Mission and Religious Education

Goal
2015: Implement the new Religious Education Units that were written last year

Achievements
- Staff were provided with time to consolidate RE unit planning during their staff planning days with the assistance of the APRE.
- All teachers visited the Jewish Synagogue. Vanessa Hall our Education Officer in RE from BCE, delivered several staff inservices on Scripture and Assessment in RE.
- It was decided due to the changes in APRE’s over the last 2 years, that this would be completed by the new APRE in 2016.
- Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.

Goal
2015: Further deepen staff knowledge and understanding of background needed to teach the new Religious Education Curriculum

Achievements
- Staff were provided with time to consolidate RE unit planning during their staff planning days with the assistance of the APRE.
- All teachers visited the Jewish Synagogue. Vanessa Hall our Education Officer in RE from BCE, delivered several staff inservices on Scripture and Assessment in RE.
- It was decided due to the changes in APRE’s over the last 2 years, that this would be completed by the new APRE in 2016.
- Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.

Goal
2015: Complete the RE Validation requirements for All Saints School

Achievements
- Staff were provided with time to consolidate RE unit planning during their staff planning days with the assistance of the APRE.
- All teachers visited the Jewish Synagogue. Vanessa Hall our Education Officer in RE from BCE, delivered several staff inservices on Scripture and Assessment in RE.
It was decided due to the changes in APRE’s over the last 2 years, that this would be completed by the new APRE in 2016.

Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.

Goal
2015: Further develop staff Wellbeing with special emphasis on Goal Setting and Stress Management

Achievements
- Staff were provided with time to consolidate RE unit planning during their staff planning days with the assistance of the APRE.
- All teachers visited the Jewish Synagogue. Vanessa Hall our Education Officer in RE from BCE, delivered several staff inservices on Scripture and Assessment in RE.
- It was decided due to the changes in APRE’s over the last 2 years, that this would be completed by the new APRE in 2016.
- Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.

Learning & Teaching

Goal
2015: To build the capacity of teachers to use data, formative assessment and a knowledge of growth mindset to impact on student achievement in a positive way.

Achievements
- i. PROJECT 1: LITERACY: Julie Sullivan was employed part time, to work and plan with teachers across Prep to Year 2 to improve student literacy. Student data, the Daily 5 Tool, formative assessment strategies and Literacy Rotations were used as the key strategies for improvement.
- ii. PROJECT 2: ASSESSMENT: Developing teacher skills with formative assessment was a key focus of staff professional learning and staff planning days. Drawing on the work of Dylan Wilian from the UK and his text "Formative Assessment", staff improved their practice of ongoing students assessment and feedback.
- iii. PROJECT 3: INQUIRY MATHS: From our analysis of student data in 2014, it was decided that Inquiry Maths problem solving needed some targeted work this year. Professor Judy Hartnett from QUT was engaged to work with teachers in developing strategies to improve the teaching of maths through inquiry based learning. Judy delivered demonstration lessons across all year levels, with teachers from all year levels involved. Teachers then met with Judy to fine-tune their practice and then implement this approach. Judy then provided further feedback to teachers as they implemented this approach in classrooms.
- iv. PROJECT 4: GROWTH MINDSET: Luke McKenna from 'Unleashing Personal Potential' was engaged to work with our year 5 and 6 students to develop a positive growth mindset in the way they approach their learning. Through anecdotal evidence, a concern about what our senior students think about their learning became evident. By drawing on the work of Professor Carol Dweck and her book 'Mindsets', Luke met with our year 5 and 6 teachers to plan some strategies to implement. Luke also worked directly with the students on three separate occasions. He focused on: Growth Mindset, Grit and Wellbeing. Teachers implemented follow-up work and changed the way they spoke with students about their learning.
- Marc Hughes our PE teacher attended a number of inservice opportunities to understand the new HPE Curriculum. He is currently in the process of implementing this new curriculum within his program.
- Evelyn Chapman, the Education Officer The Arts, from BCE, was engaged to deliver a comprehensive inservice to staff on the Arts Curriculum. Our CSTs then worked with teachers to assist them with planning and reporting in the Arts.

Goal
2015: Implement the Australian Curriculum in Health and Physical Education

Achievements
- Marc Hughes our PE teacher attended a number of inservice opportunities to understand the new HPE Curriculum. He is currently in the process of implementing this new curriculum within his program.
Goal
2015: Implement the Australian Curriculum in The Arts

- Evelyn Chapman, the Education Officer The Arts, from BCE, was engaged to deliver a comprehensive inservice to staff on the Arts Curriculum. Our CSTs then worked with teachers to assist them with planning and reporting in the Arts.

