



**Teaching Challenging Transforming**

**2020 Annual Report  
of Progress against  
School Strategic Goals**



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



# St Peter Chanel School 2020 Annual Improvement Plan Achievements

(November 2020)



## Strong Catholic Identity

### OBJECTIVE: (Mission)

St Peter Chanel School to reflect 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
<p>Deepen our understanding of our community's perspective of our Catholic identity.</p>	<ul style="list-style-type: none"> <li>Through Newsletter articles and staff professional development, the community was made aware of the need for understanding and embedding of our Catholic Perspective.</li> <li>Two members of the Leadership Team, the Assistant Principal – Religious Education (APRE) and Support Teacher: Inclusive Education (ST:IE) attended the Catholic Schools Dialogue training days, engaging in project orientation and cohort Theology and Practice professional development. Consequently, they created a timeline and process for maximising parent, staff and student engagement in the Catholic Schools Dialogue Surveys.</li> <li>Under the leadership of the school-based Catholic Identity Team (Principal, APRE and ST:IE), the school community collected qualitative and quantitative data by engaging with numerous survey instruments:               <ol style="list-style-type: none"> <li>1. Profile questionnaire</li> <li>2. Post Critical Belief Scale (faith attitudes)</li> <li>3. Melbourne Scale (theological identity)</li> <li>4. Victoria Scale (individual character and solidarity)</li> <li>5. Doyle Questionnaire (Catholicity, values, diversity)</li> </ol> </li> <li>Teachers and school officers were provided time to complete the surveys during staff meetings. The APRE and ST:IE walked the Year 5 and 6 students through the surveys, one question at a time. Parent information was provided and incentives offered for parents to independently engage in the surveys.</li> <li>During Terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>In the wake of COVID-19, school leadership decided to progress with just the standard report from KU Leuven and delay the qualitative research (to include the document portfolio analysis and the interviews). This will be added in 2021.</li> <li>In Term 4 the school based Catholic Identity Team met with a BCE Education Officer - Catholic Identity, Natalie Dean, to unpack the school's report (based on data collected from survey instruments), focusing on strengthening understanding of the shape of the school's Catholic identity as well as identifying areas to be strengthened.</li> </ul>

### 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 – *“United in CHANEL”*.

Annual goal	Evidence
<p>Students understand, appreciate and engage in the missionary work of the Catholic Church's charitable activities.</p>	<ul style="list-style-type: none"> <li>The school's theme for the year, <i>“United in CHANEL”</i>, was identified and launched in January at the Opening School Mass.</li> <li>United in CHANEL, as a theme, was regularly used at assemblies, with charitable activities in the school connected to the year's theme. This included the Project Compassion focus during Lent and the St Vincent de Paul priority during Term 4.</li> <li>Every class in the school made 'Thank You' cards for the rural fire brigades, as a way of appreciating the work they did to help communities during the prolonged bushfire period.</li> <li>During Terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>Each student created 'Thinking of You' cards for the residents of the local Regis Aged Care Facility, after being made aware that these people felt lonely and forgotten, especially during the pandemic lockdown period.</li> <li>Year 6 student leaders spoke to the school community during Lent and led the way for students to support Project Compassion initiatives.</li> <li>Year 6 students organised the <i>Fab Fair</i>, raising awareness and funds. On Assembly the ideals of the Fab Fair were linked to those of the Parish-based Social Justice Sunday. The parish/school link was stressed, and the big picture work of the Year 6 students and the Fab Fair was spoken about.</li> <li>The associated charity / missionary work reflects Brisbane Catholic Education's (BCE) identified priorities for strong student engagement.</li> </ul>

