## SCHOOL CYCLICAL REVIEW REPORT

**Cycle 2: School Cyclical Review**

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<tr>
<th>School</th>
<th>St Joachim’s, Holland Park</th>
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<tr>
<td>Principal</td>
<td>Mrs Christine Ioannides</td>
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<tr>
<td><strong>School Representatives</strong></td>
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<tr>
<td>Name of Representative</td>
<td>Role</td>
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<td>These representatives will</td>
<td>Mrs Christine Ioannides</td>
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<td>meet with the panel for:</td>
<td>Principal</td>
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<td>• Strategic Conversation 1</td>
<td>Mrs Amanda Sheridan</td>
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<td>• Strategic Conversation 2</td>
<td>Support Teacher Inclusive</td>
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<td>Religious Education</td>
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<td><strong>School's Area Supervisor</strong></td>
<td>Mr Damien Barker</td>
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<td><strong>External School Review Date:</strong></td>
<td>August 24&lt;sup&gt;th&lt;/sup&gt;, 2016</td>
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<tr>
<td><strong>Date for School Documentation Due to BCEO:</strong></td>
<td>July 20&lt;sup&gt;th&lt;/sup&gt;, 2016</td>
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Section A: School Context *(Informs Strategic Conversation 1)*

This section is intended to provide evaluative commentary regarding the strategic context impacting on school renewal and improvement. The commentary is selective and strategic and addresses relevant demographic, historical, financial, outline of key improvement and other appropriate information to provide a picture of school context.

St Joachim’s Primary School is a Catholic co-educational school for students from Prep to Year 6 with an enrolment, in 2016, of 328 students - 158 males and 170 females. The school is located in the inner city suburb of Holland Park.

St Joachim’s was founded in 1938 by the Sisters of St Joseph. Our charism seeks to attend to the needs of all, embracing both the vision of Mary Mackillop but also embodying that essence of family and love as personified in St Joachim, the grandfather of Jesus. Our school vision and mission strongly proclaim a commitment to an authentic and Catholic Christian life and culture through:

- *Faith and trust in God,*
- *Love of Christ in all we do,* and
- *Service to others through prayer and social justice action for the ‘Greater Glory of God’.*

The feast days for St Joachim and St Ann, St Joseph and St Mary of the Cross MacKillop, as well as times of traditional devotions to Mary, the mother of Jesus, are significant times of celebration and prayer for the St Joachim’s community. In 2013 the school celebrated its’ 75th anniversary and will celebrate its’ 80th anniversary in 2018. Our parish church celebrates its’ 80th anniversary this year.

As a Catholic Parish School, St Joachim’s promotes a welcoming and inclusive community where respectful and positive relationships are fostered with parents, carers and the parish community. It is one of two Catholic primary schools catering to the needs of the families within the Holland Park Mt Gravatt Parish. In 2016, eighty-six percent of our school enrolments are Catholic.

In 2012, St Joachim’s successfully applied to become a 2-stream school in response to the growing number of Catholic families in the parish wanting high quality Catholic inclusive education for their children. This has resulted in our community growing from 9 classes in 2011 to 14 classes in 2015. The continued growth in student enrolments over the past five years has allowed us to expand our teaching staff, recruiting members with a range and depth of teaching experience, adding to the already vibrant and extremely committed teaching and support staff. St Joachim’s has grown from approximately 25 staff in 2011 to just over 50 staff in 2016. However, enrolment numbers in Years 5-6 continue to fluctuate depending on the number of boys whose families choose to remain at St Joachim’s rather than attend Religious Institute schools.

Over the past five years, the leadership team, which has included the Principal, Assistant Principal Religious Education (APRE) and Support Teacher Inclusive Education (ST.IE), has strived to inspire a strong vision for our community, promoting high expectations for learning and achievement so that all students grow and progress to their full potential and beyond. Central to this has been the development of St Joachim’s *Vision for Learning and Teaching* in 2012-13, which reflects the school’s vision and mission and articulates a common set of beliefs and values about student learning. At St Joachim’s we believe that learning and teaching is:

- Inclusive;
- Supportive;
- Collaborative;
- Respectful; and
- Purposeful and Meaningful.

