Achievements against Priorities

Mission and Religious Education

Achievements

- Whole school RE overview of module use was kept up-to-date.
- Understanding of wider mission of the Church promoted when opportunities arose, e.g. vocations.
- Understanding of liturgical preferences held by the new Parish Priest.
- Support for the new Parish Priest and student awareness of the place of their school in the broader Catholic context through letter writing to other like named Catholic schools.
- Support for social justice programs was explicitly taught in classrooms.
- Support for parish sacramental program.
- Successful enrolment of school in Catching Fire program for 2013.
- Student outreach achieved through various activities, e.g. Project Compassion, local St Vincent de Paul Conference.
- Student involvement in Mass, Reconciliation, liturgy and other religious/spiritual experiences, maximised.
- Staff prayer prioritised and nurtured.
- Staff BCE Catching Fire Program involvement, commenced.
- Religious Life of the School enhanced.
- Parish Sacramental Program support provided.
- 'Outreach' experiences for students provided.
- New Religion Curriculum work thoroughly undertaken.
- New Religion Curriculum introduced and early preparations for implementation occurred via BCE support materials and close review of draft documents.
- Acquisition of school Pastoral Worker enhanced student understanding of the important work that religious figures are engaged in and how this relates to Church.
- A number of visual art projects undertaken, e.g. banner for St Brendan's Day.
Learning and Teaching

Achievements

- Through whole school involvement in the Sustaining Numeracy Project, RoleM, literacy programs, standardised assessment indicated overall school educational improvement (LNIT Plan for Sustaining Best Practice as guide).

- Teachers becoming more adept at interpreting and working with the new Australian Curriculum.

- Teacher Librarian provided information regarding web tools at staff meetings.

- Teacher competency regarding planning with ACARA documents.

- Sustained, focused efforts with detailed curriculum planning each term.

- Successful implementation of literacy and numeracy blocks across the school. This prioritised literacy and numeracy teaching and learning.

- Successful finalisation of involvement in BCE 2012/2013 Sustaining Numeracy Curriculum Leadership Project.

- Successful building of teacher capacity regarding literacy and numeracy practice, as per LNIT Plan for Sustaining Best Practice.

- Student centred work largely undertaken by support staff and teacher aides.

- Staff web tool knowledge enhanced.

- RoleM further embedded as Early Years numeracy pedagogy.

- Promotion of student digital literacy.

- Professional learning for Teacher Librarian and Support Teacher through Griffith University digital pedagogies project.

- Productive engagement of classroom teachers with support staff.

- Oral language prioritised in the Early Years.

- New BCE Learning Management System (LIFE) introduced to a number of staff.

- Literacy and numeracy block establishment that improved student teacher ratios.

- Learning and teaching discernment and practice informed by data and evidence.

- Increased use of iPads across the school, particularly in the middle years.

- Increased number of staff with full, formal Reading to Learn training.

- Inclusive strategies widely used for verified students.

- Improved personal pedagogy by Curriculum Support Teacher and Teacher Librarian through involvement in BCE Action Learning Project.

- Highly skilled Teacher Librarian enhanced learning outcomes.

- Further embedding of Words Their Way as whole school literacy pedagogy.

- Further embedding of Reading to Learn as whole school literacy pedagogy.
- Existence of Reading to Learn pedagogical practice mentoring.
- ESL students fully supported by classroom teachers and ESL teacher through effective collaboration.
- Effective use of literacy and numeracy blocks across the school.
- Development of fun/reward activities as motivators for students.
- Australian Curriculum competency further improved by staff.
- Analysis of data influenced teaching and learning.

