

## 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

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.

Annual goal	Success markers	Activities	When	Who	Capability building required
Students understand, appreciate and engage in the missionary work of the Catholic Church's charitable activities.	<ul style="list-style-type: none"> <li>All students actively participate in charitable work, identifying and acting on this year's theme "United in CHANEL".</li> <li>Charity / missionary work reflects Brisbane Catholic Education's (BCE) identified priorities.</li> <li>Students give of themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and launch theme.</li> <li>Unpack with students and staff (at assemblies and in focused class time) the meaning of and possibilities for enacting the theme.</li> <li>Link theme to each term's mission / charity focus, e.g. Term 1 - Project Compassion, Term 4 - St Vincent de Paul.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and launch theme at the beginning of the year.</li> <li>Commence enactment in Lent, then continue through the year.</li> </ul>	<ul style="list-style-type: none"> <li>Led by APRE.</li> </ul>	

### OBJECTIVE: (Culture)

The school community reflects the Gospel spirit in a Christian way that permeates all facets of the school culture and climate.

### Improvement strategies

- The explicit and implicit curriculum clearly expresses the school's religious identity and culture.
- The school Behaviour Support Plan reflects the Gospel values, including that each child is created in the image of God.

Annual goal	Success markers	Activities	When	Who	Capability building required
Deepen our understanding of our community's perspective of our Catholic identity.	<ul style="list-style-type: none"> <li>The school collects qualitative and quantitative data and uses this to: <ul style="list-style-type: none"> <li>Clearly articulate the shape of our Catholic identity</li> <li>Identify areas to be strengthened</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The school community will participate in the BCE Dialogue School Project, including engaging with the four survey instruments: <ol style="list-style-type: none"> <li>Profile questionnaire</li> <li>Post Critical Belief Scale (faith attitudes)</li> <li>Melbourne Scale (theological identity)</li> <li>Victoria Scale (individual character and solidarity)</li> <li>Doyle Questionnaire (Catholicity, values, diversity)</li> </ol> </li> <li>The Catholic Identity Team engages in project orientation and cohort Theology and Practice professional development.</li> </ul> <p>The principal actively engages in the Leuven Theological Intensive Program, bringing key learnings to the goal.</p>	<ul style="list-style-type: none"> <li>Commencing March 6 – end of November</li> </ul>	<ul style="list-style-type: none"> <li>Catholic Identity Team (APRE, Principal and STIE)</li> <li>Staff, students, parents / carers</li> </ul>	APRE, Principal and STIE engage in Catholic Dialogue Schools Orientation and Theology and Practice days.

**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	Success markers	Activities	When	Who	Capability building required
<p>All staff identify and review formation goals as part of their annual goal setting.</p>	<ul style="list-style-type: none"> <li>• Active engagement in the January staff retreat focusing on collaboration, community and faith in our Catholic workplace is high.</li> <li>• All staff better understand themselves and adapt their behaviours with others to strengthen teamwork and working relationships.</li> <li>• Staff articulate an appreciation of the timing and investment in prioritising their faith formation in the busyness of school life.</li> <li>• All teaching staff identify and review personal formation goals as part of their annual goal setting.</li> <li>• All non-teaching staff engage in formation experiences during the year.</li> <li>• Staff identify personal growth.</li> <li>• Staff seek further formation opportunities as related to their personal formation goal.</li> <li>• Staff begin to accrue hours towards BCE Accreditation to Teach and Accreditation to Teach in a Catholic School.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue whole staff <i>Spiritual Formation – Catholic Identity</i> professional development, including Steve Dunne’s ‘big rocks’ framework for building our collective capacity as a community of faith and professional learners.</li> <li>• The Leadership Team engage in professional learning around the Buzz Diagnostic Tool Survey (Tracey Ezard), – to assist in personal reflection, designed to strengthen professional practices, focusing on individual mindset, environment and dialogue.</li> <li>• Improve work productivity, teamwork and communication within the context of our Catholic workplace.</li> <li>• <i>Catching Fire</i> program, including <i>Guiding Lights</i>, <i>Keepers of the Flame</i> and <i>Spirit Fire</i>, is available to staff who express interest.</li> </ul>	<ul style="list-style-type: none"> <li>• January Pupil Free Days.</li> <li>• Ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated by the APRE, with the leadership team.</li> <li>• Led by Steve Dunne (BCE).</li> <li>• Led by BCE <i>Catching Fire</i> team, which includes nine staff members, including leadership team, teachers and school officers.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team seeks to support in developing and advancing a longer-term formation plan for the school community.</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.
- At the planning phase across Learning Areas, share and discuss with teachers, relevant key theology and Catholic perspectives.

