



Guardian Angels'
Catholic Primary School
Wynnum

Wynnum's Catholic learning community



Achievements

2016

Priority 1 Mission and Religious Education

Strategic Intent

1.6 A shared understanding of and practical responses to Catholic Social Teaching



What we want to do:-

1. Live out the Jubilee Year of Mercy within our school community
2. Enact and review our school's Religious Education program following Validation in 2015
3. Recognise and celebrate significant identities who inform and shape the catholicity of Guardian Angels' School with particular emphasis on the dual Mercy and Franciscan charisms
4. Engage the students, staff and the wider community in acts of charity to support initiatives relevant to the local context
5. Review and renew the Anti-Bullying Policy as an act of justice towards all staff and students
6. Ensure consistency of behaviour teaching and learning across the whole school community
7. Implement elements of Molum Sabe into the life of Guardian Angels' School
8. Review component 1.4 *Social Action and Justice*

How are we going to do this:-

1. Provide professional learning for staff with a focus on the Year of Mercy
2. APRE to work collaboratively with staff to further develop the scope and sequence to show Achievement Standards in RE units of work as recommended in 2015 REV document
APRE to support teachers in the development of rigorous learning and teaching sequences within RE units
3. Celebrate through prayer, liturgies and planned activities, people and days of significance eg. Mary, Saint Mary MacKillop, Saint Francis of Assisi, Guardian Angels' Day, ANZAC Day, Remembrance Day
Celebrate Guardian Angels' Day with an emphasis on the Mercy tradition
Sponsor two staff to travel in sacred pilgrimage to Assisi and the Holy Sanctuaries of Rieti
Establish an outdoor sacred space in line with the experiences of the Assisi pilgrimage of 2015
4. Support organisations such as Caritas, Catholic Mission, St Vincent de Paul, and Canteen through education and fundraising
5. Present the revised Anti-Bullying Policy to the school community
6. Commence process of data gathering by entering incidents into SBS (*Student Behaviour System*)
7. Incorporate Acknowledgement of Country at the commencement of all formal gatherings and weekly assemblies
8. Form staff working committees to collect, collate and analyse data, communicate to stakeholders and allocate a component rating for 1.4 for validation in SPARROW

What we did: -

1. Staff engaged in 2 PD sessions with a focus on the Year of Mercy with Peggy Roe (Education Officer - Religious Education)
2. APREhas attended planning sessions with all year levels. The Scope and Sequence has been adjusted according to the planning needs of each year level.
A start has been made in the development of learning and teaching sequences. This will be refined and made more rigorous in 2017.
3. Liturgies and assemblies have acknowledged these significant events and people. Guardian Angels' Day focussed on our Feast Day rather than the Year of Mercy.

Three staff members were sponsored to travel in sacred pilgrimage to Assisi and the Holy sanctuaries of Rieti. Two sponsorships were provided by the school and one through the generosity of Guardian Angels' Parish. In addition, a private donation was made to the pilgrims to assist with expenses whilst away.

The planning of an outdoor sacred space in the grounds of Mt Carmel Convent continues to be progressed. Current renovations to the Convent need to be completed before the sacred space is constructed.

4. Support for charitable organisations and works of mercy has been provided through fundraising and donations. Students have taken on an educative role for others in teaching about organisations such as Caritas, Minnie Vinnies and Canteen.
5. The school's Anti-Bullying Policy was not reviewed in 2017 as the School Board did not meet to address this. **To be carried over to 2017.**
6. A system was introduced whereby staff recorded incidents of inappropriate behaviour in the classroom and playground. Data was then entered by administration staff into SBS (Student Behaviour System). This provided evidence of ongoing difficulties for identified students. An updated version of SBS will be introduced in 2017 which will be utilised once available.
7. An Acknowledgement of Country was incorporated into weekly assemblies and all formal gatherings. This has become a standard practice in our school.
8. A staff working committee collected, collated and analysed data on Component 1.4 of Mission and Religious Education (Social Action and Justice). Staff allocated a rating of 5 for this component of the Cyclical Review. The evidence and rating were entered into SPARROW and validated by the Area Supervisor on 2 November 2016.

