### St Brigid’s Primary School

**ROSEWOOD**

#### Goals / Achievements

**2014**

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<th>Priority 1</th>
<th>GOALS</th>
<th>ACHIEVEMENTS</th>
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| Mission & Religious Education | We will further develop the quality and effectiveness of learning and teaching in religious education. | • The new Religious Education curriculum was implemented by all teaching staff  
• Professional development was provided to enhance the knowledge of the new religious curriculum  
• All staff members were presented with a document which incorporated a religious education policy, evaluation and assessment guidelines and a Scope and Sequence for each year level as well as a Religious Education curriculum overview for each year level. |

| | We will promote the religious identity and culture of our school modelled on the vision and mission of Jesus which finds particular expression in our community. | • Weekly staff prayer  
• We participate fully in the Sacramental programs of the parish  
• We welcomed our new parish structure (Ipswich Parish) and encouraged participation in this new worshipping community |
| Priority 2 Learning & Teaching | We will reflect upon Catholic Social Justice Teaching and promote opportunities for the school community to practice its social responsibility in a variety of practical contexts. | • We supported
  ➢ ANZAC march in Rosewood
  ➢ St Vincent de Paul Christmas Appeal
  ➢ Catholic Missions
  ➢ The Annual Catholic Appeal
  ➢ Local families experiencing difficult times
  ➢ Remembrance service at Rosewood |

| Priority 2 Learning & Teaching | We will use data to plan more effectively for the diverse needs in our school and classrooms. | • We engaged with student and school data including effect sizes to inform our planning and teaching. |

| Priority 2 Learning & Teaching | We will continue to implement the Australian Curriculum subjects. | • We fully immersed the subjects – English, Maths, Science, History and Geography
• We implemented The Arts and we introduced LOTE - Indonesian |

| Priority 2 Learning & Teaching | We will prepare and organize for the movement of Year 7 to secondary school in 2015. | • Year Six and Year Seven were prepared for a smooth transition for high school for 2015
• Orientation days were provided for students at local high schools |

| Priority 2 Learning & Teaching | We will undertake whole school approaches to provide protection of students and student behaviour support. | • We continued to adapt and improve our new Behaviour Management Support Program which included reviewing the Respect and Responsibility Criteria
• The School Board |
developed a Behaviour Management Policy which was ratified by the community
- Volunteer student protection policies were further developed

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<th>Priority 3 Professional Practice &amp; Collaborative Relationships</th>
<th>We will provide opportunities for collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.</th>
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| | • Principal and APRE met regularly with Parish Priest and leadership teams of the Ipswich Parish
• We worked collaboratively with the Parish team on the Sacramental program |

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<th>We will incorporate strategies to ensure the identification, monitoring and improved education outcomes for the diversity of students.</th>
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|  | • We employed a part time Speech Pathologist to work with students experiencing speech difficulties.
• We employed a teacher two days per week to work with teachers in upper year levels on English and Numeracy
• We implemented a new spelling program ‘Words their Way’
• Diagnostic tests (Pat R, Pat M, Words their Way, PM Benchmarks) were used to monitor and inform teachers on student outcomes
• A teacher aide was employed to work with Indigenous students to improve literacy and numeracy outcomes
• We made learning visible by using the principles of Visible Learning (Hattie’s work) daily. |

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<th>We will recognize parents as the primary educators of their children in building effective partnerships with our parent community.</th>
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|  | • Many opportunities were provided for parents to engage with the school (Example - Parent night, Orientation day)
• School policies were developed by the School |
| Board | • The P&F worked in close collaboration with staff to enhance school resources  
• We promoted relationships with our school families through Grandparents Day, Mercy Day, Carols Night, Art Show, Bush Dance, Rosewood Festival Parade  
• Teachers were involved with personal and professional goal setting.  
• Peer mentoring of teachers took place |
| --- | --- |
| We will become familiar with BCE “Performance & Development Program”. The teachers will devise strategies to implement appropriate practices. | • We participated in National Chaplaincy Program, National Partnerships/Empowering Local Schools  
• We participated in National Partnerships – Autism Spectrum |
| We will forge links with government agencies and professional bodies and intuitions. | • We will follow BCE Guidelines and Compliance for all Workplace Health and Safety matters  
• A new WHSO was trained  
• A WHS audit was completed successfully  
• A new groundsman/maintenance employee with WHS training commenced work in Term Four |
| We will review the culture of improvement, strategic data usage, planning and reporting, compliance evidence in the school renewal cycle | • An external review was undertaken by a panel and the school area supervisor. Successful outcome was achieved |
| **Priority 4 Strategic Resourcing** | We will prioritise budget goals to ensure formation and professional learning opportunities for all staff.  
• Staff attended the following in-service:-  
  ➢ RE Curriculum  
  ➢ Mathematics Learning Proficiencies  
  ➢ Geography  
  ➢ Sisters of Mercy charism  
  ➢ Visible Learning  
  ➢ Autism Spectrum |
| We will use information, communication and Learning Technology to inform the school community on St Brigid’s School | • The school website was updated and improved  
• Electronic newsletters were made available and also appear on the school website  
• An SMS was introduced to communicate with parents |
|---|---|
| We will use sustainable environmental practices to the appearance and functionality of the external areas of the school | • Equipment was repaired and upgraded.  
• Play equipment was painted in bright colours.  
• The convent was relocated to a corner of the school oval  
• Guttering on buildings was replaced  
• Outdoor areas were improved by the provision of shade cloths in four locations, tables and seats in the main eating area and early years area  
• Landscaping to the front of the school took place to enhance the school’s appearance  
• Flood mitigation work continued with the installation of a wall with aluminium seating in the tuckshop area |