



## STRONG CATHOLIC IDENTITY

### Mission

**The school community grows its relationship with Jesus through a re-contextualised Catholic worldview.**

#### Goal

By the end of 2019, a Josephite charism ritual will call the community to prayer in every liturgical celebration held at our school. This will be achieved through targeted professional learning to explore the different types of ritual that exist in the Josephite charism and then selecting the one that is most appropriate for St Brendan's Primary School.

- The St Mary of the Cross School Prayer for students will become an embedded practice in the liturgical life of our school.
- All teachers will complete professional learning to enable them to enhance the sense of the sacred in prayer time.

### Formation and Culture

**Students and staff are nurtured through formation, and renewal is a priority in aspects of the Religious Life of St Brendan's Catholic Primary School.**

#### Goal

By the end of 2019, a whole school plan outlining religious iconography that reflects St Brendan and our Josephite charism will be developed and implemented. Location and types of iconography most appropriate for our school will be finalised through a consultation process with all stakeholders in the St Brendan's School community.

- A religious iconography implementation plan and budget will be completed.
- Josephite symbols will be present around the school environment – creation of mosaic symbol by students, staff and parents/carers and naming of Mackillop Place.
- The Penola Prayer Garden (Front corner of the school) will be developed.
- St Brendan mosaic created during the school's 80 Year Celebrations will be restored and relocated to a more prominent position in the front entry of the school.

### Learning and Teaching

**A contemporary Catholic perspective is embedded across all areas of the curriculum and students have an enhanced knowledge of the Catholic story.**

#### Goal

By the end of 2019, implementation of the Relationships and Sexuality Education – A Catholic Perspective will continue at St Brendan's Primary School. This will be achieved through targeted professional learning for all teaching staff and focussed planning with APRE and PLL.

- Sharing of implementation plan with the wider community.
- Professional learning to be offered to the staff about embedding Catholic Perspective expectations in their planning of Health units.
- Scheduled planning time between classroom teachers, the APRE and PLL will be included in regular school timetabling.



WHERE EVERYONE BELONGS!

## EXCELLENT LEARNING AND TEACHING

**Each student achieves his or her potential through effectively embedded numeracy strategies.**

#### Goal

By the end of 2019, 90% of students in Year 1 will have achieved conceptual understanding in Trusting the Count. All students in Years 2-6 (who require monitoring) will have achieved conceptual understanding in Trusting the Count. This will be achieved through:

- focussed professional learning for all teaching staff to build knowledge and skills in the Australian Curriculum – Mathematics
- pedagogical practices
- analysis of learning data in numeracy
- focussed and targeted emphasis on student attendance to ensure all students are maximising their learning potential by attending school regularly
- Measurable increase in Numeracy for all students.
- Provision of PL for teachers in Numeracy pedagogy with Kerrin Hazard.
- Create a numeracy data wall that effectively represents learning growth in Numeracy for all students.
- Develop individual learning goals in Numeracy for students who fall below the Trusting the Count benchmarks.
- 5% increase in student attendance with the aim to reach 90% of students attending school 90% of the time.

**The school culture focuses on teachers as learners to grow engagement, progress, achievement and wellbeing for each student.**

#### Goal

By the end of 2019, 70% of Year 3, 50% of Year 4, 50% of Year 5 and 62% of Year 6 students will achieve the BCE target benchmark in the Writing Analysis. This will be achieved by a whole school consistent approach to the teaching of writing based on the expected and effective practices targeted to teacher's individual professional learning needs. A focussed and targeted emphasis on student attendance will ensure all students are maximising their learning potential by attending school regularly.

- Teachers will use the common marking system for writing based on the achievement standard focus and writing criteria so children can develop deep understanding of their own writing skills and areas of improvement.
- Consistent understanding and use of four-week planning cycles for best practice and regularly provide children with feedback through the GRR approach to teaching.
- Targeted intervention provided for children at risk of not improving in their writing.
- 5% increase in student attendance with the aim to reach 90% of students attending school 90% of the time.

#### Goal

By the end of 2019, 50% of Prep, 62% of Year and 80% of Year 2 students will achieve the BCE target in PM Benchmark levels. This will be achieved by a whole school consistent approach to the teaching of reading based on the expected and effective practices targeted to teacher's individual professional learning needs. A focussed and targeted emphasis on student attendance will ensure all students are maximising their learning potential by attending school regularly.

- Teachers will consistently use the PM Benchmarking monitoring tool to assess reading ability in the early years.
- Consistent understanding and use of four-week planning cycles for best practice and regularly provide children with feedback through the GRR approach to teaching.
- Targeted intervention provided for children at risk of not improving their reading.
- 5% increase in student attendance with the aim to reach 90% of students attending school 90% of the time.

#### Goal

By the end of 2019, the anti-bullying component of the whole school Behaviour Support Plan will be evaluated, reviewed and updated. This will be achieved through a review of Phase 1 of the Beating Bully Bulldozer program and the implementation of Phase 2 of the Beating Bully Bulldozer program.

- Student Behaviour Support Policy is reviewed for alignment and including the Beating Bully Bulldozer program.
- Phase 2 of Beating Bully Bulldozer program is fully implemented.

#### Goal

By the end of 2019, our whole school learning dispositions will be finalised and communicated to the whole school community. This will be achieved by teachers explicitly teaching the learning dispositions and their meaning to all students.

- Our school learning dispositions need to be explicitly taught to students and communicated with parents/carers community.
- Lessons created for modelling these behaviours.
- SS Awards for classwork will be based on learning dispositions.

#### Goal

By the end of 2019, all teaching staff will have completed the Digital Skills Program and the ICT capabilities will be embedded in curriculum planning for all learning areas. This will be achieved by targeted professional learning for all teaching staff and explicitly teaching the ICT capabilities following the ICT capability continuum.

- The Digital Skills Program need to be explicitly taught to students and communicated with parents/carers community.
- The Digital Skills program will be fully implemented school-wide.
- A key stakeholder will lead the Digital Skills program.

**The school maximises learning potential by informing and enabling parents and the broader community to support each child and their learning.**

#### Goal

By the end of 2019, parent education sessions will be offered to assist in understanding our school anti-bullying policy and developing a common language and true definitions of different types of conflict behaviour. This will be achieved by the implementation of the Beating Bully Bulldozer program and teaching the meaning behind the different characters in this program.

- Parents feeling confident in talking with their child/children about bullying and understanding the differences between genuine cases of bullying and other forms of conflict.

## BUILDING A SUSTAINABLE FUTURE

**St Brendan's School's stewardship of resources is transparent, compliant and accountable, informed by the principles of equity and sustainability.**

#### Goal

By the end of 2019, a Stay and Play learning program for pre-prep aged children will be a permanent feature of our school, supporting the learning and wellbeing of our community.

- Marketing considered as a way to share information about the program with the community.
- A qualified teacher to plan and operate the program.
- A fully operational program in place.

**The school community is tolerant, resilient, and respectful and forges positive relationships and partnerships that supports sustainability and student learning and wellbeing.**

#### Goal

By the end of 2019, a Parent Participation Survey will be created and a new Parent Community Group will be established to assist in encouraging more frequent and sustained parent involvement in contributing to the school and its improvement culture.

- Parents enrol in Parent Engagement Activities requiring volunteers.
- Register of interests / skills / volunteering that may be useful to the school contributed to by all parents.
- Work with Catholic School Parents – Queensland to write a new constitution and plan for the new structure of the school's parent engagement group.
- Work with Debbie Pushor to seek ways to increase participation in community activities.