**OBJECTIVE: (Formation)**

The school community to embrace 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"> <li>• The school continued staff <i>Spiritual Formation – Catholic Identity</i> professional development.</li> <li>• All staff were invited, and most members engaged in professional learning in a retreat setting, revisiting their DiSC profile and exploring themes and personal areas of focus to develop their formation goal. Engagement in the retreat was high and staff returned to school with main points / themes to explore (as displayed in the staffroom).</li> <li>• Ideas and procedures introduced to Leadership Team at the Brisbane Catholic Education (BCE) Symposium, especially by Tracey Ezard, around creating a thriving and collaborative staff learning culture, were discussed and used at school to strengthen professional practices. This included focusing on individual mindset, environment and dialogue.</li> <li>• Staff groups have continued to attend Catching Fire days (when offered), reporting back to the school ways we might use ideas gained from these sessions.</li> <li>• Led by the APRE and Primary Learning Leader (PLL), all teaching staff met to discuss their annual goals after engaging with and completing the BCE Reflection and Planning Tool for Teachers (provided by Steve Dunne). This included a RE focussed goal and a pedagogy focussed goal.</li> <li>• Teachers discussed with the APRE and PLL where to go next and how they could be supported throughout the year to achieve these goals.</li> <li>• During Terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>• In the wake of COVID-19, while teachers remained aware of their goal, many of them have needed to adjust their goal and focus more on the unfolding situation. Mid / late Term 3, staff were asked, "In the light of COVID-19, if you need to recalibrate your professional goals for 2020, what is the new goal? What do you need to do in the next 10 weeks to achieve your goal?"</li> <li>• The <i>Catching Fire</i> program, including <i>Guiding Lights</i>, <i>Keepers of the Flame</i> and <i>Spirit Fire</i>, to staff who expressed interest.</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 SPIRE resources, then progress implementation from Prep – Year 6.
- At the planning phase of Learning Areas, share and discuss with teachers relevant key theology and Catholic perspectives.

Annual goal	Evidence
Continue to support teachers with the process of embedding a contemporary Catholic perspective in the learning areas of Health and Physical Education, Humanities and Social Sciences, and English in particular. Teachers will be aware that this focus is to be across all learning areas.	<ul style="list-style-type: none"> <li>• Professional development at the start of the year strengthened staff understanding of the embedding of a contemporary Catholic perspective.</li> <li>• During Terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>• Staff attended a Twilight lead by BCE Education Officer – Religious Education, Stephen Locke, to look at the Catholic Perspective further, what this might look like at our school, and then they worked in year level teams to embed this into a Short Cycle in English.</li> <li>• During planning sessions with staff, the PLL and APRE worked with year level teams to continue to embed the Catholic Perspective into Short Cycle English Plans (following on from twilight professional development). Key theological underpinnings and concepts are increasingly being better understood and shared within the community, with a Catholic perspective beginning to be more explicitly embedded across the English curriculum. There is increasing alignment between religious literacy, pedagogy, planning, teaching, learning, resourcing, assessment and reporting.</li> <li>• In their relationship with others, students are increasingly demonstrating a clear understanding and appreciation of the Catholic perspective.</li> </ul>

## 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 to 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"> <li>• Year level teaching teams met every three weeks to plan short cycles in English. With the impact of COVID-19, teachers began to plan in the later part of the term to take these plans onto an online space. During the year, some teachers used extra planning time available to them.</li> <li>• Supported by BCE Education Officer: Curriculum (EO:C), Donna Gray, together with the PLL, all staff participated in a Staff Meeting to engage with the Australian Institute for Teaching and School Leadership (AITSL) standards and <i>Refining our Practice</i> document to choose a capacity building area to focus on for the year.</li> <li>• Supported by the PLL, staff identified (on their individual Refining Our Practice document) a personal area of focus for 2020.</li> <li>• The PLL and one Year 1 teacher attended an Early Years Network Meeting at Deception Bay School, to listen to ideas about English Short Cycle planning and, in particular, familiarisation and tuning in. The PLL worked with the Year 1 team to embed this into their next English Short Cycle Plan.</li> <li>• The PLL worked with the Year 5 and 6 teams to use a more focussed and individualised approach to spelling, guided by the <i>Words Their Way</i> program.</li> <li>• The PLL has been supported twice by BCE EO:C, Donna Gray during planning sessions to check-in, and provide time to further explore pedagogy with staff, according to their goals.</li> <li>• Review and Response during staff meetings have continued and remain effective in discussing students and reflecting on 'where to next' with colleagues.</li> <li>• Literacy support teachers have provided targeted support to learners who are 'at risk' in either reading or writing.</li> <li>• PLL provided professional development to staff around the effective use of PM Benchmark and Probe and how to use the Reader/Writer Characteristics to target learning.</li> <li>• School leadership made a conscious effort to build time for moderation, and review and response discussions into the Staff Meeting Program.</li> <li>• An increase in Literacy Support Teacher time has assisted in 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.</li> <li>• As at the end of October, all learners in Year 3 - 6 displayed improvement in Writing, as follows:  Year 3 – 82.5%      Year 4 – 96% (93.8% in 2019)      Year 5 – 79.4% (71.7% in 2019)      Year 6 – 93% (100% in 2019)</li> </ul>

