

# Achievements Against Goals

## GOODNA, St Francis Xavier's School (Pri)

### Mission and Religious Education

**Develop a shared understanding of practical responses to Catholic Social Teaching. 2015**

**6 Nov 2015**

A limited number of classes have been involved in Catholic Social Teaching in relation to their RE curriculum for their level. Our intention for 2016 is to carry over this broad goal

**Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church. 2014**

**6 Nov 2014**

Our Religious Education program was written and fully validated for five years. Criteria sheets were drafted and trialled (P - 7) using selected units of work. A School Plan was written for the Enhancing Catholic School Identity Project from recommendations included in that report. Our prayer policy was presented to the School Board and approved by our EORE - this has been published on our school website.

**Spiritual and faith formation will be prioritized and encouraged through the Catching Fire program, a Brisbane Catholic Education initiative to support the spiritual formation of staff. Emphasis will be placed on the Mercy Charism as a way of enhancing the religious life of the school. New units of work within the Religious Education curriculum will be actioned throughout 2013. 2013**

**28 Nov 2013**

Teachers have worked with the Assistant Principal Religious Education to implement units based on the new Religious Education curriculum. The whole school community has engaged in activities, such as a weekly focus on Mercy values and a Mercy Mass to enhance the religious life of the school and develop the school's Mercy charism. The first group of staff has participated in the Catching Fire program, a Brisbane Catholic Education initiative to support the spiritual formation of staff, on a personal and communal level. As a result of the program, whole meditation was implemented.

### Learning & Teaching

**Enhanced Pedagogical Practices that are data-informed and evidence-based. 2014**

**13 Oct 2014**

The BCE Business Intelligence (BI) tool was used to record PAT Maths and PAT Reading (comprehension) results. The tool was used by the Leadership Team to identify areas where additional support for student learning was required.

Teachers were exposed to the new features of the BI tool in planning sessions. Planning sessions started with a review of student progress and identified needs.

As part of the commitment to Visible Learning, teachers focused on 'Learning Intentions' and 'Success Criteria' in Semester 1 and the importance of 'Feedback' in Semester 2. Professional learning activities were provided around these topics.

Two staff members completed the full Reading to Learn course. In Semester 1, a teacher was released for two days per week to model Reading to Learn cycles and to plan with teachers.

One staff member attended ESL in the Mainstream Classroom course and another attended ESL in the Early Years.

**Responding to the diverse needs of learners. 2015**

**6 Nov 2015**

Teachers have gathered evidence of the impact of teaching on student learning through gathering pre and post data (PAT, learning language and spelling - Soundwaves). Data has been analysed to understand where students are at and action taken to progress student learning.

Teachers have engaged in analysis in NAPLAN and PAT data across the school, across the cohort and within the class. Data gathered has been used to inform teaching practice. In light of DELT direction our focus this year was literacy. Numeracy will be our focus in 2016.

We have made initial progress in the use of the BI tool to be utilised by staff to be the central point of student data.

## **Professional Practice & Collaborative Relationships**

**Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.**

**2014**

**13 Oct 2014**

The Parent Portal was launched for communication between parents and the school. The on-line school newsletter contained Curriculum News, literacy tips and e-learning information, as well as regular invitations and information about school events and liturgical celebrations. Parent information evenings were held, as well as reading workshops, transition to secondary workshops and the Yarning Circle consulted on Indigenous student needs, resulting in guest presenters working with the Deadly Jarjums.

**The school has a highly effective and strategic approach to developing staff capacity and performance development.**

**2015**

**6 Nov 2015**

All staff were involved in goal setting for 2015.

Opportunities have been given to teachers to take on leadership roles: leading professional learning teams, and a variety of projects within the school.

New staff have been inducted into school policies and procedures on a regular basis throughout the year. These meetings encompassed both their personal and professional journeys.

## **Strategic Resourcing**

**Contemporary learning approaches inform the planning, design and use of facilities.**

**2014**

**13 Oct 2014**

The Visible Learning team received support to plan and deliver professional learning sessions to staff.

Three Year 6/7 classes received new tables, chairs and storage. A computer storage 'cow' was purchased to house one set of laptops in the upper years. One year two class received a set of tables as part of the replacement of furniture cycle.

The role of e-Learning Coordinator continued with one day release per week for low level problem solving of technology issues, co-ordination with the technology management company and the co-ordination of new hardware purchases. The purchase of five Apple Macs, 40 ipads, ten additional laptops and an ipad storage 'cow', increased the school's technology resource bank. A team of teachers were involved in setting up pages for the BCE Learning Management System (LIFE) and worked with BCE staff to enable the initial student log-in.

**Our Strategic Renewal Plan, informed by the principle of stewardship, directs the allocation of school resources.**

**2015**

**6 Nov 2015**

In consultation with support accountants at Brisbane Catholic Education, electricity, water, repairs and cleaning were monitored.

Due to close monitoring of the school budget, the cost of refurbishment of the Mercy Resource Centre and the construction of two additional flexible learning areas was able to be realised.

Students were involved in sustainable gardening projects - Grow to Trade to reduce waste of produce. The whole school was involved in nude food days throughout the year.

**Student First Support**

**2015**

**6 Nov 2015**

Teachers have engaged in peer observations, provided feedback to colleagues to assist in improvement of their pedagogical practice. Seven staff members have been trained in coaching this year which will provide capacity for professional learning in 2016.

Through the planning process the teachers are encouraged to document adjustments made for individual students on their unit/daily plan.