



School Achievements 2017

Strong Catholic Identity

Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community

Grow the holistic and inclusive formation of students and staff

- Faith formation of staff - all staff, inclusive of teaching staff, auxiliary staff, administration, school officers and office staff attended two days of inservice in Sydney, visiting the Jewish Museum and Mary MacKillop Place, to deepen their understanding of Judaism and develop a better understanding of the charism of Mary MacKillop. Parish Priest, Fr Bob Harwood, also participated.
- New staff members - received further faith formation by attending a Mercy Retreat which explored the charism of The Sisters of Mercy and their founder Catherine McAuley
- APRE supported and hosted students and staff from other BCE schools in pilgrimages following the path of Saint Mary of the Cross MacKillop
- School support of Parish Sacramental Program – integrating Religious Education with Religious Life of the School. The APRE provided resources to classes that were focusing on the sacraments. APRE liaised with Grace Harwood and Parish Office in arrangements for information nights and supported the parish by setting up equipment and assisting with organisation of music. Staff attended the sacramental celebrations.
- School supported Parish Masses, including Bishop Ken Howell's first mass in the parish. Members of the admin team and staff attended some weekend parish masses.
- APRE worked with the Student Mercy Action Leaders and Spirituality leaders and they attended religious celebrations at St Stephen's Cathedral for significant religious ceremonies
- School continues to offer experiences that allows people to nurture their own spiritual formation. Eg Catching Fire Retreats. APRE was supported in formation by participating in a Celtic Pilgrimage.



Embed a contemporary Catholic Perspective in identified learning areas

- A staff member was sent to PD in the area of Relationships and Sexuality Education

Sustain and enhance authentic contemporary expressions of Catholic identity by

- APRE visited classrooms to explicitly link social justice activities to Catholic social teaching and the Mercy and Josephite charisms
- Students participated in authentic celebrations of community through Feast Day celebrations across the year
- Regular meditation times were introduced, using bells, with a focus on stillness and silence during

these times

- Administration staff and Student Leaders lead prayer on assembly each morning
- Regular opportunities for staff prayer were maintained, mostly using the church as a sacred prayer space and incorporating lighting candles for prayer intentions and traditional prayers as well as prayers using Josephite and Mercy resources
- Continued renewal and development of the Prayer Boxes in each classroom to reflect the liturgical seasons and religious themes. Prayer boxes are changed each month.
- Mercy values are aligned with the prayer boxes and themes and posters displayed
- Sacred spaces were developed in the new administration building

Improve classroom teaching of religion through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story



- APRE facilitated staff professional development to develop the scope and sequence chart across the school focusing on distinguishing Deeper Understanding and Surface Knowledge
- APRE facilitated staff professional development on assessment tasks, using assessment principles to align assessment with the achievement standards in RE
- Teachers were released to work with the APRE on three week planning cycles
- Continued learning around the 3 worlds of the text in the different phases of schooling (early primary, middle primary, senior primary) through planning time with the APRE and attending BCE professional Development days

Excellent Learning and Teaching

Grow engagement, progress achievement and well-being for each student

Grow the proficiency, progress and achievement of each student in writing with a focus on cohesion, vocabulary, sentence structure and punctuation by:

- Improving literacy teaching practice in every classroom – PLL has modelled writing in all classrooms and works in each classroom to support teachers on a weekly basis. Literacy rotations have been a priority and have been supported with school officer time allocations.
- Use of explicit teaching – Teachers have explicitly modelled writing according to the Gradual Release of Responsibility.
- Use of gradual release of writing model – staff have been in-serviced on the Gradual Release of Responsibility and have used this as a basis for the modelling of literacy.
- Scaling up innovative practices in emerging priorities – 7 staff members have been in-serviced on Write that Essay and this has been implemented in Years 3-6

Resourcing and providing professional support for effective and expected practices

- Making writing a priority in Review and Response Meetings – 21 students have been taken to formal Review and Response Meetings. More than ¾ of these have been in the area of writing.
- Data Walls – data walls were erected when the new building was established in Term 2. Data walls have been updated regularly and focus on writing in Years 3-6 and reading in Prep -3.
- Learning Walks and Talks – Learning Walks and Talks have been conducted. This may need to be more streamlined next year with a better way to store observations being the end goal.