### OBJECTIVE:

Consistent practices and a collaborative school culture to be evident in St Peter Chanel School's targeted focus on literacy learning and teaching, with an emerging view towards numeracy.

### Improvement strategies

- All teachers to collaborate to gather, analyse and strategically use data to inform teaching and learning.
- Teachers to engage in reflective practices through observations and feedback.
- Teachers to articulate the impact of their teaching on learning and act on that knowledge to deliver growth in student learning.
- Staff discussions, both formal and informal, to reflect a shared responsibility for the outcomes of our students' learning and progress.

Annual Goal	Evidence
<p>The school will continue its emerging NUMA engagement, firmly establishing the Mathematics and Numeracy focus, introducing effective practice and continuing to build leader and teacher capacity.</p>	<ul style="list-style-type: none"> <li>• All staff, including relevant school officers, attended professional development at the start of the year around the 7 Positive Norms.</li> <li>• All teachers chose a commitment to action for Term 1. Most year level teams worked together on this.</li> <li>• A NUMA school One Note was established with staff, and teachers began to upload evidence of them enacting the 7 Positive Norms in their classroom.</li> <li>• The NUMA Team, led by the PLL, also used this site to upload useful resources related to this NUMA focus.</li> <li>• At the parent night in Week 3, staff introduced parents to the NUMA strategy and the 2020 school focus.</li> <li>• Preparation of subitising cards for all year levels commenced in readiness for this to be the next step in the roll out to staff and potential professional development early in Term 2.</li> <li>• The upper years teachers identified, as a part of an equipment audit, that there was a need for the purchase of basic Maths equipment. This was followed up in Term 2.</li> <li>• During Terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>• At a staff meeting Teachers shared (through the NUMA One Note) ways they had been working towards embedding the 7 Positive Norms and a Mathematical Mindset in their classrooms.</li> <li>• The PLL completed a stocktake of all Maths resources throughout the school and ordered more to support NUMA. Other hands-on materials were made and distributed to teachers.</li> <li>• The PLL and a classroom teacher led two Staff Meetings to facilitate curriculum conversations around the Maths Curriculum and its progression through the years.</li> <li>• BCE Education Officer: NUMA, Melinda Ross, facilitated staff professional development at a Twilight, focusing on building procedural fluency through conceptual understanding.</li> </ul>

**OBJECTIVE:** The school to place 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 to encourage and assist students to monitor their own learning and to set goals for future improvement.