As a result, St Joachim’s Strategic Renewal Plan 2013-2016 has focused on:

- Improving literacy and numeracy standards across the school through effective and consistent pedagogical practices,
- Developing a culture of professional learning and collaboration among the staff,
- Establishing highly effective whole school structures and approaches to student well-being, pastoral care and inclusive practices for meeting the learning needs of diverse learners,
- Developing strong relationships and meaningful partnerships between staff, parents and caregivers, members of the parish and wider community.
- Major investment in professional learning around contemporary learning pedagogies and investment in creating contemporary and flexible learning environments,
• Developing our Catholic Christian identity through the creation of sacred spaces and prayerful practices.

The appointment of a new principal in 2016, adds a new dimension to the leadership team, who continue to work with all staff, students and parents to move the school forward whilst respecting the traditions and practices of the past. This work is enriched and supported by the parents and community members who make up both the Pastoral School Board and the Parents and Friends’ Association (P & F). St Joachim’s has a highly educated parent community, a large majority of whom work in professions or their own businesses. The principal works collaboratively with both these important groups and the wider parent community to gain valuable input to the school’s master plan as well as the school’s strategic planning including the resourcing of our classrooms, contemporary learning environments and the development of playground areas.

St Joachim’s school has undergone significant physical changes during the past nine years, with an upper primary block, a prep classroom and early years’ playground being completed in 2007. This was followed in 2010-11 with a double storey block (containing five classrooms, a tuckshop, uniform shop and storage area), a library and undercover play area including a multipurpose court as part of the Federal government’s Building Education Revolution (BER) Project. In 2013 a Master Plan was collaboratively developed with staff, the school board, the parish and parent community to provide clear direction around building and landscaping for the growing community. Stage One of the plan was completed in 2014 with the building of a new prep classroom, Out of Hours School Care (OHSC) room and the redevelopment of the Early Years playground including an amphitheatre. The P & F contributed more than $37000 to Stage One of the Master Plan.

A major building project incorporating most elements of Stage Two was completed in February 2016, contributing to our school commitment to enrich learning and teaching for twenty-first century pedagogy through creating spaces to support the embedding of the Arts and Digital and Design Technologies across the curriculum. A new two-storey administration building houses a main reception area, five offices, interview and board rooms, sickbay, resource preparation room and staffroom on the top floor. While a new Learning Support area, two Arts GLA’s catering for Visual Arts, Performing Arts and Languages Other Than English (LOTE) as well as a music practice room and an archive room are located on the ground floor. This project also included a new senior toilet block, one GLA, a new undercover area and refurbishments to our existing library and resource centre, Penola Place, nearly doubling it in size.

The recent installation of artificial turf on the oval, with the support of our P&F, has greatly improved the quality of the play space for our students in Health and Physical Education (PE) lessons, as well as being a welcoming space for families to gather, benefiting all of our community. Parent support has also allowed us to install air-conditioning into the new Year 6 classroom.

All students (P-6) participate in specialist lessons in Visual and Performing Arts (music, drama, dance), Italian (LOTE) and Physical Education throughout the school year.

A high quality Italian language and culture program operates at St Joachim’s. Students perform in Italian during the year at assemblies, class celebrations of learning, the fete and at our Carols Evening. In 2015, a highly successful whole school Italian Carnivale Day was held in Term 4 for all students. A highlight of our 75th year celebrations in 2013 was the staging of a school musical, ‘Masquerade’ involving students in Yrs 3-7 which incorporated the performing arts and LOTE programs.

St Joachim’s students also have the opportunity to participate in a broad range of optional extra-curricular programs. These have included:

• Yr2-6 students: ICAS competitions in English, Writing, Mathematics, Science and ICTs.
• Maths Olympiad (selected students)
• Yr 4-6 Interschool Maths Challenges
• Yr 4-6 Book Club (run by our TL)
• Yr 5-6 Readers’ Cup Challenge
• Science enrichment groups
• Art enrichment groups
• Dance enrichment groups

The school choir, open to students in Years 3-6, has performed at fetes, the school feast day, assemblies and other significant events such as the Queensland Catholic Schools Music Festival. It is expected that a choir will once again be established with the appointment of a new performing arts teacher in 2016. A dedicated recorder band has also existed in the past 3 years. Private tuition is available in speech & drama, chess, guitar, piano, drums & percussion,
woodwind, brass and string instruments. All students have the opportunity to perform for the community at our annual Celebration of the Arts, as well as assemblies, liturgies, school events such as the fete and during year level Celebrations of Learning through the year.