Annual goal	Success markers	Activities	When	Who	Capability building required
<p>Continue to support teachers with the process of embedding a contemporary Catholic perspective as identified in the learning areas of Health and Physical Education and the Humanities and Social Sciences (HASS) curriculum, and English in particular. Teachers will be aware that this focus is to be across all learning areas.</p>	<ul style="list-style-type: none"> <li>• In planning, teachers understand and use the contemporary Catholic perspective clearly embedded across the curriculum, as per BCE documentation.</li> <li>• The inclusion of Catholic perspectives in all learning areas. These will be clearly visible in planning for English, HASS and PE at this phase of roll out, and as relevant.</li> <li>• Students understand and articulate the Catholic Perspective in their daily discussions and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will gather in year level teams associated with the curriculum bands to discuss and develop a school-wide overview for English, the Health strand of the HPE curriculum and HASS.</li> <li>• Professional development for teachers will be arranged to help support teachers' development of an understanding of the Catholic perspective in the teaching and learning of English.</li> <li>• The Catholic perspective within HASS and Health is revisited and explored.</li> <li>• Catholic Perspectives Team attends relevant professional development led by BCE.</li> </ul>	<ul style="list-style-type: none"> <li>• The January pupil free days and dates across the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned for and led by Catholic Perspectives Team, comprising the PLL, APRE, HPE teachers and a class teacher.</li> <li>• Appropriate BCE personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• The team coordinating professional development will utilise BCE consultants and PD opportunities further after attending initial PD days on offer.</li> </ul>

## Excellent Learning and Teaching

### 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

- School to identify, develop and advance a SMART Goal, reflective of progress in literacy (and in due course numeracy).
- School leadership and teachers to consistently engage in the Brisbane Catholic Education (BCE) identified high yield strategies and expected and effective practices.
- School leadership to lead and model professional learning and encourage and support staff to learn from each other, sharing and showcasing best practice.
- The school community to encourage and supports teachers to continue formal study and celebrate professional successes.

