

2015

St Paul's School Annual Report



Celestine Boundy

St Paul's School will continue to be a Catholic School Community that nurtures the classroom teaching of Religion and the Religious Life of the school and understands and lives the Good News message of Jesus Christ.

MISSION AND RELIGIOUS EDUCATION	Strategic Intent	GOAL	STRATEGY	ACHIEVED	ON GOING	FURTHER FOCUS
	1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.	<ul style="list-style-type: none"> Ensure all current and new initiatives are reflective of our religious identity as a Catholic school that embraces and supports the ethos and traditions of St Paul and the Sisters of St Joseph, with particular reference to the poor and marginalised. 	<ul style="list-style-type: none"> Continue to develop an understanding of the life and charism of St Paul –St Paul's Feast Day. Continue the Mary Mackillop charism by continuing to teach Mary Mackillop units of work and celebrate her Feast Day. 	A A		
	1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.	<ul style="list-style-type: none"> To develop a school RE programme with consideration to composite classes in preparation for validation in 2016 	<ul style="list-style-type: none"> Staff meetings – the four Elements of the RE programme worked in consultation with staff APRE and key teachers to attend in service on RE planning for composite classes APRE to meet regularly with teachers to assist in planning units of work using the new Religion Curriculum in alignment with RLOS and school liturgical year Improved resourcing for teaching of RE in light of new curriculum 	A A	O	
	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.	<ul style="list-style-type: none"> To integrate each of the elements of the Religious Life Of School document into classroom and whole school planning and implementation over a four year span Provide opportunities for St Paul's School to make connections with Parish and local community. To incorporate Mindfulness and meditation practices within the whole school community. 	<ul style="list-style-type: none"> Review Religious Life of the School document with staff Integrate prayer roster and masses, school rituals, and events into a school plan and redevelop the focus to be realigned with RLOS. January PD day – Mindfulness with Marg Connors and follow up staff meeting and working with teachers Provide resources for teachers to practice Mindfulness Embed Whole school M and M practice in the daily life of the school Invite Fr Dave to speak at staff meeting and classes to investigate ways for greater involvement by the school in the Sacramental Programme Encourage Catching Fire participants to leadership in Spiritual Formation 	A A A A		F F F
	1.4 A cohesive and integrated approach for the spiritual formation of staff.	<ul style="list-style-type: none"> Commence a cohesive integrated approach for the spiritual formation of staff 	<ul style="list-style-type: none"> Continue the Catching Fire programme with staff -year 3 Investigate Catholic identity by staff visit to Cathedral Staff engage in Lenten programme Staff engage in M and M PD 	A A A A		
	1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.	<ul style="list-style-type: none"> Implement and maintain a coordinated strategic approach to the professional learning in RE 	<ul style="list-style-type: none"> Funding the Catching Fire Program (2015) Provide funding for teachers to meet with APRE and REO for planning. Provide funding for RLOS Provide funding for RE PD 	A A	O	
	1.6 A shared understanding of and practical responses to Catholic Social Teaching.	<ul style="list-style-type: none"> To develop socially just citizens who embrace sustainability and make positive contributions to our world. 	<ul style="list-style-type: none"> Investigate opportunities for Acts of Service e.g. singing, dancing for local groups Engage children support in Project Compassion Caritas Support the work of the Sustainability Group Engage in Harmony Day and Refugee day 	A A A A	O O O	

St Paul's School will demonstrate students achieving aspirational learning standards with a focus on equity and excellence.

LEARNING AND TEACHING	Strategic Intent	GOAL	STRATEGY	A	O	FF
	2.1 Enhanced pedagogical practice that is data-informed and evidence-based.	<ul style="list-style-type: none"> Build capacity of school leaders to enhance quality pedagogy Build capacity of teachers to adapt pedagogy using data, evidence and contemporary research 	<ul style="list-style-type: none"> Participate in 'Visible Learning' to develop coaching, mentoring, collaborative planning, team teaching to improve pedagogical skills Use data collection to inform planning at the beginning of each term- planning days Engage staff in PD around Differentiated curriculum professional sharing of practice in staff meetings 	A A A	O O	FF
	2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.	<ul style="list-style-type: none"> To engage more fully with the Australian Curriculum in Arts, Geography and ICT curriculum. 	<ul style="list-style-type: none"> Investigate areas of need for PD in those Curriculum areas. Provide relevant PD from data gathered Engage in VL with a view to developing formative assessment strategies and report 	A A		FF
	2.3 Improved literacy and numeracy standards.	<ul style="list-style-type: none"> Enhance student participation in the curriculum through improved achievements in numeracy and literacy. 	<ul style="list-style-type: none"> Plan for the high needs ESL, ATSI- targeted support e.g. Annie Drake – support with Maths, pedagogical practice, efficient use of resources Review Targeting Maths textbook Provide professional development for School Officers – behavior, literacy, numeracy. Engage the staff in basic ESL teaching techniques thru bandscale process 	A A A A		
	2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling.	<ul style="list-style-type: none"> To provide contemporary learning environments for all students St Paul's 	<ul style="list-style-type: none"> Introduce year 6 as school leaders Camp every year EY transition 	A A	O	
	2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.	<ul style="list-style-type: none"> To provide student well-being programs that are linked to our school vision and mission 	<ul style="list-style-type: none"> Involvement in Positive Partnerships, Behaviour 4 Learning, Mindfulness, ATSI, ESL, Community Partnerships 	A		
	2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.	<ul style="list-style-type: none"> To continue to have in place a range of proactive and responsive programmes and practices to effectively meet the needs of the diverse community. 	<ul style="list-style-type: none"> Create a targeted , planned approach to meet the needs of new arrivals and students in Band scales 1-4 involving ESL teachers, School Officer and classroom teacher. Provide targeted support for Indigenous students who are not meeting the achievements for their expected level of schooling – increased School Officer time, involvement of STIE and classroom teacher More consistent communication with home re children's learning Negotiating with students learning goals and expectations Conduct regular Support teachers meeting Engage a Speech therapist for one day a week. 	A A A	O O	

