



St Joseph's Primary School Kangaroo Point

School Achievements 2015

Updated 19 November 2015

Mission and Religious Education Priority 1

St Joseph's is a Catholic school community attentive to the life giving presence of God where the spirituality and the spiritual development of each person is recognised, supported and valued. Embracing the Archdiocesan vision of Jesus, Communion Mission, staff, parents and students strive to share the Good News and live by Gospel Values. It is our belief that prayer, liturgy and celebration are key elements of our spirituality. We remain committed to ongoing faith education within our community.

STRATEGIC INTENTS	ACHIEVEMENTS
<p>1.1 Policies, programs and practices which explicitly articulate the nature and purpose of Catholic schooling within the broader evangelising mission of the Church.</p>	<ul style="list-style-type: none"> • A warm and welcoming environment inclusive of all community members in the spirit of the Mercy tradition was continued • The School participated in the Leuven Catholic Identity Project to better understand how our Catholic Identity is expressed in work and practice and in 2016 this will be an area of focus • The School's 'Mercy Values' were made explicit across the school community • Opportunities were offered for the celebration of Parish School Masses • The School Motto 'Living and Learning' has been added to the school letterhead to highlight what the school aims to achieve. • Staff and students were involved in a process of unpacking our School Vision and Mission and developing common language to articulate what our Vision and Mission looks like in practice at St Joseph's. This has provided a platform from which our learning principles are being developed.
<p>1.2 A Religious Education curriculum which promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.</p>	<ul style="list-style-type: none"> • Staff continued to implement the new Religious Education curriculum across the school so that students were engaged in a contemporary and rigorous religious education curriculum. • Year 6 students and staff involved in a program through Jesus Christ Latter Day Saints to share commonalities of beliefs and traditions as well as developing an appreciation for differences.
<p>1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.</p>	<ul style="list-style-type: none"> • The religious identity and charism of the school and the Christian faith were drawn from the inspiration of the Josephite and Mercy charisms and are evident in our policies and practices in the daily life of the school • The school expressed our Catholic religious identity through the provision of high quality and meaningful rituals, signs, and sacred spaces throughout the school • Year 6 students participated in a retreat to the Mercy Heritage Centre • Various celebrations of Class liturgies and significant celebrations across the year eg St Joseph's Day, St Mary of the Cross Feast Day, Catherine McAuley Feast occurred • The school worked in collaboration with the Parish to support the Parish Sacramental Program
<p>1.4 A cohesive and integrated approach for the spiritual formation of staff.</p>	<ul style="list-style-type: none"> • New staff to the school engaged with the history and charism of the Sisters of Mercy through access to the Mercy Heritage Centre • Inviting more than just teaching staff to be involved in weekly staff prayer has contributed to the spiritual formation of more staff members.
<p>1.5 A cohesive and integrated approach for the learning of staff in Religious Education and theology.</p>	<ul style="list-style-type: none"> • Various formation and professional development of Religious Education and Theology was offered to staff
<p>1.6 A shared understanding of and practical responses to Catholic Social Teaching.</p>	<ul style="list-style-type: none"> • The School supported various Social Justice Initiatives e.g. Caritas, Catholic Mission, H2O Project, Mercy Works inclusive of a \$6000 fundraising donation to Mercy Works for the Building of a Preschool in Timor-Leste • Across the year the school was responsive to unplanned events e.g. bushfires, flood emergencies, local families etc as was necessary

Learning and Teaching Priority 2

At St Joseph's School our teaching and learning practices aim to promote inclusive learning that is life long, life giving and engages the whole person. We aim to teach, challenge and transform all learners, catering for the diverse needs of the students at St Joseph's, providing a safe and secure environment where students are supported to grow and develop as active individuals.