Annual goal	Success markers	Activities	When	Who	Capability building required
<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"> <li>• By the end of 2020, all learners will have progressed in writing.</li> <li>• The writing progress of each child in Prep – Year 2 will be monitored every term, using the P-2 Writing Analysis tool.</li> <li>• The writing progress of each student from Years 3 - 6 will be monitored every term, using the Writing Analysis Tool, with students meeting or exceeding the BCE identified growth markers.</li> </ul> <p>Year 3 = 95% or above (2019-N/A)                      Year 4 = 95% or above (2019- 69.6% -T3-when in Yr 3)                      Year 5 = 95% or above (2019- 87.7% -T3-when in Yr 4)                      Year 6 = 95% or above (2019 – 69.6% -T3-when in Yr 5)</p> <ul style="list-style-type: none"> <li>• Samples will be brought to planning with the PLL for collaborative marking and moderation. This will effectively inform the next short-term cycle of planning and identify the responsive teaching necessary.</li> <li>• As a result, there is a school wide focus on effective first teaching of English and Literacy across subject areas. There will be a concentration on and achievement in building teachers' capacity to:                             <ol style="list-style-type: none"> <li>1. Understand the intent of the curriculum.</li> <li>2. Select and use a range of differentiated strategies to move learning forward.</li> <li>3. Use of the Gradual Release of Responsibility to scaffold instruction.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Year level teaching teams to meet regularly with the PLL.</li> <li>• Teachers' professional learning goals are to directly relate to the school's SMART Goal.</li> <li>• Professional development is provided / supported around areas identified as needing further development in terms of pedagogy.</li> <li>• During cyclical meetings, teachers are supported to:                             <ul style="list-style-type: none"> <li>~ engage in reflective practices via observations and feedback.</li> <li>~ articulate their impact on student learning and using this knowledge to plan and implement next steps to deliver growth in student learning.</li> <li>~ use of student learning data to inform the next teaching and learning cycle.</li> </ul> </li> <li>• Teachers will choose one of the five capacity building points:                             <ol style="list-style-type: none"> <li>1. Understand the intent of the curriculum. (Teacher Clarity Learning Intentions/ Success Criteria)</li> <li>2. Select and use a range of differentiated strategies to move learning forward.</li> <li>3. Use of the Gradual Release of Responsibility to scaffold instruction. (A Classroom that Scaffolds Learning, e.g. Anchor Charts and Learning Displays)</li> <li>4. Use explicit teaching strategically.</li> <li>5. Plan and provide significant opportunities for learner practice in multiple ways.</li> </ol> </li> <li>• From above, teachers will create one professional learning goal around that point and align it to the AITSL standards.</li> <li>• Teachers will be encouraged to buddy up with peers with a similar capacity focus, as well as seek</li> </ul>	<ul style="list-style-type: none"> <li>• Commence Pupil Free Days and continue throughout the year, including year level team meetings every three weeks, focusing on the SMART goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Led by the Primary Learning Leader (PLL), in collaboration with the Principal, Leadership Team and members of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• PLL to continue networking with other PLLs and BCE Curriculum Education Officers, to stay abreast of current initiatives.</li> </ul>

	<p>4. Use explicit teaching strategically. 5. Plan and provide significant opportunities for learner practice in multiple ways.</p> <p>During 2020 at St Peter Chanel we will put the process of learning at the centre by providing opportunities to work collaboratively, build new learning relationships and learn from the work.</p> <ul style="list-style-type: none"> <li>• In reading, 95% or more of students in Prep – Yr 2 will meet or exceed the BCE identified growth markers for 2020.</li> <li>• Students in Years 3 – 6 will continue to be monitored in their reading using PM Benchmarking, Pat- R, Probe and NAPLAN.</li> </ul>	<p>mentoring from colleagues who demonstrate a strength and confidence in the identified area of focus.</p> <ul style="list-style-type: none"> <li>• Teachers use refining our practice documents to reflect on their current practice and identify next steps in the professional growth of their practice.</li> <li>• School Leadership Team will apply for a NUDGE project to support this focus.</li> </ul>			
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**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 use data strategically 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	Success markers	Activities	When	Who	Capability building required
<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>• Effective Mathematics and Numeracy practice will be introduced by establishing: <ul style="list-style-type: none"> <li>➢ positive norms</li> <li>➢ the four key dimensions</li> </ul> </li> <li>• Leadership, teacher and school officer capacity is built (through engagement with all Numeracy packages)</li> <li>• Teachers are experimenting with Maths routines.</li> <li>• Teachers will be imbedding NUMA pedagogical practices (eg hands on learning) in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be guided during January professional development days around establishing the 7 positive Norms in their classrooms. They will choose one and commit it to action for Term 1.</li> <li>• Teachers will team up with a learning buddy (not in the same year group) to check in with and work together on this for the term.</li> <li>• A NUMA School One Note will be established where teachers will upload photos/reflections around their commitment to action. (Teacher Librarian to assist in set up of this.) This will assist in building a community of practice in NUMA, for our school.</li> <li>• An audit of NUMA related resources is undertaken and additional materials (as required) are purchased.</li> </ul>	<ul style="list-style-type: none"> <li>• Commencing the Pupil Free Days in January, then throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Led by NUMA Team – Primary Learning Leader, ST:IE, class teacher</li> <li>• Teacher Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• NUMA Team to continue to engage in professional development, including the Emerging Packages courses.</li> </ul>

