

Strong Catholic Identity

Goal 1

By the end of 2019, the religious life of the school is vibrant and relevant to students with strong connections to school community stakeholders.

Achievements

The Religious Life of the School (RLOS) has been strengthened this year through strong collaborative practice involving key stakeholders including the staff, Parish, and student representatives. Key highlights included, the Parish/School Mass, and initiative led by the senior student committees (e.g. Nazareth House visit, CARITAS fundraiser, ROSIES and Mini-Vinnies).

This year we witnessed increased levels of student participation and engagement in the RLOS. This was demonstrated through liturgical celebrations (e.g. Grandparents Day and GA Day, CEW).

The staff collaborative Arts Project was completed strengthening the school's Catholic Identity with links to the Franciscan and Mercy charisms.

Goal 2

By the end of 2019, the planning and teaching of the school-wide BCE Relationships and Sexuality Education using a Catholic perspective has commenced.

Achievements

A whole school scope and sequence for Relationships and Sexuality with a Catholic perspective was developed and is currently been implemented at Guardian Angels'.

The school accessed guest presenter, Jennifer Mason to deliver aspects of the Health Curriculum to Year 5 and Year 6 students - APRE & PLL attended Day 2 of RSE professional learning. In 2020, we will further develop the capacity of staff to embed RSE into the Health component of the HPE curriculum.

Goal 3

By the end of 2019, staff accessed spiritual and theological opportunities to support their formation and the teaching of religion.

Achievements

In 2019, teachers were supported in their spiritual and theological formation through their involvement in two formulation modules. In 2020, the school will be involved in the Catholic Schools Dialogue project to further enhance our knowledge of



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recontextualisation. The school will also continue in the formation of staff by offering PD in the next spiritual and theological module.

Goal 4

By the end of 2019, classroom teachers are confident in planning and teaching engaging religion lessons inclusive of all learners.

Achievements

Short cycle planning for RE units commenced in 2019. Opportunities were also provided to teachers to plan engaging units with the Assistant Principal – Religious Education.

Class teachers incorporated high quality and engaging RE Assessment tasks catered to the needs of students.

Excellent Learning and Teaching

Goal 1

By the end of 2019, the engagement, progress and wellbeing of students has improved and reflected in their behaviour, attendance and access to the curriculum.

Achievements

In 2019, the school introduced a weekly positive behaviour raffle to encourage expected behaviour.

The school's attendance rate grew from 82.9% in 2018 to **85% in 2019**. There was also an increase in communication to parents around the importance of student attendance. Staff also regularly analysed student data and followed the newly created non-attendance process.

All teachers were serviced on the new BCE ENGAGE system used to capture data and information on students requiring learning and social/emotional adjustments.

Goal 2

By the end of 2019, teacher knowledge and the application of effective numeracy practices has been enhanced.

Achievements

Strategic planning and capacity building for the effective teaching of numeracy through collaborative practices commenced in 2019. All classroom teachers had the opportunity to work with Professor Doug Clarke and observed best practice lessons he conducted with a range of classes. Teachers were also released in year levels to



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explore the concepts of Mathematics and related curriculum proficiencies. Teachers have also commenced planning short cycle units in Mathematics designed to be more responsive to student needs.

Goal 3

By the end of 2019, student engagement, progress and achievement in literacy has improved through the enhancement of teaching practices.

Achievements

In 2019, energy and focus was put into the planning expectations for teachers including Short Cycle Planning, planning time frames and the purposeful review of learning and wellbeing data.

The Assistant Principal and Primary Learning Leader undertook a review of the specialist timetable which led to our current Planning Preparation and Correction Time (PPCT) allocation which provided the opportunity for substantial collaborative professional conversations for classroom teachers.

Staff professional learning has been explicitly identified and catered to individual needs to further build teacher capacity (School Officer PD, staff professional learning plans in, use of AITSL teacher self-review and subsequent professional learning).

In 2020, a focus will be to realign with aspects of Visible Learning including Learning Intentions, Success Criteria, student feedback and teacher mindframes (survey). Further engagement with the High Yield Strategies will also be purposeful and intentional.

The school achieved growth in Reading and Writing NAPLAN data from 2017 to 2019. The effective teaching of numeracy will continue to be an emerging priority.

Goal 4

By the end of 2019, staff has been supported in their professional growth and wellbeing to further enhance a positive work culture.

Achievements

All teachers attended a professional learning day with presenter Brendan Spillane on creating a culture of joy and performance. Wellbeing activities for staff were also planned and delivered throughout the year. Collaborative activities such as the Mosaic Arts Project also strengthened and supported a positive work culture. Some staff also attended wellbeing workshops in 2019.

Building a Sustainable Future

Goal 1

By the end of 2019, the school's governance processes articulate and promote a responsible and sustainable improvement agenda.

Achievements

In 2019, greater emphasis was placed on staff consultation and decision making. For example, Teacher representatives invited to attend and participate in weekly leadership meetings for increased accountability and diversity of thought. Members of the Student Support and Leadership Team used learning and wellbeing data to allocate appropriate human resources according to student needs.

Goal 2

By the end of 2019, the school has embedded the principles of the Laudato si across the school to enhance environmental sustainability.

Achievements

This year staff positively engaged with the principles of the Pope's encyclical, Laudato Si.

Year levels also identified sustainability foci to support a whole school approach aligned with Laudato Si. Next year this will be further embedded with recommendations stemming from the BCE's energy reduction initiative and focused accountability and commitment via year level curriculum planning.

The school also implemented a number of sustainability initiatives including, a native beehive, TOMRA recycling and the relocation of garden beds on the Chestnut Street playground.