STRATEGIC INTENTS	ACHIEVEMENTS
2.1 Enhance pedagogical practice that is data informed and evidence-based.	<ul style="list-style-type: none"> • The <i>Delivering Excellent Learning and Teaching, 2014 -2016 Strategy</i> was implemented across the school whereby we set high expectations for learning that maximised engagement, progress and achievement for each student across our school • Achievement Trend Data was analyzed to inform classroom instruction and specific interventions for all students. • Assessment data to tailor individual student learning was used to define the precise and intensive support for instructional improvement • Staff meetings were used to discuss and determine expected standards for literacy and numeracy at each year level • Expected standards for literacy and numeracy at each year level were determined • Paper based testing for PAT R, PAT M etc. was moved online with teachers being able to use this tool for formative assessment throughout the year.
2.2 Continued implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of recognising equity and excellence.	<ul style="list-style-type: none"> • Teachers planned taught and assessed across all areas of the Australian Curriculum • Staff continued to work with BCE and school curriculum support staff to embed the intentions of geography into the planned curriculum • The HPE Curriculum was explored and implemented
2.3 Improve literacy and numeracy standards.	<ul style="list-style-type: none"> • Demonstrated improvement in Literacy and Numeracy was tracked whereby all students had access to differentiated instruction and assessment which was responsive to the unique needs of the learner • Multi-Lit/Support-a-Reader programs were implemented across the year • Training was offered for School Officers to support student reading • A whole school approach to improving student achievement was embraced through the implementation of SOLO Taxonomy verbs in the teaching and learning process.
2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling.	<ul style="list-style-type: none"> • Staff adopted the strategy that every child can learn and has the right to learn while ensuring that every child is learning by making ongoing assessments and by incorporating that information about each child's learning into daily instruction. • Teachers used an action learning cycle of goal setting, implementation, reflection using data, peer observation and feedback in order to improve student learning. • Teachers to continue in developing collaborative and supportive reflection and feedback skills that focus on moving collegial learning forward. • Teachers and students moving towards collaborative learning environments based on the research by David Thornburg.
2.5 Comprehensive whole school approaches to provide pastoral care, protection of students, student behavior support and foster social and emotional well-being.	<ul style="list-style-type: none"> • Consolidated use of the Restorative Practice Framework program to improve well-being, self-esteem and self-confidence and deal with student behaviour in a fair way with logical consequences occurred across the year • Ongoing implementation of the Kids Matter program occurred inclusive of the Second Steps Program • All Staff participated in Professional Development for Non Crisis Intervention Training • Leadership skills were taught to Senior Primary students and ongoing support was provided for them to demonstrate these skills • In Week 7 each week, Staff and children's well-being was acknowledged e.g. no homework during this week • Iness Internet Safety Education was offered for students in Years 5 and 6 • Personal development professional development was offered for staff

<p>2.6 Targeted strategies that ensure the identification, monitoring and improved educational outcomes for specific, diverse student populations.</p>	<ul style="list-style-type: none"> • Teachers met with the DELT Teacher and STIE to refocus attention on increasing all students' achievement through intentional assessment and instructional practices through the use of PM Benchmark Tests, PAT Standardized Testing, Torch Testing, 100 Pictures Naming Words Test • The Business Intelligence Tool to record standardized assessment results was used in informing best practice • Specific programs were offered by the Guidance Counselor across the school • On-going opportunities created for Reflective Practice and Sharing of Practice, through regular allocated staff meetings were offered. • At the beginning of each lesson teachers now explore learning intentions and success criteria with students ensuring they are explicit and clear.
<p>2.8 School leadership team and classroom teachers have well developed capacities to utilize information communication and learning technologies to improve learning and teaching.</p>	<ul style="list-style-type: none"> • Staff used the LMS and the Business Intelligence Tool as a means to support classroom teaching and learning • IT support was offered to staff in a teaching and learning context • Other professional tools to enhance professional skills and confidence were developed across the year including the use of Google docs amongst staff and students to promote collaborative practices within teaching and learning.

Professional Practice and Collaborative Relationships (Priority 3)

At St. Joseph's School, all members of the school community seek to actively promote and contribute to strengthening the partnerships and relationships within the school community to ensure a sense of belonging to church, parish and the wider community.