**OBJECTIVE:**

The school places 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.
- Continue to develop and implement a systematic professional learning plan for teachers which supports knowing what to modify and why, together with how this is achieved.
- Imbed differentiation into short cycle planning.
- Teachers encourage and assist students to monitor their own learning and to set goals for future learning.

Annual goal	Success markers	Activities	When	Who	Capability building required
<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 school's Inclusive Education Policy is ratified.</li> <li>• Teachers, students and parents / carers have a growing clarity on the direction the school is moving towards in supporting gifted students.</li> <li>• The school Leadership Team actively promotes the use of differentiated teaching as a strategy for ensuring that every student, including gifted students, is engaged in challenging, meaningful learning and that learning is successful.</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>• During cyclical planning meetings, pedagogy, planning, teaching, learning and assessment clearly articulate (as appropriate) what is differentiated, to either extend or support, and how, in terms of content, process, product and environment.</li> <li>• Teacher's develop confidence in their knowledge of evidence-based practices for differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• The G&amp;T Team, comprising the G&amp;T Support Teacher (G&amp;TST), Support Teacher: Inclusive Education (ST:IE) and Primary Learning Leader (PLL) individually and collectively:               <ul style="list-style-type: none"> <li>~ continue a professional development (PD) plan for the staff around imbedding differentiation into short cycle planning.</li> <li>~ finalise Inclusive Education Policy in the first part of the year.</li> </ul> </li> <li>• Teacher professional development includes conscious imbedding G&amp;T/ Inclusive Education pedagogy in year level cyclical planning meetings.</li> <li>• Student engagement in lunchtime clubs will be monitored and reviewed, and options reviewed, based on interest levels and teacher availability.</li> </ul>	<ul style="list-style-type: none"> <li>• In the first part of the year finalise and make available the Inclusive Education Policy.</li> <li>• During regular short cycle planning sessions.</li> <li>• Staff meetings, student support team meetings and review and response meetings.</li> <li>• Staff meetings – PD on evidence-based practices for differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• G&amp;TST</li> <li>• ST:IE</li> <li>• PLL</li> <li>• Student Support Team</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff to enhance confidence and capabilities in relation to BCE G&amp;T Position, as well as contemporary G&amp;T/ Inclusive Education pedagogy and practices.</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	Success markers	Activities	When	Who	Capability building required
<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 commit to implementing the policies and practises as outlined in the school <i>Technology Policy and Procedures</i> regarding the use of 1:1 devices.</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>All students engage in digital environments with confidence to deepen their learning and foster innovation.</li> <li>Students and teachers regularly interact through online communication, cultivating and demonstrating a collaborative culture of learning.</li> <li>The school participates in NAPLAN Online in 2020 in response to BCE's Readiness Timeframe.</li> <li>Teachers begin making technology decisions in an informed way which is based on what best meets the needs of the learners.</li> </ul>	<ul style="list-style-type: none"> <li>BCE personnel are employed to deliver targeted professional development, e.g. in enhancing the use of the BI Tool, iPads and appropriate apps, to maximise student learning.</li> <li>Members of staff will be supported to share their expertise and experience.</li> <li>The MOQ Digital IT Planning Service recommendations are implemented and monitored e.g. Introduce the SMAR Model and begin exploring digital pedagogy alternatives as a way of enhancing technology integration.</li> <li>PLL and TL to assist teachers to explore and imbed new digital practises in their planning.</li> <li>Establish a learning innovation group (enriched by technology <i>Pop Ins</i>) where teachers opt in and choose an area which they would like to explore and begin integrating it in their classroom practise.</li> <li>Classroom support and professional learning for digital skill development (reflecting the ICT Capability) are strategically planned and implemented, for both staff and students (Bootcamp, Technology Pop-Ins)</li> <li>Professional development is provided, as appropriate, to support the school's uptake of NAPLAN Online in 2020.</li> <li>The Teacher Librarian will incorporate digital and information literacy skills and progress the vision of the school's Digital Strategy.</li> <li>Foster parent and teacher communication through digital and online tools.</li> </ul>	<p>Throughout the year.</p>	<p>APRE, Teacher Librarian, Network Frist Technical Support, PLL, Principal, STIE, Classroom Teachers.</p>	<ul style="list-style-type: none"> <li>Technical support (via Network First) to continue to ensure required infrastructure and optimum use of such is in place.</li> <li>Maintain relationships with BCE personnel to ensure school leadership (and subsequently the staff) are current with present and emerging contemporary digital technologies and tools.</li> </ul>