As well as their weekly HPE lessons, students in Years 1 – 6 participate in a swim and survive program each year covering stroke development and water safety. Years 5-6 students participate in Flipper Ball (modified water polo). Students in Year 4-6 participate in interschool sport competitions, including gala days, in sports such as netball, soccer, league tag, European handball and hockey. Selected students represent our school at zone swimming, cross country and athletic competitions each year. Student also have the opportunity to trial for regional selection in a variety of sports.

A student environmental club has been an important part of leadership responsibilities in the past five years, particularly since the formation of a Memorandum of Agreement with Micah Projects in 2013, where students have grown vegetables to deliver to the community kitchen at Brisbane Common Ground. Our environmental club garden is to be re-established following the 2015-16 building project.

St Joachim’s has a positive and proactive approach to student well-being and pastoral care. The review of the whole school behaviour program in 2011-12, led to the development of our School Wide Positive Behaviour Support (SWPBS) rules matrix and school mascot, Joey, in 2013 and was further refined with the introduction of the (Positive Behaviour for Learning (PB4L) system and the introduction of our Learning Dispositions in 2015. Some key initiatives in this area have been the design and implementation of the Ready to Learn Program in our Prep-Yr 1 classes, the introduction of meditative prayer practices each week and Well Being Week each term and the participation of our Year 4-5 students in the trial of an Emotional Intelligence Program through Swinburne University, all highlighting aspects of the Personal and Social, Critical and Creative Capabilities embedded across Australian Curriculum learning areas. As well, students participate in a small targeted range of programs that align with our Vision for Learning and Teaching and are supported by evidence-based research to develop social and emotional learning. These include Rock and Water (promoting personal safety), Peer Mediation training, leadership retreats days and camps for our Year 5 and 6 students, while Circle Time and buddy programs are used widely across the school. Feeling Safe, Say No To Bullying, the Daniel Morcombe Curriculum, Digital Citizenship and Life Education are all programs that teachers draw on to support and develop student well-being.

The 2011-2015 leadership team have been privileged to lead the community during this exciting stage in St Joachim’s history and look forward to the External Review Process to affirm our current school strengths and provide insightful comment to inform recommendations for future and continuous improvements at St Joachim’s.
(i) Staff engagement with cyclical review and to what extent a professional review culture is developing (or present) at the school

Staff engagement with the cyclical review process has grown and developed over the past five years. The appointment of a new leadership team at the beginning of 2011 meant that it took some time for the Principal and APRE to gain the trust and confidence of the staff, who may have been wary about giving candid feedback about different elements under the four priority components. This, with the fairly rapid growth of the teaching staff as we moved to a two stream school, may also have impacted on the reluctance of some staff to engage authentically with the cyclical review. Some teaching staff may have been confronted by the need to collaborate and negotiate around teaching and learning for the first time in their careers.

As a result, tools such as online surveys and small group discussions at staff meetings were used to gain feedback from teaching staff around components and elements of the cyclical review. It was much more difficult to engage school officers and auxiliary staff in the cyclical review due to their work hours and family commitments. Again, it has taken time to build a culture of relational trust and for these staff members to feel valued as members of the wider learning and teaching team.

In the past few years, there has been a significant change to the type and quality of engagement of all staff with cyclical review, with staff entering into the process with greater authenticity and responsibility. This growth may be attributed to a couple of factors:

- The inclusion of opportunities for professional reading and viewing, discussion and collaboration around learning at staff meetings where all viewpoints are respected.
- School officers and auxiliary staff feeling valued as equal members of the learning team.
- The invitation to staff to be part of different learning teams, with staff taking on different roles within the teams.

