Mission and Religious Education

That St Joseph's School will provide an experience of an authentic Catholic Christian community working towards Christ's mission in our world.

Strategies for 2012

1. Participate in BCE’s ‘Enhancing Catholic School Identity Project’ as a means of exploring our community’s faith attitudes and values so as to strengthen our religious identity.

1.2 Participate in BCE’s consultative processes regarding the review of the Religious Education curriculum, including the writing of units.

1.3 Introduce a daily, whole-of-school reflective practice when the Angelus Bell is rung at noon.

1.3 Design and publish a sequential school Prayer Book.

1.4 Offer staff an opportunity to participate in a staff reflection day.

1.5 With the support of BCE Staff, provide professional learning opportunities for staff about the stages of faith development.

Achievements for 2012

The school community participated in the ‘Enhancing Catholic School Identity’ project as a means of ascertaining the level of support for Catholic school identity, belief in God and whether the school is a good place to grow closer to God. The recommendations from this report will be used for future planning.

Staff participated in the consultative processes in the writing of the new Religious Education curriculum and commenced whole staff professional development in planning for its implementation in 2013.

‘A Moment of Awareness’ was implemented as a whole-of-school reflective practice with the ringing of the Angelus Bell at noon.

A professional development workshop aimed at enhancing teachers’ understanding of the stages of faith development and their implications in teaching the Religious Education curriculum was held.
**Priority 2**

**Learning and Teaching**
That St Joseph's School will be a Community of Life Long Learners that provides the optimum environment for high quality teaching and learning.
That St Joseph's School strives to be an inclusive community, supporting the needs of all students.

**Strategies for 2012**

2.1 Continue a focus on pedagogy for contemporary learning by engaging students in their learning through making judgements (assessment), giving feedback and questioning.

2.1 Introduce the use of ‘effect size’ as a measure of student improvement.

2.2 Continue to explore ‘inquiry learning’ particularly in the teaching of science and history.

2.3 Continue a focus on developing ‘best practice’ instructional core elements in literacy and numeracy so as to continue building teacher capacity and improve student learning outcomes.

2.5 Enhance teachers’ pedagogy through exploring essential classroom management skills.

2.8 Explore ‘best practice’ strategies for the interaction of pedagogy and technology in the early years (Prep and Year 1) within the scope of the ICT capability as detailed in the Australian Curriculum.

**Achievements for 2012**

Participation in LNIT and CTP projects enabled staff to continue a focus on building capacity and proficiency specifically in the areas of numeracy and the instructional strategies for teaching reading and writing.

Student achievement data became an integral component in planning.

Staff were supported in planning using the Australian Curriculum then observed teaching and given feedback about their pedagogical practices.

All teaching staff were members of a Professional Learning Team which took a leading role in the unpacking of the Phase One subjects of the Australian Curriculum—English, Mathematics, History and Science for the whole staff.

Essential skills for classroom management were reviewed with a one day workshop conducted by BCEO staff in conjunction with a team of school staff.

The role technology has as a tool in the learning and teaching process was explored and enhanced with the purchase of iPads for the Prep and Year 1 classrooms and laptops for Year 2.
Priority 3

Professional Practice And Collaborative Relationships
That St Joseph's School strives to be a professional learning community where members enhance their knowledge and skills enabling personal and community growth.
That St Joseph’s School strives to build relationships which enable partnerships with parents, caregivers and the local community.

Strategies for 2012

3.2 Invite parent participation in information sharing & consultative opportunities, including the school’s external review and the principal’s review in 2012.

3.4 Expand leadership opportunities for staff with the appointment of Leading Teachers in English, History, Maths, Science and ICLT to facilitate professional learning teams.

3.5 Increase our links with BCE staff as appropriate in targeting learning improvement in specific projects.

3.7 Explore the use of the ‘Kids Matter’ framework when reviewing the school’s behaviour support practices and guidelines.

Achievements for 2012

Parent feedback was an integral aspect of the community consultations held as part of the Enhancing Catholic School’s Identity Project, the principal’s appraisal, the external review and the cyclical review.

Lead teachers facilitated professional learning teams with a particular focus on the four Phase One subjects of the Australian Curriculum - English, Maths, History and Science.

Our staff worked with BCE staff in a variety of ways including at network meetings, as part of specific projects eg LNIT, and having EO’s facilitate staff meeting workshops.

Two staff participated in the Kids Matter workshops to enable them to take a lead in the Action Team to be formed in 2013. Staff were surveyed using the Kids Matter questionnaire so as to commence the data gathering process that is part of the first component of the framework.
Strategic Resourcing
That St Joseph's School's resource planning provides and equitably supports quality learning and teaching, enhancing the school community’s capacity to be good stewards of all resources.

Strategies for 2012

4.1 Consult the community in the development of the school’s Strategic Renewal Plan 2012-2016.

4.3 Promote professional learning through prioritising budget expenditure as determined by staff’s expressed professional development goals.

4.5 Continue resource enhancement and replacement according to need as determined by staff.

4.6 Implement a whole-of-school focus on our community’s use of electricity as a means of embedding sustainable practices.

4.7 Embrace the potential of our new facilities upon the completion of the building program!

Achievements for 2012

The information gathered via the four review processes conducted during the year was used in the development of the school’s Strategic Renewal Plan.

Professional goal setting aligned with the school’s Annual Action Plan occurred for each of the teaching staff. The achievement of these goals was actively supported by the prioritising of the school’s budget and additional grants. $59,454.00 was spent on staff’s professional learning in 2012.

Resource purchasing was greatly enhanced by the Earn & Learn campaign conducted by one of the major food chains including science and maths equipment. In addition to this, ICLT resources were purchased as well as other resources prioritised by the professional learning teams.

The P&F raised the funds needed to lay turf on the ‘second’ playground.

The school’s three year building program was completed with the official opening and blessing held in October.