## Building a Sustainable Future

### OBJECTIVE:

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	Success markers	Activities	When	Who	Capability building required
<p>The school community to formally commence living <i>Laudato Si'</i> (<i>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>• Students and staff demonstrate their understanding of and interest in energy conservation.</li> <li>• The school's energy consumption target is achieved.</li> <li>• The Cross-Curricular Priority of Sustainability and General Capability of Ethical Understanding planning document for each year level is referred to as a source.</li> </ul>	<ul style="list-style-type: none"> <li>• A committee to be created to lead the development of the <i>Energy Reduction and Management Plan</i>.</li> <li>• Meet with energy consultant to review consumption and set targets, in conjunction with the <i>Energy Reduction and Management Plan</i>. In addition, explore further infrastructure options relating to sustainability.</li> <li>• In consultation with staff, the previously developed draft <i>Stewardship and Sustainable Environmental Position and Practices</i> to be embedded in the <i>Energy Reduction and Management Plan</i>.</li> <li>• Continue to educate staff regarding energy conservation and seek from them previously demonstrated interest and enthusiasm from.</li> <li>• The revised solar energy project to be finalised, from planning, to installation to operation mode.</li> <li>• Continue to educate students to be active power rangers and seek from them previously demonstrated interest and enthusiasm (e.g. via whole school assemblies).</li> <li>• Sustainability practices, focusing on waste reduction (e.g. limiting of single use containers in the Tuckshop), to continue to be promoted and expanded.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Led by Principal, APRE and PLL.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing staff and student understanding of our call to ecological conversion and <i>living Laudato Si'</i></li> </ul>

**OBJECTIVE:**

The culture at St Peter Chanel School promotes 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	Success markers	Activities	When	Who	Capability building required
<p>Students, parents / legal guardians 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>• Improved student attendance.</li> <li>• Improved student attendance for Aboriginal and Torres Strait Islander students.</li> <li>• Reduction in the number of unexplained student absences.</li> <li>• Finalisation of the school <i>Procedure for Student Attendance</i>, and enhanced staff awareness and understanding of this procedure.</li> <li>• Increase reference to attendance data by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership to regularly analyse and monitor student attendance data with staff, using the BI tool.</li> <li>• The importance of student attendance is regularly communicated to staff, students and families.</li> <li>• Induction to student attendance procedures, including roll marking via eMinerva, to be given to new members of staff and reviewed annually by all staff members.</li> <li>• Attendance recording procedures to be documented and communicated to staff, 1. outlining attendance recording processes in eMinerva, and 2. Attendance to be recorded by teachers at least twice a day.</li> <li>• At least twice yearly, communicate with specific families where attendance rates are of concern.</li> <li>• Monitor and respond to attendance data and discuss with the Senior Leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Commencing in the January pupil free days and progressing through the entire school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Led by the Principal, with the school Leadership Team and whole staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular staff access to student attendance data in the BI Tool.</li> </ul>