

# School Annual Plan Achievements for 2016



*In 2016 the community of St Brendan's aimed to achieve the broad goals of.....*

## Priority 4 Strategic Resourcing

4.2 Maintain the financial viability of the school when engaging in resource acquisition:

- ▲ Initial meetings with BCE's Communications and Marketing Team occurred early in Term 1 to begin planning the school's marketing plan.
- ▲ A new school logo and suite of documents were launched and implemented across all areas of the school. The new logo and these contemporary documents reflect the contemporary vision of our school.

4.3 Align discernment around strategic resourcing to the contemporary and perceived future teaching and learning environments:

- ▲ The Principal and Area Supervisor liaised with Director - South Service Centre and Director - Administrative Services to obtain funds to work with HBJ Architects in formulating our school's 5 - 10 year Master Plan. This Master Plan will enable St Brendan's to cater for the contemporary learning needs of its students well into the future.



*St Brendan's Catholic Primary School  
17 Hawtree Street  
Moorooka Q 4105  
PH: 3275 2081*

## Priority 3 Professional Relationships and Collaborative Relationships

3.1 Establishment of effective, productive and respectful partnerships across the school, parish and local community:

- ▲ Children from St Brendan's and St Pius X Primary Schools participated in a combined Parish Mass during Term 1, 2 and 3. This has worked well and has strengthened the partnership between the schools and the Moorooka/Salisbury Parish.
- ▲ The St Brendan's School Master Plan process has begun with the support of BCE Building Services and HBJ Architects.
- ▲ Christmas hampers were collected and created during Term 4 and were presented to the Moorooka St Vincent de Paul chapter.
- ▲ The school's partnership with St Brendan's Child Care has continued throughout 2016 with a majority of the Pre-Prep students attending St Brendan's in 2017.

3.2 Establishment of a professional learning community that promotes the growth, development and well-being of each individual:

- ▲ Succession planning opportunities will be explored for staff members through the individual annual goal setting process.



## Priority 1 Mission and Religious Education

1.1 The establishment of a school culture that grows young Catholics who are religiously educated, faith filled, socially just, and willing and active participants in the religious and worshipping life of St Brendan's by enacting the following strategies by:

- ▲ The St Brendan's Religious Education (RE) Program has been designed to specifically address the intentions of the RE Curriculum in relation to the RLOS document.
- ▲ Greater community participation for significant school and parish events has been encouraged and there is evidence of this action being successful.

1.2 Clear understanding and related action regarding the purpose of St Brendan's School in its Catholic Schooling context and the overall mission of the Church.

- ▲ In preparation for the RE Program validation the APRE reintroduced the RE Planning template to all teachers of RE and this practice is now consistent across the school.

1.3 To include RE in the DELT priority of BCE through strategic support of the teaching and learning process in Religious Education.

- ▲ The APRE has reintroduced the RE planning template to teachers and it is being used successfully and consistently for all RE unit plans.
- ▲ The APRE organised a professional learning opportunity for all teachers about assessment in RE. This professional learning opportunity was facilitated by BCE's EO-RE.

## Priority 2 Learning and Teaching

2.3 Enhance pedagogical practice for teachers and educational outcomes for all students:

- ▲ The high yield strategies of Data Walls and Learning Walks and Talks were successfully introduced across all classes.
- ▲ Our new Primary Learning Leader (PLL) worked with all teachers to create a learning data wall showing student progress in reading and writing.
- ▲ All class teachers, with the support of our school PLL, have used learning data (ie. From Data Wall and BI Tool) to guide unit planning.
- ▲ Learning Walks and Talks have begun to occur in all classrooms. Three of the five key questions are being asked at this stage -  
i.e.. What are you learning?;  
How are you doing?;  
How do you know?
- ▲ The Primary Learning Leader (PLL) worked with teachers to create a data wall showing student progress.
- ▲ The MAC Collaborative has been successfully established across three school communities - ie. St Brendan's School - Moorooka; Mary Immaculate School - Annerley; St James' School - Coorparoo. Collective capacity has been established to support and improve the learning outcomes of all students.
- ▲ All teaching staff have engaged with the Making Learning Visible principles on a regular basis throughout 2016. Learning Intentions and Success Criteria have been used frequently to activate learning.
- ▲ Our school STIE and BCE's EO-Learning Technologies facilitated a professional learning opportunity for all teachers on how to use iPads effectively.
- ▲ All teaching staff have been able to become more familiar with LIFE through the work with the MAC Collaborative.

2.4 Enhance educational outcome for all students:

- ▲ All teachers have documented the curriculum adjustments made for all students through the use of a variety of checklists.
- ▲ All teachers have engaged with our school STIE to optimize the learning of all verified students. Inclusive strategies have been used to support this goal.
- ▲ All teachers have used the Model of Pedagogy and the school's Vision for Learning when planning with our PLL.
- ▲ At the end of Term 4 all teachers shared student learning data with the class teacher for the following year.
- ▲ All class teachers have successfully used BCE's monitoring tools for literacy and have uploaded the data into the BI Tool. The data is also displayed on the student learning data wall that was created earlier in the year - this action follows and meets the requirements of BCE's DELT Strategy.
- ▲ All student learning data has been successfully uploaded to the BI Tool (FACES) and displayed on our school Data Wall.
- ▲ A horticulturalist/gardening specialist was employed to work with all classes, alongside the teachers, to plan gardening lessons that were aligned to the Australian Curriculum and up to date sustainability practices.