### Professional Practice and Collaborative Relationships

**Achievements**

- Workplace Health and Safety compliance issues attended to.
- WHS requirements rigorously attended to. New WHSO fully trained for the role.
- Use of School Wide Positive Behaviour Support (SWPBS) practice, refined.
- Use of Circle Time in managing inter-personal issues between students.
- Team building opportunities for staff, created and seized.
- Successfully held Parent/Carer/Teacher meetings through engagement of bi-lingual aide and interpreters.
- Successful school fete held with wide variety of activities, including many that were culturally specific.
- Student progress and achievement clearly communicated to parents/carers.
- Strong, direct support provided to P&F and School Board.
- Strong volunteer involvement in Support-a-Reader program.
- Staff team building opportunities exercised when possible, e.g. dinners.
- Staff professional development prioritised, fully engaged in, and shared amongst colleagues.
- Staff made fully aware of Student Protection practices.
- School’s new Behaviour Support Plan documented and provided to relevant BCEO personnel.
- Refinement of School Wide Positive Behaviour Support practice.
- Professional development prioritised by staff. Discernment exercised with regard to professional development options.
- Policy documents finalised by School Board.
- Partnerships with wider community institutions and bodies, fostered, e.g. Griffith University.
- Parents and Friends Association strongly supported in their vital community building ventures.
- Numerous, effective liaisons with government representatives.
• New Parish Priest consulted on his expectations for the parish/school relationship.

• New APRE and new Finance Secretary inducted and supported with pleasing success.

• Mandatory Student Protection training undertaken by all staff.

• Local politicians consulted on relevant educational issues and invited to school functions. The school utilised government resources on occasion.

• Interpreters used for meetings when necessary.

• Inter-cultural harmony that exists at the school widely acknowledged and celebrated.

• Induction, buddyng, mentoring and coaching provided to new members of staff.

• Individual performance management practice engaged in by staff as directed by principal.

• Individual goal setting by staff that aligned with the school’s broad strategic renewal plan and the Key Result Areas of the BCE Role of the Teacher document.

• Healthy school community partnerships renewed through numerous socialisation opportunities, e.g. Working Bees.

• Fostering of the school's external partnerships.

• Excellent progress with policy creation in consultation with School Board.

• Enhanced connection and communication with Friday Mothers’ Group and Friday English Lessons Group.

• Effective use of school's bi-lingual school officer to communicate with relevant families.

• Cultural diversity of the school community was recognised and attended to through channels of communication and support for active groups, e.g. Friday Mothers Group.

• Continued support provided to relatively new parish priest.

• Collaborative, consultative and distributive leadership engaged in by principal and assistant principal, with an eye to leadership development.

• Circle Time effectively used by staff when relevant.

### Strategic Resourcing

**Achievements**

• Wide consultation sought regarding resourcing decision making.

• The school's bank of technological resources enhanced, mainly through iPad acquisition.

• The environmentally sustainable element/s of resources always considered.

• Technology resources increased. Staff issued with new laptops and iPads, laptops purchased for direct student use.

• Technical knowledge of support technician utilised for resource decision making.

• Successful liaison with school Parents and Friends Association regarding resource acquisition for the learning environment.

• Strong consideration given to school master planning.
• Strong collaboration amongst staff regarding resource purchases.

• Staff and student engagement in teaching and learning enhanced through the acquisition of technology resources with latest features.

• School's natural environment considered in all instances of resource acquisition.

• School portal and Student Reporting System (SRS) competencies evident amongst staff.

• Resource expenditure closely monitored to allow financial accessibility for all families.

• Relevant school facilities assessed as to their effectiveness as contemporary learning spaces.

• Regular liaising with finance secretary regarding budget balances and prospective resource acquisition.

• Professional development of staff prioritised in budgeting.

• Necessary Year 7 to Secondary tasks completed through BCE requests.

• ICLT resourcing discernment included input from well regarded school ICLT technician.

• ICLT resource acquisition occurred with a view to enhanced staff and student engagement in the learning and teaching process.

• Grant opportunities sought, with some success, e.g. through Sunnybank Hills Rotary Club.

• Funds provided for professional development of staff, e.g. RoleM, Reading to Learn, curriculum planning.

• Funding grant opportunities pursued with the appreciated assistance of staff and parents.

• Family financial circumstances clearly understood when discernment being undertaken regarding resourcing.

• Collaborative, consultative and strategic conversations undertaken regarding resource enhancement and/or acquisition.

• Close liaison with new Finance Secretary when purchasing.

• Close liaising with P&F regarding the group's ability to assist with school resourcing.

• BCE consultant views on resource acquisition, sought, e.g. Danielle Carter regarding ICLT.

• All decision making occurred with a cost-effective, equitable and sustainable mindset that promoted stewardship.