Achievements

- i. PROJECT 1: LITERACY: Julie Sullivan was employed part time, to work and plan with teachers across Prep to Year 2 to improve student literacy. Student data, the Daily 5 Tool, formative assessment strategies and Literacy Rotations were used as the key strategies for improvement.
- ii. PROJECT 2: ASSESSMENT: Developing teacher skills with formative assessment was a key focus of staff professional learning and staff planning days. Drawing on the work of Dylan Wiliam from the UK and his text "Formative Assessment", staff improved their practice of ongoing students assessment and feedback.
- iii. PROJECT 3: INQUIRY MATHS: From our analysis of student data in 2014, it was decided that Inquiry Maths problem solving needed some targeted work this year. Professor Judy Hartnett from QUT was engaged to work with teachers in developing strategies to improve the teaching of maths through inquiry based learning. Judy delivered demonstration lessons across all year levels, with teachers from all year levels involved. Teachers then met with Judy to fine-tune their practice and then implement this approach. Judy then provided further feedback to teachers as they implemented this approach in classrooms.
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- Evelyn Chapman, the Education Officer The Arts, from BCE, was engaged to deliver a comprehensive inservice to staff on the Arts Curriculum. Our CSTs then worked with teachers to assist them with planning and reporting in the Arts.

Professional Practice & Collaborative Relationships

Goal
2015: Continue to use the practice of staff goal setting to improve teaching and learning.

Achievements

- Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.
- Establishment of a School Strategic Learning and Teaching Team has resulted in greater alignment across all school departments and an improved coordination of all professional learning opportunities.
- The fruits of this implementation have created better-streamlined support for student learning. Work has now starting on formalising our approach to student extension and gifted support.
- This has been an ongoing goal over a number of years. Time has been set aside on Planning Days and Catch Up Days to facilitate staff dialogue. It has been anecdotally notes that staff are having more discussions about teaching and learning practice. All staff will be trained in 2016 Pupil Free Days in Coaching and Mentoring.

Goal
2015: Greater alignment in planning and development of school curriculum goals through the establishment of a Strategic Learning and Teaching Team

Achievements

- Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.
- Establishment of a School Strategic Learning and Teaching Team has resulted in greater alignment across all school departments and an improved coordination of all professional learning opportunities.
The fruits of this implementation have created better-streamlined support for student learning. Work has now starting on formalising our approach to student extension and gifted support.

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Goal
2015: Implement the Recommendations from the 2014 Learning Support Review

Achievements
- Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.
- Establishment of a School Strategic Learning and Teaching Team has resulted in greater alignment across all school departments and an improved coordination of all professional learning opportunities.
- The fruits of this implementation have created better-streamlined support for student learning. Work has now starting on formalising our approach to student extension and gifted support.
- This has been an ongoing goal over a number of years. Time has been set aside on Planning Days and Catch Up Days to facilitate staff dialogue. It has been anecdotally notes that staff are having more discussions about teaching and learning practice. All staff will be trained in 2016 Pupil Free Days in Coaching and Mentoring.

Goal
2015: Develop staff professional dialogue and feedback practices

Achievements
- Staff set Annual improvement goals with ongoing support each term from the school Leadership Team. Staff also attended a stress management workshop.
- Establishment of a School Strategic Learning and Teaching Team has resulted in greater alignment across all school departments and an improved coordination of all professional learning opportunities.
- The fruits of this implementation have created better-streamlined support for student learning. Work has now starting on formalising our approach to student extension and gifted support.
- This has been an ongoing goal over a number of years. Time has been set aside on Planning Days and Catch Up Days to facilitate staff dialogue. It has been anecdotally notes that staff are having more discussions about teaching and learning practice. All staff will be trained in 2016 Pupil Free Days in Coaching and Mentoring.

