Guardian Angels’ Catholic Primary School
Wynnum

Achievements
2015
Priority 1 Mission and Religious Education.

What we want to do:-

- Launch and celebrate our School Vision and Mission Statement; Community collaborative theme for year – “Journeying Together”. Book: *The North Star*;
- Provide opportunities for school community to engage in prayer, liturgies and celebrations;
- Religious Education program validation;
- RLOS: Charism of St Francis (St Francis Experience);
- RLOS: *Catholic Identity Sacred Space* – Mt Carmel Campus;
- Establish an ANZAC memorial in conjunction with the local RSL chapter as a place of contemplative reflection;
- Review component 1.1 – Religious Identity and Culture as part of the Cyclical Review process.

How are we going to do this:-

- Staff prayer celebration in Term 1 to launch Vision and Mission Statement;
- Use literature and the philosophy of journeying together as a central focus for visioning and community cohesion;
- Identify and celebrate significant religious days, events and opportunities for prayerful celebration within the school community;
- Re-establish Religious Education Implementation Team who will provide direction towards the Religious Education Validation process through planning processes, assessment and PD;
- In conjunction with the Parish and Stella Maris, provide sponsorship for four staff members to walk in the steps of St Francis;
- Form a committee comprised of BCEO Arts Consultant, staff and parents to create a reflection wall on the Mt Carmel Campus.
- Component 1.1 - Engage in process to collect and collate relevant data and enter into SPARROW.
What we did:


- The book “The North Star” used as a central focus for school celebrations such as Class Visions, Leadership Reflection Days, camp liturgy and Thanksgiving Mass.

- Our School Religious Education Program was successfully validated on 12 November 2015. This was the culmination of a great deal of hard work by the Religious Education Validation Team under the direction of the APRE.

- In the June/July school holiday period, four teachers travelled to various sites in Italy to travel in the footsteps of St Francis. This was made possible by combined sponsorship from the school, the Parish, and the Apostleship of the Sea. It is hoped this will become an annual opportunity. Several follow up initiatives were implemented by the staff members who went to provide feedback to staff, parishioners and the wider community. A contemplative space is planned for 2016 in the grounds of the Mt Carmel Convent.

- Our Feast Day celebrations in 2015 focused on St Francis and Franciscan spirituality. This was done to embed the experiences of those who engaged in the Italian St Francis experience into the consciousness of the wider school community.

- An ANZAC memorial was established with the assistance of the local RSL chapter as a place of contemplative reflection in this the centenary of the landing at Gallipoli.

- Component 1.1 Religious Identity and Culture was reviewed, evaluated, and the relevant data entered into SPARROW 2.
Priority 2 Learning and Teaching.

What we want to do:-

- Provide ongoing opportunities for staff to engage in Visible Learning;
- Connect and align pedagogy, quality teaching practices and professional learning that further develop teachers’ capacity to respond to the impact of their teaching;
- Develop and implement a Student Behaviour Support Plan and communicate this to all stakeholders;
- Continue to implement the Australian Curriculum with a focus on effective planning and formative assessment practices.
- Revise aspects of Summary of Achievement (Work and Social Habits);
- Use relevant data to inform and direct effective pedagogy and measure growth.
- Further develop the Five Faces of Quality Teacher;
- Plan for innovative and creative opportunities for student engagement and publicly demonstrate and celebrate achievements with the wider community;
- Continue to utilise the eLearning Coach to assist teachers to embed ICLTs into their learning and teaching;
- Use data on BI tool to analyse student achievement, inform the planning, teaching and learning processes;
- Review 2.5 Learning and Teaching Improvement as part of the Cyclical Review process.