- Providing relevant PD for staff – staff meetings this year have focused on literacy in general. Many staff have also attended other external professional development in the form of: Write that Essay, Phonics in Context, 7 steps to writing.
- ELT time – Weekly ELT time on Tuesdays has focused on best pedagogy when it comes to the teaching of literacy. This time has also been dedicated to 3 weekly planning cycles in literacy.
- Professional Learning Communities – Teachers have been given opportunities to engage in moderation of writing samples and work with colleagues on planning. Interschool CTJ afternoon was also conducted on 5th of September with St Ita's Dutton Park.
- Various Programs developed and delivered by Learning Enrichment Staff E.g. Quick 60 – Learning support this year has included students in a range of programs including: Quick 60, Wise Words, ELF, Totem Reading, Maths Intervention Group, Writing Intervention Group.
- Provision of Visible Learning Folders to teachers to assist with best practice – This commenced in Term 1 and has been added to throughout the year.

Introducing and Implementing Learning Dispositions to establish a common language of learning across the school

- Assembly presentations – all 5 dispositions were presented on assembly. This task was completed at the end of Semester 1.
- Posters, reward stickers, certificates, books – Teachers have been using these since the beginning of the year. Learning disposition books and websites have also been given to each classroom teacher to support learning and build a common language.
- Communication in newsletter and parent information evenings – Learning dispositions have been communicated in multiple newsletters and were discussed at the first parent nights in February.
- Include dispositions in SRS reports by Semester 2 – Learning dispositions have been incorporated into the Semester 2 Report Card for all students.

Achieve maximum learning potential by assisting schools to work with parents and the broader community to support each child by:

- Early Years' Literacy Information Session - PLL presented this in February in Cabrini. The presentation was well attended and was uploaded onto the parent portal for those who couldn't attend.
- Upskilling of School Officers to support literacy – School officers engaged in an Early Years Literacy Presentation in March of 2017. They attended a second PD on October 16 at the Lavalla Centre. Topics covered on this day were as follows: Working with students with ASD, Office 365 Digital Skills and Supporting Literacy Learning in the classrooms.
- Visible learning sessions for parents – Visible learning initiatives have been communicated in the newsletter.
- Parent information nights and parent conferences- Parent information nights were conducted in February. Teachers also engaged in formal parent conferences at the end of Term 1.
- Celebration of learning – Three Celebrations of Learning in the form of open classrooms have already taken place at the end of Terms 1, 2 and 3.



- Senior primary information mornings – Senior Primary Transition has commenced throughout October with the introduction of Steve Johnson to the school. A plan has been made for formal transition to commence on the 1st of November and 8th of November.
- Information nights for parents on the transition of Year 4 into Senior Primary – An open morning for current Year 4 parents has been organised for parents of Year 4 children remaining at the school next year. This will take place on Wednesday, November 8th from 9:00-10:00am.

Building a sustainable future

Build sustainability through people and capability, Ensure stewardship of resources with transparency, accountability and compliance



Optimise the use of technology to support teaching and learning by

- A bulk purchase of IPADS were purchased for classroom use in Years 2 and 3 using school funds as well as funds from the P & F Technology Lunches
- Technology support was increased to a whole day with Network First
- In class support via the BCE Digital Skills Project was offered across the school
- A shared IT co-ordinator position was established as part of the BCE Digital Skills Project
- Class teachers visited local schools who were implementing the use of IPADS in the classroom

Strengthen processes and systems to support accountability and governance to achieve our priorities by

- School Renewal Surveys were sent out to Parents across the school
- Role Descriptions were developed for front office staff
- A consistent approach and practice of roll marking was implemented
- A consistent approach and practice of data input into SBSS was implemented
- Staff completed all BCE mandatory on line training
- Fiscally responsible controls to support learning by providing appropriate facilities, resources and learning programs
- Classroom planning was centralised onto the School Portal
- The Parent Portal was upgraded to ensure that it contained useful information for Parents with respect to communication and reporting practices

Improve the health and safety environment, and promote a consistent approach to the continuous improvement of health and safety culture throughout the school

- A review of First Aid and medication procedures was conducted and processes were streamlined as necessary
- Duty of Care procedures were reinforced with respect to before and afterschool drop off and pick up
- All Staff and visitors completed their mandatory Student Protection Training as required
- The school worked towards implementing environmentally sustainable practices

Continue to build the capacity of the school to provide future leaders with a particular focus on leadership, professional capabilities and collaborative relationships by supporting staff participating in the following

- Staff participated in the Looking Forward professional development opportunities offered by BCE
- The School Principal participated in Leading with Integrity professional development which focused on contemporary governance procedures
- Staff developed goals for the 2017 School Year