Annual Goal	Evidence
<p>The school's Inclusive Education Policy will be finalised. As a result, the school will begin to implement the processes outlined in the document with a focus on imbedding differentiation for diverse learners in our planning, teaching, learning and assessment.</p>	<ul style="list-style-type: none"> <li>• The St Peter Chanel <i>Inclusive Education Policy and Position</i> draft was further developed during Term 1. This draft was presented to the staff by Helen Newcombe (as the teacher supporting the development of the policy) and feedback was sought.</li> <li>• Resources were gathered for the Appendix section of the Policy and added to the school portal.</li> <li>• During Terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>• Teachers continue 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, and offer extra-curricular activities.</li> <li>• Short cycle planning with year level teams saw the PLL 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.</li> <li>• During Student Support Team Meetings, teachers were encouraged to document differentiation for students requiring extension as well as those requiring support.</li> <li>• Literacy support models continued to move to whole cohort support, with students being grouped according to readiness and next steps, allowing for more targeted extension for learners operating above the expected level.</li> <li>• Learners who have engaged in formal psychoeducational assessments indicating advanced cognitive potential were identified and provided individualised and small group support to assist in them reaching that cognitive potential.</li> <li>• The role of school officers was reviewed in line with the BCE role statement and professional development was provided to staff to ensure School Officer support is broad and available to all learners, including students with higher potential, in various ways.</li> </ul>

**OBJECTIVE:**

St Peter Chanel School to 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, to be 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"> <li>• Staff and parents began to commit to implementing the policies and practices as outlined in the school <i>Technology Policy and Procedures</i> regarding the use of 1:1 devices.</li> <li>• The PLL and Teacher Librarian (TL) assisted teachers to explore and imbed new digital practices in their planning.</li> <li>• Professional development was provided, as appropriate, to support the school's uptake of NAPLAN Online in 2020.</li> <li>• The Teacher Librarian (TL) established a learning innovation group (technology <i>Pop Ins</i>) where teachers opted in and chose an area they wanted to explore with ICT, to begin integrating it into their classroom practice.</li> <li>• The TL incorporated digital and information literacy skills in focused lessons.</li> <li>• With the implications of COVID-19, and the end of term alternative learning planning, classroom support and professional learning for digital skill development (reflecting the ICT Capability) were strategically planned and implemented, for both staff and students (Bootcamp, Pop-Ins...)</li> <li>• Staff continue to demonstrate developing confidence in their understanding of the ICT Capability and how to embed this in classroom planning.</li> <li>• During Terms 2 and 3, the goal was unpacked with the community via the school newsletter.</li> <li>• With the implications of COVID-19, and the engagement with AEP... <ul style="list-style-type: none"> <li>~ there was provision of parent information sessions immediately prior to AEP, in relation to the use of ICT. This supported parents in attendance in the use of devices (fostering a positive mindset and a willingness to learn more).</li> <li>~ teachers' and school officers' capacity in the use of online tools strengthened and diversified.</li> <li>~ students' ICT skills progressed significantly.</li> <li>~ discussion unfolded around continuing to develop the model of pedagogy in developing ICLT skills</li> </ul> </li> <li>• After AEP and feedback gathered from parents, teachers and students, the TL has been very deliberate in continuing to provide lessons that upskill both the students and the teachers on how best to use technology to support the teaching and learning in the classroom.</li> <li>• School leadership, together with the TL, continually assess and discuss how we can better assist teachers who need more support to integrate technology and learn new skills.</li> <li>• Teachers regularly use digital tools to monitor, assess and respond to each student's progress.</li> <li>• Students engage in digital environments with confidence and have a solid understanding that digital technologies can deepen their learning and foster innovation.</li> <li>• 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.</li> <li>• The TL incorporates digital and information literacy skills in teaching and learning.</li> <li>• Teachers are making informed technology decisions which are based on what best meets the needs of the learners.</li> <li>• Students and teachers, especially in the upper years, regularly interact through online communication, cultivating and demonstrating a collaborative culture of learning.</li> <li>• Parent and teacher communication continued to be fostered through digital and online tools, for example Class Blogs.</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
<p>The school community to formally commence living <i>Laudato Si' (On Care for Our Common Home)</i> through the strategic development and enactment of a site-specific <i>Energy Reduction and Management Plan</i>. The plan will be based on key findings from the 2019 ERaMP report which notes energy performance indicators and provides the school with six energy benchmarks, as reference points. The plan shall further include key actions for the community to focus on progressing.</p>	<ul style="list-style-type: none"> <li>• Whole staff were provided with information relating to key findings from the 2019 ERaMP report, including the online dashboard showing energy performance indicators and the six energy benchmarks.</li> <li>• During terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>• In Term 4 a <i>Laudato Si'</i> Committee, which included members of staff and interested parents, was formed. The committee's initial task is to commence development of a brief, following exploration of the key findings from the 2019 ERaMP report as well as the online dashboard.</li> </ul>

