



Achievements against Priorities

St Brendan's Primary School

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.

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, buddying, 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.