



Sacred Heart School

2015 Annual Progress Report

Learning and Teaching

Goals

- 2.2 – Responding to the diverse needs of learners (2015): Ensure current structures and processes are meeting the diverse need of learners.
- 2.5 – Learning and Teaching Improvement (2015): To create a visible culture and a shared understanding for the improvement of teaching and learning of English.

Achievements

- Learning Support Review underway
- Curriculum Committee established and meets regularly. Priority to review 2016 Report Card
- 2016 Report Card reviewed and plans in place for 2016
- Learning Support staff involved in planning
- Fortnightly meetings for CST and Learning Support have been initiated
- Teacher planning time following IEP meetings with Learning Support staff
- English focus: inclusive development of English curriculum and pedagogy
- Parent Forums: Nutrition, Reading, ACARA, Daniel Morcombe, NAPLAN
- Introduction of weekly reading conference during Library time
- Pat-R Pat-M data gathering
- Brigance data for Prep
- Pre-Prep screening
- Readers' Cup
- Chess Club
- Science Club
- Art Group
- Discuss options for key staff member to lead a gifted and talented program when planning staffing
 - This role has been created and will begin in 2016
 - Hands on workshops

- National Competitions
 - Home readers purchased
 - Benchmarking practices considered
 - Teacher release to PM benchmark
 - Learning Support has PM Benchmarking Data wall from P-2
 - Home readers and PM Benchmarking in Prep
 - Large focus on data gathering over the last term
 - Class teachers get PAT-R, spelling and lexile program for identified children
 - Data shared to relevant staff
 - Homework – Trial term where the only homework is reading/spelling/tables (for upper primary)
 - Use diary for home reading tracker
 - Year 6 utilising assignment work in preparation for high school
 - Homework structures designed by Curriculum Committee
 - Specific time allocated into 2016 calendar for formal testing
 - C2C is used as resource document for planning
 - Every second week, staff allocated ½ hour for year level planning
 - School leadership, covers all after school duties to allow teachers this time
 - CST facilitated PD for teachers (K-Web: how to access ACARA curriculum)
 - Class profiling – structured process for teachers to collect and pass on important class information
 - Relevant staff meeting PD: Language, ACARA, Kids Matter English
 - Pre planning meetings
 - Communicating expectations for planning
 - All teachers planning units of work and disseminating to year level teachers
 - Teachers now working with context/text model
 - Using learning progressions to create learning intentions
 - Teachers using context/text model
 - Purchased resources/key texts for units
 - Yearly English overview developed
 - Consistency of phonics and spelling across school
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Professional Practice and Collaborative Relationships

Goals

- 3.3 – Professional Capacity (2015): Culture of professional improvement, catering for diverse staff needs.
- 3.5 – Working with Children (Risk Management and Screening) Act 2000 (The Act).
- 3.5 – Accountability and Compliance (2016)

Achievements

- Child and Youth Risk Management Strategy modified and publicised on: Website link created – staff informed and trained – added to handbook

- Green Thumb (Garden Club)
- Coffee during Assembly for teachers
- Parent Information Night (start of year)
- Dinner for staff during PT interviews
- RE, Resilience, Phonics, Kids Matter, Essential Skills
- Essential Skills worked well with good reports from staff
- Provided valuable experience for interested people

Strategic Resourcing

Goals

- 4.4 – Strategic Information Management (2015): Enhance the professional learning community of Sacred Heart.
- 4.5 – School Improvement – Student First Support (2015): Enhance teacher professional goal setting, review and professional learning planning, peer mentoring and coaching.

Achievements

- School team formed - teacher leader allocated
- Team is active in decision making process
- Ideas and strategies shared at staff meetings on current progress
- Staff meeting time devoted to visible learning
- School wide approach being facilitated
- Learning intentions incorporated into planning
- School action plan written
- Year 5 and Year 6 have created a design
- Expert teachers sharing ideas and upskilling staff
- Professional sharing during staff meetings
- Year 5 teacher presented at CTJ
- Arts teacher working under DT philosophy in Years 5 and 6
- Meals/BBQ after reports
- PD sessions for staff
- Resources supplied to facilitate the implementation of program
- Wellness Week
- Kids Matter Week

Sacred Heart Parish School

Telephone: (07)3282 1976

Fax: (07)3282 1955

Email: pbooval@bne.catholic.edu.au

Address: 25 Cothill Road
BOOVAL QLD 4304

Website: www.shbooval.qld.edu.au