~ commenced establishing contemporary G&T pedagogy and practices across the school <p>The development of a formalised school Position Paper based on current research commenced. Following discussion with the ST:IE, PLL and Principal, it was decided that the paper should reflect all learners with diverse needs, so it uses consistent language and processes already in use for learners requiring additional support. This is enhancing the existing policy rather than being a separate Position Paper. Thus far the developing draft Position Paper which has been presented to the teaching staff includes definitions of disability and giftedness, roles and responsibilities and identification of students.</p>

	<ul style="list-style-type: none"> • The Gifted and Talented Support Teacher commenced discussion and provided some professional development to staff, focusing on emerging approaches and beliefs on how to best meet the needs of these diverse learners. This has been supported through consultation with the BCE Education Officer: Inclusive Education (Mrs Rebecca Rosazza). • Teacher professional development included consciously imbedding G&T pedagogy in year level cyclical planning meetings. During these meetings, there was growing emphasis on pedagogy, planning, teaching, learning and assessment, clearly articulating (as appropriate) what is differentiated and how. • The school Leadership Team actively promoted the use of differentiated teaching as a strategy for ensuring that every student, including gifted students, was engaged in challenging, meaningful learning and that learning was successful.
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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>Continue to develop staff capacity to purposefully use all available digital devices and tools to improve student learning.</p>	<ul style="list-style-type: none"> • Network First personnel and members staff were employed to deliver targeted professional development, for example in maximising the use of the Office 365 suite and OneNote, to enhance student learning. Staff are demonstrating enthusiasm and increased personal ICT confidence and competence, with the use of digital tools, including blogs. Students in some year levels are being encouraged to use the Office 365 suite. The use of Engage has been the major focus in staff professional development. • Classroom support and professional learning for digital skill development (reflecting the ICT Capability) was strategically planned and implemented, for both staff and students. Staff are demonstrating a developing confidence in their understanding of the ICT Capability, including planning for embedding it across learning areas, with specific intent and curriculum outcomes. Members of the school IT Committee mapped out a school plan of the ICT Capabilities for implementation and shared this with the teaching staff. • Digital analytics are used by school leadership to identify student learning progress and risks which may hinder this progress, guide future planning, and inform strategy development and decision making. • Teachers regularly use digital tools to monitor, assess and respond to each student’s progress. • Students engage in digital environments with confidence and an understanding that digital technologies can deepen their learning and foster innovation. • Teachers regularly use digital resources to provide insight into student learning, progress and achievement, and they are strategically used by teachers to advance student learning. • The Teacher Librarian incorporates digital and information literacy skills in teaching and learning, progressing the vision of the school’s Digital Strategy. • Students and teachers, especially in the upper years, regularly interact through online communication, cultivating and demonstrating a collaborative culture of learning. • Year level teams and specialist teachers wrote articles through the school newsletter to share with the wider community on how digital devices are being used to progress student learning. • Parent and teacher communication were fostered through digital and online tools, for example class blogs. • Professional development was provided (by Ms Rochelle Smith from BCE), to support the school’s readiness for NAPLAN Online in 2020. The PLL, APRE and Principal attended additional professional development to assist with the transition to the online format. Teaching staff from Years 3 and 5 attended a BCE run NAPLAN Online session, with leadership attending a QCAA run PD. The PLL coordinated and delivered teacher / student sessions to prepare them for the changeover. NAPLAN Online School Readiness tests were undertaken at the end of Term 3. • The MOQdigital Report has been received and is being considered by the IT Committee, with the intent being to incorporate it in the development of the next iteration of the school’s <i>Digital Strategy</i> (potential for enhancement and extension of the previous strategy). • The school is moving to the BCE model of device per student ratio. In consultation with the School Board, in 2020 a Resource and Technology Levy will be introduced. Parent knowledge and understanding will be deepened in relation to this program through the publication of the <i>Parent / Carer FAQs Resource and Technology Levy</i>, and the <i>Technology Policy and Procedures</i> documents.

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

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.)

Evidence

- The Principal and APRE have met with the school's energy consultant periodically to review consumption and set targets. The Principal has kept staff aware of consumption targets and reminded them to shut down items over the holiday breaks that consume power and that are not needed.
- The revised solar energy project is almost finalised, from planning, to installation to operation mode. (Anticipated completion by December 2019).
- In consultation with the Environmental Committee, the school's *Stewardship and Sustainable Environmental Position and Practices* continues to progress.
- Sustainability practices focusing on waste reduction continue to be promoted and expanded, especially during weekly assembly times (for example we established recycling container collection points for plastic bottles and lids, aluminium cans and popper containers. These are then taken to a Containers for Change site or are donated to the 'Lids for Limbs initiative). Composting has commenced at the school and is integrated into Gardening Club activities. The tuckshop Convenor is investigating additional initiatives to support minimal waste and environmental impact through Peter's Pantry.
- The Principal has attended BCE professional development around *Laudato Si'*.
- Staff have been provided with links to related resources for key national and international days of recognition relating to sustainability. The Australian Curriculum Cross-curricular priority of Sustainability and the Australian Curriculum General Capability of Ethical Understanding are beginning to receive focus across learning areas.

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

The staffroom area and its use are reviewed and revitalised to maximise staff engagement, relationships and well-being.