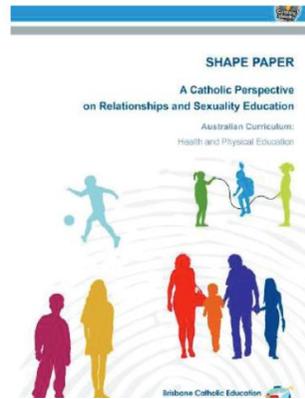
### OBJECTIVE:

The culture at St Peter Chanel School to promote student attendance. The school to actively seek ways to inform the school community of, and enthusiastically engage in the concept that 'every student, on time every day' matters.

### Improvement strategies

- Investigate and engage with whole school approaches to (BCE recommended) student attendance strategies.
- Position attendance matters within the whole engagement framework (attendance matters, family engagement, equitable outcomes, engaged learners, mental health and well-being, positive behaviour for learning).

Annual goal	Evidence
<p>Students, parents, carers and staff will work together to ensure that all students meet the school's expectation of a minimum of 90% or more of students attending 90% or more of the time, and that there are zero unexplained absences. (In November 2019, 84.5% of students were at or above 90% attendance.)</p>	<ul style="list-style-type: none"> <li>• The school's <i>Procedures for Student Attendance</i> were finalized.</li> <li>• School leadership worked with teachers to analyse the 2019 individual student attendance data in the BI tool.</li> <li>• During Terms 2 and 3, the goal was unpacked with the community via the school Newsletter.</li> <li>• In Term 3 Week 4, the Newsletter provided the community with the 2020 statistics regarding At or Above 90% Attendance (Term 1 65%, Term 2 93.8% and Term 3 81.4%). Also included were statistics to date regarding Unexplained Absences (3.8%), Late Arrival Count (495) and Left Early Count (591)</li> <li>• In the Newsletter, parents and carers were called to support every student being on time every day and at school until the end of the day (assuming that all students are well).</li> <li>• LED signs used to promote student attendance.</li> <li>• This Goal was significantly impacted by COVID-19. Attendance data at the end of October indicated: At or Above 90% Attendance = 78.4%. (Term 1 = 56.6%, Term 2 = 93.8% and Term 3 = 79.8%, Term 4 to end of October = 88.6%)</li> <li>• Additional attendance data, as at the end of October includes: Unexplained Absences (3.8%), Late Arrival Count (732) and Left Early Count (923)</li> </ul>



St Peter Chanel  
Catholic Primary School



Inclusive Education Position Paper

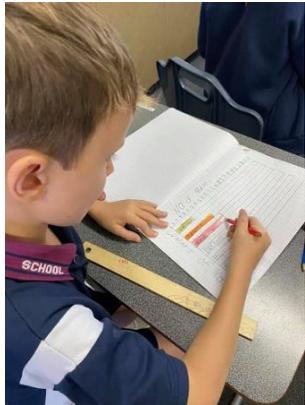
Draft in development, October 2020

St Peter Chanel Primary School ERaMP  
Home | Licence summary | Labels | Findings | Key Actions | Progress (ERaMP) | Performance tracking (ERaMP)



### Living Laudato Si' Energy Reduction and Management Plan

St Peter Chanel Primary School, The Gap



Students at and above 90% Attendance Level Trend



Year	Years 1 - 6 (Attendance Levels)				
	At and Above 90% Attendance	ECE At & Above 90% Attendance	National	State	State Catholic
2017	97.3%	91.6%	79.0%	79.8%	82.6%
2018	94.1%	82.3%	78.0%	79.1%	80.3%
2019	94.7%	81.8%	76.4%	74.4%	79.1%
2020	78.4%	77.2%	-	-	-