Strategic Resourcing

Goal
2015: Develop and Outside School Age Care Facility to open in January 2016

Achievements
- Funding was used in the following projects: i. PROJECT 1: LITERACY: Julie Sullivan was employed part time, to work and plan with teachers across Prep to Year 2 to improve student literacy. Student data, the Daily 5 Tool, formative assessment strategies and Literacy Rotations were used as the key strategies for improvement. ii. PROJECT 2: ASSESSMENT: Developing teacher skills with formative assessment was a key focus of staff professional learning and staff planning days. Drawing on the work of Dylan Wilian from the UK and his text "Formative Assessment", staff improved their practice of ongoing students assessment and feedback. iii. PROJECT 3: INQUIRY MATHS: From our analysis of student data in 2014, it was decided that Inquiry Maths problem solving needed some targeted work this year. Professor Judy Hartnett from QUT was engaged to work with teachers in developing strategies to improve the teaching of maths through inquiry based learning. Judy delivered demonstration lessons across all year levels, with teachers from all year levels involved. Teachers then met with Judy to fine-tune their practice and then implement this approach. Judy then provided further feedback to teachers as they implemented this approach in classrooms.
- Much time has been spend during 2015 in developing an Outside School Hours Care facility. Centacare will begin this new service on the first school day of 2016. The service will operate out of the current music rooms. During 2016, plans will be developed for the construction of a new Music Centre to open in 2017. Once our Prep/Learning Support Building Loan is paid off in 2016, repayments can be transferred to paying off this new building from 2017.
• Thanks to the support of our P&F and the Albany Fair, two costly projects will be completed by the end of 2015: i. The student playground with a focus on Prep to Year 2 ii. Covered waiting areas at the front of the school

• Technology Update: All Saints School has now been aligned to fall into a three-year cycle of technology upgrades. Parents pay a technology levy that funds a three year loan. This cycle of upgrades included: PC lab, classroom laptops and ipads, classroom storage and recharge facilities, classroom printers, wireless network upgrades and staff laptop replacements. d. One to one iPad Program: Support was provided for staff to roll out the one-to-one iPad program into year 6. All students in years 5 and 6 now have access to their own iPad to engage in their learning. A number of in-service opportunities were offered to staff on the use of their new iPads and MacBook Air computers. These opportunities greatly enhanced the skills of our staff in utilising these new technologies to deliver excellent learning and teaching.

Goal
2015: Construction of a new fixed children's playground, and new covered areas in drive through, using funds from the P&F Levy and the Albany Fair.

Achievements

• Funding was used in the following projects: i. PROJECT 1: LITERACY: Julie Sullivan was employed part time, to work and plan with teachers across Prep to Year 2 to improve student literacy. Student data, the Daily 5 Tool, formative assessment strategies and Literacy Rotations were used as the key strategies for improvement. ii. PROJECT 2: ASSESSMENT: Developing teacher skills with formative assessment was a key focus of staff professional learning and staff planning days. Drawing on the work of Dylan Wiliam from the UK and his text "Formative Assessment", staff improved their practice of ongoing students assessment and feedback. iii. PROJECT 3: INQUIRY MATHS: From our analysis of student data in 2014, it was decided that Inquiry Maths problem solving needed some targeted work this year. Professor Judy Hartnett from QUT was engaged to work with teachers in developing strategies to improve the teaching of maths through inquiry based learning. Judy delivered demonstration lessons across all year levels, with teachers from all year levels involved. Teachers then met with Judy to fine-tune their practice and then implement this approach. Judy then provided further feedback to teachers as they implemented this approach in classrooms.

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Goal
2015: Increase Staff and Student use of technology

Achievements

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- c. Technology Update: All Saints School has now been aligned to fall into a three-year cycle of technology upgrades. Parents pay a technology levy that funds a three year loan. This cycle of upgrades included: PC lab, classroom laptops and ipads, classroom storage and recharge facilities, classroom printers, wireless network upgrades and staff laptop replacements. d. One to one iPad Program: Support was provided for staff to roll out the one-to-one iPad program into year 6. All students in years 5 and 6 now have access to their own iPad to engage in their learning. A number of inservice opportunities were offered to staff on the use of their new iPads and MacBook Air computers. These opportunities greatly enhanced the skills of our staff in utilising these new technologies to deliver excellent learning and teaching.

**Goal**

2015: Student First Support Resourcing

**Achievements**

- Funding was used in the following projects: i. PROJECT 1: LITERACY: Julie Sullivan was employed part time, to work and plan with teachers across Prep to Year 2 to improve student literacy. Student data, the Daily 5 Tool, formative assessment strategies and Literacy Rotations were used as the key strategies for improvement. ii. PROJECT 2: ASSESSMENT: Developing teacher skills with formative assessment was a key focus of staff professional learning and staff planning days. Drawing on the work of Dylan Wilian from the UK and his text "Formative Assessment", staff improved their practice of ongoing students assessment and feedback iii. PROJECT 3: INQUIRY MATHS: From our analysis of student data in 2014, it was decided that Inquiry Maths problem solving needed some targeted work this year. Professor Judy Hartnett from QUT was engaged to work with teachers in developing strategies to improve the teaching of maths through inquiry based learning. Judy delivered demonstration lessons across all year levels, with teachers from all year levels involved. Teachers then met with Judy to fine-tune their practice and then implement this approach. Judy then provided further feedback to teachers as they implemented this approach in classrooms.

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