

**ST. JOSEPH'S PRIMARY SCHOOL, NAMBOUR**  
**STRATEGIC RENEWAL PLAN**  
**Achievements 2016**



# Priority 1 Mission and Religious Education

Inspired by the example of the Samaritan of Luke's gospel and the qualities of Joseph, the father of Jesus, St Joseph's Primary School - is directed to the seeking of God,

- is centred on the development of a personal relationship with Jesus Christ,
- is committed to nurturing and promoting the religious life of the school, and
- is responsive to our cultural context.



## Goals

A tangible culture of spirituality exists at Joey's.

Staff who are confident in taking the initiative to lead liturgical experiences.

Students who have a relationship with God.

A Religious Education program that promotes knowledge, deep understandings and skills about the Catholic and broader Christian tradition.

Community outreach to others in need.

## Achievements (continued)

Religious Education Twilight with a focus on the School Religious Education Program  
St Joseph's Religious Education Program was validated in November . This process was led by the staff RE team.

Consistency of Teacher Judgment moderation of student work samples demonstrating achievement against RE standards across all year levels.

School fundraising and awareness opportunities: Caritas—Project Compassion Campaign, Give Me Five for Kids, Annual Catholic Campaign, Day for Daniel, St Vincent de Paul Christmas Appeal.

## Achievements

Staff participation in the Catching Fire Program (Guiding Lights: Marg), (Spirit Fire: Lauren, Trish & Paula), (Keepers of the Flame Phase K : Garry, Sue and Kathy), (Keepers of the Flame Phase K.2: Michelle, Fran and Donna).

Staff prayer each Thursday morning led by staff teams (classroom teachers, admin staff, school officers).

Catching Fire prayer resources and Ways to Pray calendar accessed and utilised to help facilitate staff prayer and daily classroom prayer.

Staff Weekend Retreat—Focus on Year of Mercy facilitated by St Mary Franzmann.  
Students attended weekly Parish Mass and built relationships with “faith friends” in the Parish.

Students attended weekly Reconciliation with Fr Graham.

St Joseph's community masses held each term. Year levels participated in Saturday evening or Sunday morning Parish Masses . Students participated in Children's Liturgy and also the Choir.

APRE and Year 6 student group attended and participated in a Mini Vinnies Social Action and Justice Day at Unity College Caloundra.

APRE led Year Six Student Retreat Day in Term 4.

# Priority 2 Learning and Teaching

St Joseph's Primary School strives to provide rich learning environments where pedagogy engages our diverse learners ensuring they develop the learning skills needed for living and working in the 21st century.



## Goals

Teachers working collaboratively, confident & engaged in improving their instructional practice because they can identify its impact on their student's learning progress.

Every student will be—

- 1 Actively involved in & contribute to teams
- 2 A self-regulated learner who can articulate their learning progress, and
- 3 Is achieving against AC & RE standards.

## Achievements (continued)

Results of BCE's biannual Teacher Mindframes Survey assisted staff to optimise awareness of the mindframes they bring to learning & teaching.

Engagement in professional learning to build capacity informed by the Annual Improvement Plan including Teaching Phonics in Context and Coaching.

## Achievements

The collaboration of teachers, school officers and the leadership team in Review & Response meetings occurred three times each term ensuring—

- Increased confidence and consistency in the use of effective pedagogical practices,
- Collaborative analysis of student progress data to inform choice of instructional practice, and areas for targeted teaching, co teaching
- Confidence in using data as the driver for choice of instructional practices.

Cycles of peer observation and feedback occurred throughout the year, enabling coaching and focussed conversations on improving pedagogical practice for all teachers.

Peer modelling across the school to increase teachers' awareness of good practice, to encourage improvement through openness and sharing of practice and support teachers to implement effective practices observed in other classrooms.

School Data Wall of each students writing progress throughout the year was constructed and used to identify students who required intervention to ensure progress in learning.

Classroom data walls were constructed in each classroom to support students to articulate their own learning journey, and in turn improve learning progress.

Introduction of Learning Walks and Talks to inform leadership of the impact of professional learning.

Year level moderation and co-planning meetings occurred in year level teams to -

- Establish clear learning Intentions and success criteria from the curriculum to support planning, teaching and assessment,
- Ensure the use of effective and expected practices—Gradual Release Model,
- Sourcing appropriate advice and resources to create effective learning opportunities—Kweb, ResourceLink etc.

Community consultation to identify five key learning dispositions—Risk Taker, Resilience, Creativity, Communication and Reflective and the introduction of the first three.

# Priority 3 Professional Practice & Collaborative Relationships

St Joseph's Primary School is committed to fostering an inclusive community where all are encouraged to contribute to enhancing the gifts and potential of all members of the school community.

## Goal

A safe, productive & inclusive learning environment is promoted where the collaboration of staff, parents, parish personnel, other schools & BCEO staff enhance professional practice.



## Achievements

The engagement and participation of all teaching staff in Teacher Learning Communities twice each term occurred promoting -

- Sharing and supporting each other's pedagogical practices,
- The use of various formative assessment strategies for immediate student feedback,
- Sharing of mistakes and successes with each other, and
- Increased confidence and competence, individually and collaboratively.

Cycles of peer observation and feedback occurred throughout the year, enabling coaching and focussed conversations on pedagogical practice.

The inclusion of school officers in Review & Response meetings with goal setting, observation and feedback offered so as to continue to develop professional confidence and competence.

Year level moderation and shared practice meetings occurred each term with the staff of Stella Maris, Maroochydore, including CTJ Day, thus promoting our sense of 'systemness'.

The Parent Portal was embedded as the platform of all electronic communication between home and school.

Staff completed the biannual BCE Staff Survey, the results of which were celebrated with areas for improvement identified and agreed actions prioritised and made part of 2017's Annual Improvement Plan.

Targeted support from BCEO staff enhanced professional practice and promoted collaborative links.

Participation in cluster and network meetings by relevant staff across all roles, (eg, secretarial staff attending the two well-being workshops conducted by BCE) enhanced professional practice and promoted collaborative relationships beyond the school.

## Priority 4 Strategic Resourcing

St Joseph's Primary School will provide and equitably support a high quality, contemporary learning environment through its policies and processes.



### Goals

Targeted resourcing ensures the sustainable maintenance & development of the school's ICT infrastructure & information systems with staff & students proficient in using them to support learning & teaching.

Promote a culture of sustainability.

Provide high quality learning environments that are attractive, safe & efficient.

### Achievements

Roof structures were constructed over the front entrance of the school providing protection from the weather at both drop-off and pick-up times. This occurred with the financial support of the Parents & Friends Association.

Irrigation systems were installed on both lower playgrounds ensuring there is green grass year round.

The exterior of the convent building was painted with minor repairs made as needed ensuring this building of historical significance to the community is well maintained.

Negotiations began and a designer contracted to commence the process needed to refurbish the 'blue building' into an Administration Block, the last stage of the school's Master Plan.

The eSmart Schools Framework continued with a review of processes and protocols.

The updating and purchase of ICT devices continued to be a budget priority with all classrooms now having 15 iPads. With access to their Year level devices, this means teachers can negotiate 1:1 devices for their students for use as a tool to accelerate learning and teaching.

The process for photocopying was streamlined within in the school, saving time and money.

The task of electronically archiving student records commenced.