How are we going to do this:-

- Engage staff in a series of mini-projects designed to develop competency in the strands of Visible Learning;
- Embed Learning Dispositions and Learning Language across the school;
- Use effective feedback processes to measure and inform future learning and teaching;
- Establish practices and processes to identify evidence of the positive impact of teaching on each student’s learning;
- Establish processes, practices and tools to continue to develop a culture for learning and high impact teaching;
- Guidance Counsellor to collaborate with Consultant – Student Behaviour Support to initiate a process with staff to develop a Student Behaviour Support Plan which complies with BCE Guidelines and publish this on school website; Action carried over to 2016 due to appointment of a new Principal.
- Review Work and Social Habits of the Summary of Achievement through the lens of the Learning Dispositions; Action carried over to 2016.
- Release eLearning Coach for one day per week.
- Provide PD session for teaching staff to ensure all can access and navigate data available within the BI tool;
- Component 2.5 – Begin to use internal and external Benchmarking data to evaluate growth in student learning;
What we did:-

- All staff were provided with extensive professional development and support in the area of Visible Learning on an ongoing basis throughout the year. This will be further built upon in 2016 and beyond.

- Staff engaged in a series of mini-projects throughout the year in various elements of Visible Learning designed to develop competency eg Learning Dispositions (Powers), Learning Language, Feedback.

- Learning ‘Walks and Talks’ have commenced in some classrooms. A goal is to expand this practice in 2016 (DELT High Yield Strategy: BCE).

- Progress has being made towards the construction of Data Walls with a focus on writing samples across each year level (DELT High Yield Strategy: BCE).

- eLearning Coach released 1 day per week to upskill staff and students. The eLearning Coach has also been instrumental in researching Contemporary Learning Environments throughout the year and laying the groundwork for the introduction of a one-to-one laptop program in Years 5 and 6 for 2016.

- Staff engaged in professional development during staff meetings (eLearning Coach and BCE personnel) on use of the Business Intelligence Tool.

- Data has been entered into the Business Intelligence tool to provide teachers with access to meaningful data to inform teaching and learning.

- Staff have begun utilizing data in the Business Intelligence Tool to evaluate growth in student learning.

- A Science Week Expo was conducted with students in vertical groupings.
Priority 3 Professional Practice and Collaborative Relationships.

What we want to do:-

- Further develop a culture of collegiality and professional support through goalsetting processes, Visible Learning team, Think Tank, Strategic Renewal Review groups and Religious Education Implementation team.
- Continue to deepen the positive relationship between parish, school and Stella Maris;
- Communicate clearly to parents the principles and language embedded in Visible Learning;
- Communicate clearly to parents all school policies and procedures;
- Communicate school’s goals to staff and revisit at regular intervals;
- Enhance positive staff relationships;
- Refine goal setting practices as transformational goals in line with Five Faces of a Quality Teacher;
- Establish Learning Coordinator role to provide direction and support for school priorities and staff projects;
- Review 3.5 Accountability and Compliance as required for External Review.

How are we going to do this:-

- Regular meetings with various teams to review progress and to set future directions;
- Schedule nominated staff meetings for explicit focus in identified areas;
- Provide feedback to parish priest and Staff of Stella Maris on outcomes from St Francis experience;
- Principles and language of Visible Learning communicated through Parent Partnership meetings, newsletters, website and Vision ceremonies;
- Publish on electronic sign, school website, and parent portal and social media sites all relevant elements of school policies and procedures;
- Staff engagement days eg Bike Day, staff breakfasts, social gatherings etc.
- Leadership Team meet with staff to reflect on journal musings to determine specific transformational goals which will result in improved learning outcomes for students; Staff still unclear on goalsetting process. We need to do some more work on authentic goalsetting in 2016.
- Complete and have validated Component 3.5 prior to External Review.
What we did:

- Visible Learning Team met regularly to review progress in the implementation of Visible Learning in classrooms.

- Several staff meetings devoted to the principles and practice of Visible Learning. Mini projects were implemented with a view to maintaining momentum in learning for staff and students.

- Parents informed of the principles of Visible Learning and the associated language used at Guardian Angels via Parent Information evenings, the school newsletter, Curriculum Overviews, Class Vision ceremonies and the school website.

- The appointment of a Learning Coordinator on a trial basis for the 2015 school year was enormously successful. This position (to be known as a Primary Leader of Learning) will be a substantive position from 2016. This was a major achievement for 2015.

- School policies and procedures updated as necessary and published on our school website and Parent Portal.