Priority 2 Learning and Teaching

Strategic Intent

- 2.1 Enhance pedagogical practice that is data informed and evidence-based.
- 2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.



What we want to do:-

1. Use three High Yield strategies to evaluate the impact of teaching on the learning progress for EACH student
2. Review school structures and processes to identify and respond to the diverse needs of learners
- 3a. Make learning visible by building collective capacity and clarity
- 3b. Embed practices that make learning visible in every classroom
4. Use relevant data appropriately to inform and direct teaching and learning
- 5a. Use relevant data appropriately to monitor and evaluate student progress and achievement
- 5b. Respond actively to data in order to move learning forward
6. Build each teacher's capacity and clarity around the impact of their teaching on each student's learning
7. Ensure *Student Reporting System* accurately reflects the summative learning achievements of each student in line with the language of Visible Learning and current curriculum trends
8. Embed Contemporary Learning Environment to support and enhance learning and teaching
9. Embed ATSI perspectives, where appropriate, into learning and teaching experiences
10. Review component 2.2 *Responding to the Diverse Needs of Learners*

How are we going to do this:-

1. Initiate the use of Data Walls to inform at school and class levels, the achievements and progress of each learner in reading
1. Initiate processes of Learning Walks and Talks and Review and Response to determine both students' and teachers' understanding the language of learning
2. Ensure learning support practices facilitate and support the diverse learning needs of identified students
3. Collect evidence that the Learning Powers and learning language (ie. Learning Intentions, Success Criteria, Feedback, and Goal Setting) are a part of the professional culture of Guardian Angels
4. Use data collected through Mindframes Survey, Student Belief Survey and Guardian Angels' Matrix to set future goals for professional learning within the Making Learning Visible Collaborative



- 5a. Use tools such as Literacy Monitoring Tools, ACER (PAT S, R & M), NAPLAN and SRS to track and evaluate student progress and achievement
- 5b. Initiate the use of the Business Intelligence Tool to analyse and evaluate data, identify students' learning needs and set personal learning goals for each student in reading
6. Establish teacher goal setting processes in order to actively and progressively build capacity and collect evidence for inclusion in professional folios
7. Review the Affective Reporting Domain (ARD) in line with the practices of Visible Learning ie. Learning Powers
7. Replace separate subject areas of History and Geography with one subject, Humanities and Social Sciences (HASS)
7. Review reporting processes in consultation with BCEC for students with differentiated learning needs
8. Establish contractual obligations of families, students and staff in allocation of 1:1 Mac Book Air laptop devices in Years 5 and 6
8. Plan, prepare and present a *Bootcamp* experience for Years 5 and 6 students outlining the following topics: Cybersafety, Digital Citizenship, Mac tips and tricks, Email Etiquette, Apple TV Projection and Air Drop Sharing, storage and saving and Student Rules and Responsibilities
8. Allocate 1 to 6 iPads in every Prep – Year 4 classroom
9. Audit learning and teaching resources relating to ATSI perspectives
10. Form staff working committees to collect, collate and analyse data, communicate to stakeholders and allocate a component for rating for 2.2 validation in SPARROW



What we did:-

1. A Data Wall was co-constructed to inform teachers at both a class and school level about the achievements and progress of each and every learner in reading (P-2) and writing (Yrs 3-6). The Data Wall is updated to reflect ongoing progress and as such is a dynamic record. It is testament to the professionalism and sheer hard work on the part of Nicole Waller, our Primary Leader of Learning, that Principals and staff from other schools have visited our school to view the Data Wall.

We have continued and refined the process of Learning Walks and Talks. Learning Walks and Talks were undertaken by members of the Leadership Team in certain classes with a view to making this process an accepted practice. Learning Walks and talks were informed by the school focus and teacher's professional goals around Teacher Clarity. Learning Walks and Talks were welcomed in 95% of classrooms with current GA staff and Admin. Feedback was provided around teacher impact as requested by classroom teachers. Learning Walks and Talks were welcomed in 62.5% classrooms (15 out of 24) with BCE principals and admin staff from outside of GA.