STRATEGIC INTENTS	ACHIEVEMENTS
3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.	<ul style="list-style-type: none"> • Communication with the Parish occurred to strengthen the shared mission of the Parish and the School parish community • The School was richly integrated into the life of the Parish through participation and collaboration in the sacramental program • The School Principal attended the Parish Finance committee meetings across the year • APRE and Parish Office staff regularly communicated with regards to liturgies and masses throughout the year.
3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.	<ul style="list-style-type: none"> • Opportunities were offered to the parent community to meet on an informal basis e.g. Coffee with the Principal • Opportunities were offered for the Parent community to express opinions through participation in building committee, School Board, P&F • Opportunities were offered to Parents to attend Parent Information Evenings and Parent Groups as necessary e.g. PPP Program • Opportunities for Teachers to regularly share student progress throughout the year were offered with Teachers meeting with the DELT Teacher and STIE
3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care	<ul style="list-style-type: none"> • Teachers engaged in professional learning communities that informed their pedagogical practice with an intention to enhance student learning. • Opportunities for staff to set personal and professional goals were offered
3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.	<ul style="list-style-type: none"> • Goal setting opportunities for staff members to 'step up' were offered • Information was provided to staff members regarding opportunities for further career advancement • Learning opportunities to support staff development were offered
3.5 Development of effective professional learning communities both within schools and across the wider BCEO community	<ul style="list-style-type: none"> • Staff were involved in formal and informal professional networks to facilitate professional dialogue e.g. DELT Schools, Catholic Identity Schools CTJ Moderation
3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies	<ul style="list-style-type: none"> • Good working relationships were fostered with UQ, adopt-a-cop, AVT, community groups offering various sporting initiatives, local members of parliament
3.7 A safe, healthy and productive school environment for students, staff and community	<ul style="list-style-type: none"> • Various programs were implemented across specific year level junctures e.g. Program Achieve, Bounce Back, Peer Mediation, Restorative Practices, Friends, Rock 'n' Water, Pearls for Girls, Bully Bulldozer • Parents were involved in a variety of reading programs and parent help opportunities throughout the year • Special activities for: Grandparent's Day, Mother's Day, Father's Day, Liturgies across the year occurred • Support of our Active School Travel Initiatives (including Bus safe program for senior students, RACQ program for all students)

3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO

- Collaborative partnerships between schools and BCE e.g. CTJ
- Regular communication with Area Supervisor and EO's

Strategic Resourcing (Priority 4)

St Joseph's School is committed to school management policies and practices which are based on the principles of justice, equity and accessibility. We implement quality practices which ensure reflection, review and school renewal in an ongoing means.

STRATEGIC INTENTS	ACHIEVEMENTS
4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.	<ul style="list-style-type: none"> • Financial and other resources have been adequately allocated to meet local needs • A culture of sustainability is promoted by staff, students and parents • The school has developed comprehensive policies and procedures that are transparent to support the sustainable use of facilities and resources e.g. master plan, financial management • The use of Sparrow for School Renewal was used to record our annual School Renewal Processes
4.2 Collaborative processes are in place to develop the budget and to allocate resources.	<ul style="list-style-type: none"> • The Principal worked in conjunction with finance secretary and school board to develop the school budget and allocate resources
4.3 The formation and professional learning of staff is clearly evident in budget priorities.	<ul style="list-style-type: none"> • Allocations for professional learning of staff were linked to professional goals • After reviewing the process of data analysis, weekly time allocations promoting a collaborative approach, have been prioritized in the next budget to enhance this process even further • A significant budget priority for professional learning of staff was through our staff visiting exemplary schools in New Zealand and also having one of the principals from these schools come and work with all of our staff at St Joseph's to build capacity with collaborative approaches in order to improve student achievement.
4.4 Resourcing decisions and priorities support financial accessibility for families.	<ul style="list-style-type: none"> • Various strategies are in place to support families experiencing financial hardship
4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.	<ul style="list-style-type: none"> • The Parent Portal was used to communicate relevant topics to parents • The Parent Teacher interview tool (PTO) was used successfully • The school continued to ensure that the school website and 'BCE Connect App' remained current
4.6. Sustainable environmental practices are embedded into the organizational structure and processes of schools.	<ul style="list-style-type: none"> • Sustainable environmental practices were embedded across the school e.g. water tanks, edible garden, composting, solar panels, Guardians of the Earth program • Science in the Garden lessons with Linda Brennan were offered • Encourage weekly nude food lunches – Waste Free Wednesday
4.7 Contemporary learning approaches inform the planning, design and use of facilities.	<ul style="list-style-type: none"> • A strategic plan to ensure responsible resourcing for curriculum needs and future enrolment was developed • An ongoing maintenance program to ensure buildings are safe, secure and welcoming continued • Embedding visible learning principles and practices through a collaborative approach is beginning to inform the planning, design and use of learning spaces.