Evidence

- Consultation occurred with the Project Managers, BCE Building Services, Leadership Team, OSHCare and staff to explore design ideas and options for the space.
- A consultative committee of staff members was formed. This group met and provided feedback on the initial refurbishment plans. The project ultimately formed part of a larger initiative also involving the replacement of the main electrical switchboard and a sub board.
- The project plan was created and considered against available funding within the budget.
- A refurbishment timeframe was developed and progressed. Construction activity occurred predominately in the September / October school holiday period.
- The revitalised staffroom space is inviting. It is contemporary in design, within the limitations of the age and structure of the building and accommodates the whole staff. New furnishings will be ordered by the end of Term 4 with the intent of them being flexible so the space can be used for a variety of purposes. Increased numbers of staff are gathering there, with staff appreciating the colour palette, ease of flow and the lighter, more inviting atmosphere.

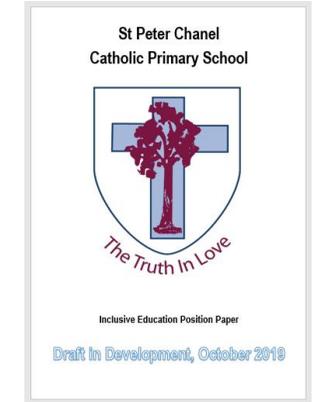
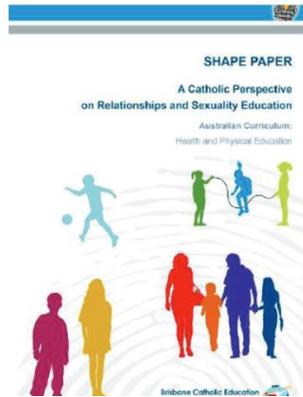
OBJECTIVE:

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 a common set of values which focus on student and staff mental health and well-being, including staff voice.
- Staff well-being strategies are collaboratively developed and monitored.

Annual goal	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • Steve Dunne (BCE, Senior Education Officer: Organisational Development) was engaged to lead the community in DiSC profiling. The professional development included self-reflection, discussion with others with a similar workplace profile, as well as with workplace teams. From the DiSC profiling, staff teams considered their common language and factors that will enhance team conversations. Team priorities and dispositions were explored from a strong Catholic identity perspective. • Members of staff have an increased self-knowledge of their workplace dispositions, and those of others, and are beginning to integrate this knowledge into daily practice by making considered responses in applying this understanding. Various teams throughout the school are communicating effectively and working collaboratively. A common language was developed across the staff to provide people with a better understanding about themselves. Staff have the knowledge to adapt their behaviour with others, at times resulting in more productive and effective working relationships. • Wellness Week was successful. The focus was on <i>Nurture yourself and others in our school community</i>. Daily activities across the week included: <ul style="list-style-type: none"> ✓ Coffee Van for staff ✓ Delving into research-based well-being factors that can easily be implemented by staff. ✓ Showing mindfulness of others through <i>affirmations</i> ✓ Free staff <i>hot soup lunch</i> in staffroom ✓ <i>Mindfulness</i> for staff ✓ Friday afternoon staff social gathering ✓ The creation of a <i>Well-Being Tips and Tricks</i> noticeboard in the staffroom ✓ Staff were encouraged to download <i>Headspace</i> mindfulness and relaxation apps for personal and educational use and at a time that supports individual well-being ✓ <i>'10 ways to bring peace to your day'</i> (from Left Brain Buddha) was shared with staff ✓ Staff were encouraged to download the <i>Smiling Mind</i> app for personal use, as a meditation and mindfulness tool. • The Well-Being Committee, following BCE recommendations, decided and acted on making well-being a focus of Week 7 each term. • Increase in staff camaraderie is evident, both socially and professionally. • The Well-Being Committee commenced an investigation of the Australian Student Well-being Framework.



Nurture yourself and others in our school community by joining in Well-Being Week activities from Monday 3rd – Friday 7th June.

Wellbeing

Monday, June 3
7.45 – 8.20 am Coffee with us at staff canteen. Just show your name badge for a free hot beverage.
10.45-11.00/11.00-11.15 Share 5 ways to Well-being (evidence based strategies) in the Collaborative Station.

Tuesday, June 4
Let's show mindfulness of others through affirmations...

Wednesday, June 5
10.45 – 11.20 am Free staff hot soup lunch in staffroom.

Thursday, June 6
10.00-11.00/11.00am-11.15 am Mindfulness for staff (led by David in the Collaborative Station)

Friday, June 7
5.30pm - afternoon music / "choir practice" at Marist Community Centre, Ashgrove. More to be revealed details.

During the week and beyond...
Download the Smiling Mind app for your own use. Go to <http://www.smilingmind.com.au>. Smiling Mind is a meditation and mindfulness app that individuals can use for personal use and education can use with their classes. They have programs for all ages that take the learner through different mindfulness skills.

During the week...
Contribute to the Well-Being Sign and Table installation in the canteen.

During the week and beyond...
Download mindfulness and relaxation apps for your own use at a time that supports your well-being. Wellspace... go to <https://www.headspace.com>. Kids will also be sharing with staff at least of "10 ways to bring peace to your day" (from left brain building).