St Paul's School recognises positive relationships provide a foundation for personal, social and community growth. The school will encourage relevant learning practices for all staff that are authentic in meeting the needs of the school community.

PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS	Strategic Intent	GOAL	STRATEGY	A	O	FF
	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"> Provide the opportunity to meet, discuss and plan with clergy and parish reps 	<ul style="list-style-type: none"> Principal to attend Parish Council meetings Monthly meetings with admin team and PP Promotion of sacramental programme in school – term 4 	A	O	
	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"> Consult and engage with parents regarding the education of our students 	<ul style="list-style-type: none"> Investigate the use of Twitter and Facebook Reintroduce P and F and continue with Parent Info nights once a term Each year level to send Term Overview to parents – use visuals Introduce the BCE Parent portal 	A	O	
	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"> Implement and maintain a coordinated strategic approach to professional learning 	<ul style="list-style-type: none"> Staff use goal setting processes that meet school and personal identified needs- build from data days Develop a professional learning plan for the year based on school goals and staff identified PL goals Mentoring processes set up for EC teachers Consider staff demographics when employing – cultural representation Investigate ways of providing pastoral support, particular emotional for staff in St Paul's context. 	A	O	
	3.4 Leadership development and succession planning informed by BCE mission /purpose	<ul style="list-style-type: none"> Staff to be provided with leadership opportunities 	<ul style="list-style-type: none"> Encourage Lead teachers in various curriculum areas Identify and encourage staff to adopt acting administration roles as required 		O	
	3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.	<ul style="list-style-type: none"> To engage with other educators to promote professional learning 	<ul style="list-style-type: none"> Planning days with cohort teachers and support staff Engage in CTJ process and Visible Learning Year level cluster to the staff meeting cycle 	A	O	
	3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.	<ul style="list-style-type: none"> To engage with broader communities to promote our school 	<ul style="list-style-type: none"> Use of the school website to promote school activities and achievements Update the public website Publish a Community Partnership Newsletter on parent portal website Install new signage 	A	O	
	3.7 A safe, healthy and productive school environment for students, staff and community.	<ul style="list-style-type: none"> For children to feel a sense of belonging and value in sharing their own unique culture within the diverse community. Promote healthy eating 	<ul style="list-style-type: none"> Invite all stakeholders in the development of a St Paul's Aboriginal Outdoor Learning and Teaching area. 2015 official launch Recognition and celebration of significant cultural days e.g Harmony Day and Refugee Week Eating healthy food, cultural food lunch days 	A	O	
	3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.	<ul style="list-style-type: none"> To promote collaborative relationships with BCEO and within our community of schools 	<ul style="list-style-type: none"> CTJ – work with cluster schools Invite EO's as necessary Investigate opportunities to work with other schools in ATSI support – St Thomas Mores St James relationship – regular visits around coaching 	A		

St Paul's School ensures resource planning is aligned with the school strategic renewal plan and its mission and vision with special consideration to the needs of the school community.

STRATEGIC RESOURCING	Strategic Intent	GOAL	STRATEGY	A	O	FF
	4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.	<ul style="list-style-type: none"> Formulate, monitor and review a school strategic plan 2012 – 2016 	<ul style="list-style-type: none"> Formulate school strategies for 2015 and monitor throughout year Provide funding to support the Annual Plan 		O	
	4.2 Collaborative processes are in place to develop the budget and to allocate resources.	<ul style="list-style-type: none"> To consult with staff and parents in the resourcing of Paul's School 	<ul style="list-style-type: none"> Audit of school purchasing procedures especially us of credit card Communicate to staff Identify needs and priorities and allocate resources strategically. Devise a 5 year Maintenance Plan in consultation with new Groundsman 	A	A	O
	4.3 The formation and professional learning of staff is clearly evident in budget priorities.	<ul style="list-style-type: none"> To ensure budget priorities meet strategic directions 	<ul style="list-style-type: none"> Allocate school recurrent funding with BCE funds to meet professional learning goals Careful monitoring of all funding sources 			O
	4.4 Resourcing decisions and priorities support financial accessibility for families.	<ul style="list-style-type: none"> Ensure all families have access to education and resources 	<ul style="list-style-type: none"> Provide concessions for families in financial need – request a Direct Debit from every family Investigate use of Centrelink or similar card for concessions Provide opportunities for parents to pay over time Support of families through the Community Partnership Programme 			O
	4.7 Contemporary learning approaches inform the planning, design and use of facilities.	<ul style="list-style-type: none"> Ensure contemporary learning approaches inform the planning, design and use of facilities. 	<ul style="list-style-type: none"> Upgrade classrooms as per 5 year plan 			O