The GA teaching staff and Admin have engaged and continues to refine the process of Review and Response in order to best support teachers and learners to continue to build professional capacity and move student learning forward. Opportunities for reflection and feedback to all teachers from the case teachers and mentor teachers who have been involved in the Review & Response process were provided. These opportunities communicated the Review & Response process with the intention of promoting further engagement and ensuring commitment to the Review & Response strategy. The students who were presented to the Review and Response panels were visibly identified on the Data Walls so that future analysis and discussion around the Data Walls will inform teachers that students have file information from Review & Response. This will become more formalised through transition discussions when year levels change.

2. There have been a number of changes within the Learning Support team throughout 2016. Practices have been reviewed and refined several times throughout the year in order to support students with identified needs and their teachers. School officers have continued to be a critical part of the support for students in 2016.

In response to needs of the current Early Year cohort, a decision was taken late in 2016 to screen all incoming (2017) Prep students for early identification of needs so that early intervention and appropriate support can occur.

Preparation for further support structures has commenced to align with both system and school critical challenge for 2017.

3. The Learning Powers and Learning Language of Teacher Clarity are a part of the professional culture of Guardian Angels. This is evidenced through school "I" Awards, Learning Walks & Talks, the teacher professional goal setting and review processes and the explicit use of the principles and practices of Visible Learning, Learning Intentions, Success Criteria, Feedback, Learning Powers and Growth Mindset within classrooms.
4. Purposeful use of a Data Analysis Process (Notice & Wonder) using a range of relevant data sets including the Mind Frames Survey and Student Beliefs Survey. An important part of this process included the identification of 'next steps' and future direction for both

student support and professional learning. There have been positive shifts in both the Mind Frames for Effective Teachers and Student Beliefs Survey results (2015-2016 comparable data sets). The school matrix became an obsolete data set for the system directive in 2016.

5. Used diagnostic tools of the Literacy Monitoring Tools and ACER (PAT R, M & S) data to track and evaluate student progress and achievement in reading and writing. This is evidenced through the update and use of Data Walls and in professional discourse with specific data sets. Used the NAPLAN data to evaluate areas of growth and areas of continuing concern, however did not specifically analyse NAPLAN or SRS data sets to track and evaluate student progress.

Staff have begun to more effectively use the Business Intelligence Tool to access, analyse and evaluate student data. The BI was utilised as the data management resource, however the actual student data (in a range of formats) formed the basis of the setting of student learning goals in reading, writing and/or number across 85% of the student population.

6. Teacher goal setting and goal review processes were established and continued with 90% of teaching staff across 2016. These processes have continued to build the professional capacity of teachers. Teachers individually identified their own critical factors of success around the elements of Teacher Clarity. From this, each teacher was able to identify the key area/s in which they wanted to begin their professional goal setting. The professional goal setting outlined for each teacher i)the goal ii)the professional learning area iii) explicit and precise pedagogical strategies iv)measures/evidence of success v)support required and vi)next goal review (3-5 weeks).
7. The Affective Reporting Domain on the Semester Reports was reviewed and changed to reflect the practices of Visible Learning ie Learning Powers.

Separate subjects of History and Geography were combined on the Semester Two report to reflect the implementation of Humanities and Social Sciences (HASS).

Reporting processes for students with differentiated learning needs continues to provide only the option of Do Not Report (DNR) as BCE have not yet provided a suitable alternative through SRS.

- 8 Established the contractual obligations of families, students and staff, and allocated 1:1 Mac Book Air laptop devices in Years 5 & 6. The contractual obligations for the 1:1 device program have been reviewed and revised for 2017.

Prepared and presented a Bootcamp experience for Years 5 & 6 students in which the following topics were addressed and protocols set: Cybersafety, Digital Citizenship, Mac Tips and Tricks, Email Etiquette, Apple TV projection and Air Drop sharing, Storing and Saving and Student Rules and Responsibilities.

The allocation of 1:6 iPads in every Prep-Year 4 classroom was achieved.