- A range of initiatives were implemented to provide feedback on the St Francis experience to school personnel, the Parish and key personnel from the Apostleship of the Sea. A photobook was produced and gifted to key stakeholders. Regular updates in the school newsletter were provided, and the experience helped inform and shape a range of student activities for our Guardian Angels’ Feast Day. It is hoped the St Francis Experience will become an annual pilgrimage.

- Staff collegiality fostered through activities such as the Bike Day in the January PD days, staff breakfasts each term, and various social gatherings.

- Key staff involved with the implementation of Guardian Angels’ Contemporary Learning Environment, engaged collaboratively with staff, School Board and parent communities to outline details of the Contemporary Learning Environment (1:1 Laptop Device Program) including rationale, reasons for hardware selection, software, benefits & advantages and costings. Key staff led parent information sessions outlining the details of the Policy & Guidelines document and the ICT Consent, and Student Agreement documents.

- Strategic Renewal Component 3.5 was completed and validated in preparation for the school’s External Review in May.
Priority 4 Strategic Resourcing.

What we want to do:-

- Use school renewal Plan to inform school resourcing;
- Continue to develop budgets with school board, BCE and appropriate staff input;
- Adopt collaborative processes and refine current financial practices to develop and manage budgets and recover outstanding debts;
- Articulate clear procedures which ensure transparent monitoring, recording and reporting of school funds and expenditure;
- Utilise Great Teachers = Great Results funding within context of Learning Coordinator and the TEACH component of DELT to enhance both general and Visible Learning Professional Development opportunities;
- Utilise Learning Enhancement teacher release funding (239 days) to support the delivery of excellent learning and teaching within the school;
- Embed sustainable environmental practices into school processes;
- Investigate a one-to-one device program for students in identified year levels with plans to implement at the beginning of 2016;
- Review 4.2 Learning Environments as required for External Review;
- Review 4.5 School Improvement as required for External Review;

How are we going to do this:-

- Employ Administrative staff in the roles of Finance Manager and Administrative Support Officer;
- Utilise trial staffing position of Learning Coordinator to utilise funding and resourcing of DELT (Great Teachers = Great Results) and Learning Enhancement resources in order to positively impact on student learning outcomes;
- Access Gaming Grant resources to employ a sustainability consultant to implement sustainable practices eg installation of water tanks, composting and recycling programs;
- Attend Sustainability Conference in Hobart to deepen understanding of sustainable practice;
- Learning Coordinator and eLearning Coach communicate with staff from other schools, BCEO personnel and IT providers to determine future actions and implementation timeline of one-to-one device initiative;
- Regular reporting of financial statements by School Principal to Parish Priest, School Board and Parish Council;
- Complete and have validated Component 4.2 prior to External Review;
- Complete and have validated Component 4.5 prior to External Review.
What we did:-

- Appointed a Finance Manager for the 2015 school year. This was extremely successful, ensuring refinement of current financial practices to develop and manage budgets. Unfortunately, the role holder accepted a permanent role at another school from Term 4 onwards. It is hoped that a suitable replacement may be found for 2016.

- An Admin Support Officer was appointed and tasked with the recovery of outstanding debts. This has proven successful and will continue into the future.

- The trial staffing position of Learning Coordinator was extremely successful, due largely to the skills of the role holder. Due to the success of the trial in 6 BCE schools, the position has been deemed a substantive position (Primary Leader of Learning) from 2016. Utilisation and responsibility of the Great Teachers Great Results funding and our Learning Enhancement funding enabled a range of additional learning experiences for staff to be undertaken.

- The Learning Coordinator and eLearning Coach consulted with staff from other BCE schools, BCEO personnel and external providers to determine future action in developing Contemporary Learning Environments across our school. As a result, a one-to-one laptop program will be implemented in Years 5 and 6 from the commencement of the 2016 school year. Banks of iPads, located in classrooms, will also be purchased for students from Prep to Year 4 in 2016.

- The school Principal regularly provided financial updates to both the Parish and the School Board. The positive working relationship between school and Parish has continued.

- Strategic Renewal Components 4.2 and 4.5 were reviewed and validated in preparation for the successful External Review Process that was undertaken in May 2015.