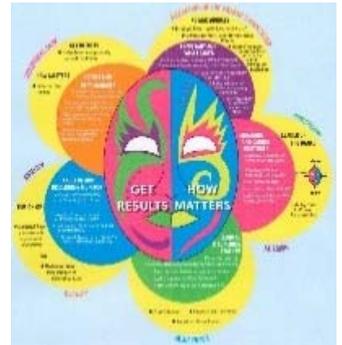
9. The audit of learning and teaching resources relating to ATSI perspectives was not undertaken. However additional resources were purchased according to class needs.

10.A staff working committee collected, collated and analysed data on Component 2.2 *Responding to the Diverse Needs of Learners*. Staff allocated a rating of 4 for this component of the Cyclical Review. The evidence and rating were entered into SPARROW and validated by the Area Supervisor on 2 November 2016

Priority 3 Professional Practice and Collaborative Relationships

Strategic Intent

- 3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.



What we want to do:-

1. Encourage and support staff to participate in BCEC leadership programs and Religious Education formation programs
2. Promote positive relationships amongst staff at Guardian Angels that are respectful and just
3. Re-establish procedures and practices which ensure high levels of professional practice and accountability
4. Review component 3.2 *Work Culture*

How are we going to do this:-

1. Budget appropriately to release staff to engage in leadership programs and RE formation programs eg Looking Forward, Stepping Up, Aspiring Leaders, REAP and Foundations
2. Provide opportunities for staff to foster personal and spiritual connections eg. staff breakfasts, Table Fellowship, social events
3. Re-define the goal setting process to focus on making learning visible and building the professional capacity of each teacher
4. Form staff working committees to collect, collate and analyse data, communicate to stakeholders and allocate a component for rating for 3.2 validation in SPARROW
4. Analyse data and implement strategies to address the evidence of the review of component 3.2



What we did:-

1 Budget supported interested staff to engage in leadership programs and RE Formation programs.

2 Provided some opportunities for staff to foster personal connections including staff breakfast, trivia contests, Who Am I? competitions and staff quizzes.

3 The goal setting process focussed on building teacher capacity and making learning visible for all students and teachers.

4 A staff working committee collected, collated and analysed data on Component 3.2 *Work Culture*. Staff allocated a rating of 4 for this component of the Cyclical Review. The evidence and rating were entered into SPARROW and validated by the Area Supervisor on 2 November 2016.

Priority 4 Strategic Resourcing

Strategic Intent

- 4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.
- 4.7 Contemporary learning approaches inform the planning, design and use of facilities.

What we want to do:-

1. Extend contemporary learning environments to further support and enhance learning and teaching for each student
2. Ensure that all classrooms are adequately resourced to enable equitable access to contemporary learning technologies
3. Resource, manage and maintain quality learning environments
4. Review component 4.2 *Learning Environments*

How are we going to do this:-

1. Budget for the financial commitment which enables the purchase of an appropriate number of MacBook Airs and iPads
2. Budget for the provision of an eLearning Coach and technical support to ensure purposeful and successful implementation of learning technologies
3. Budget for ongoing provision of hardware, software and accessories
3. Complete final draft of Guardian Angels' Education Brief
3. Provide adequate financial resources for each classroom to enhance teaching and learning
4. Form staff working committees to collect, collate and analyse data, communicate to stakeholders and allocate a component for rating for 4.2 validation in SPARROW
4. Analyse data and implement strategies to address the evidence of the review of component 4.2



What we did:-

1. Budgeted for the financial commitment which enabled the purchase of an appropriate number of MacBook Airs and iPads to support the Contemporary Learning Environment.
2. Budgeted for the provision of an eLearning Coach and technical support to ensure purposeful and successful implementation of learning technologies
- 3 Budgeted for ongoing provision of hardware, software and accessories.

Completed final draft of Guardian Angels' Education Brief

4. Provided adequate financial resources for each classroom to enhance teaching and learning
4. Formed staff working committees to collect, collate and analyse data, communicate to stakeholders and allocate a component for rating for 4.2 *Learning Environments*. Staff allocated a rating of 5 for this component of the Cyclical Review. The evidence and rating were entered into SPARROW and validated by the Area Supervisor on 2 November 2016.