As a leadership team, we feel that staff engagement will continue to grow and improve with time. In 2015, and certainly further in 2016, staff have been invited to form teams, led by Exceptional Teacher (ET) 6 teachers, to gather data and discuss different elements and components in the cyclical review, reporting their findings back to the main body of staff.

(ii) The quality and scope of stakeholder feedback (parents, students and BCEO consultants) and their engagement with or input into cyclical review

A variety of tools have been used to gain feedback from parents and students around components and elements of the cyclical review. Online surveys as well as consultation at P & F meetings, parent forums and with the School Board have provided valuable input to the cyclical review process. Parent coffee mornings and invitation via the school newsletter have also provided parents and friends with forums to provide the school community with feedback. It will be a goal for our community to look for a variety of different ways to engage a larger percentage of families to engage with the cyclical review process.

Another area for growth for our community will be to access and gain feedback from Education Officer (EO): RE’s and EO: Curriculum around the cyclical review components.
(iii) How cyclical review informs annual school planning, action and whole school and teacher professional learning

The results of staff, parent and community surveys as well as consultation has certainly informed annual school goals and direction for whole school planning over the past five years. This has been a productive and positive process over the past five years of this strategic renewal cycle. Staff have been much more willing to be involved in setting goals and providing feedback on directions for the school community, through whole staff and small group discussion. This has been valuable in defining and reaching consensus around annual goals. The leadership team meets at the beginning of each year to review and identify patterns in the collected data and community feedback. This information is presented to staff who discuss and provide further information around possible directions for the year. Annual goals are formed under the broader school renewal plan goals for each priority at the leadership forum in early February, which are then shared with teachers during staff meetings early in the first term. During the past five years, different stakeholders in the community have been consulted around identifying specific actions in order to achieve each goal. Teachers have been asked to identify professional learning goals each year that align with the strategic goals for the year. For example, in 2014 and 2015, teachers were asked to identify a goal for professional growth around their knowledge and understanding of the principles and practices of Visible Learning. This provided the leadership team with information around potential whole staff, small group and individual professional learning. It shaped the direction of staff meetings for the remainder of the year.

B2 The school provides evaluative commentary on where and how student learning data is used.

(i) What learning data is analysed and how is it used to inform:
   - Curriculum planning and pedagogy at whole of school level.

Prior to the establishment of the Business Intelligence Tool (BI), the St Joachim’s Leadership Team collected and analysed a range of standardised data, mainly in Literacy, using tools such as:

**The Early Years**
- Waddington Reading;
- PM Benchmarks;
- Sutherland Phonological Awareness Test (SPAT).

**Middle & Upper Years**
- PM Benchmarks;
- Torch Comprehension;
- Words Their Way Spelling Inventory;
- South Australian Spelling Test.

This data was used to identify high performing students in Literacy as well as students to be targeted for specific programs such as Phonological Awareness in Literacy (PAL), Early Literacy Foundations (ELF) and Reader Support. The Neale Reading Analysis was also used for identifying students with specific reading difficulties. Data was also used to identify clusters of students across classes/year levels where school officers and other support staff might be assigned. Analysis of trends in National Assessment Program Literacy And Numeracy (NAPLAN) Data has also been used for a number of years to identify specific curriculum areas of deficit and strength to be targeted at a whole school or phase level. This led to St Joachim’s staff becoming involved in the trial of Reading To Learn, Learning
to Write with BCE support. Over the next two years, the majority of our classroom teachers participated in this professional learning around the teaching of reading and writing. As part of this project, teachers were required to use Pat-R Comprehension with their class at the beginning and end of the course, as a tool to identify student progress in comprehension. In 2013, as part of St Joachim’s first year involvement in Visible Learning, the ST.IE and Curriculum Support Teacher (CST) attended a Brisbane Catholic Education workshop facilitated by Griffith University lecturers, Dr Kath Glasswell and Willemina Mostert that focused on analysing data (Pat-R/ Pat-M/ Torch), having meaningful collaborative conversations with colleagues about data, leading to whole school action. This resulted in the ST.IE and CST beginning to work with teachers to have conversations about reading comprehension data and use this as the starting point for year level and classroom planning. It also led to a whole staff professional learning focus on developing shared understanding around processes and strategies used in the teaching of reading.

- Planning and pedagogy at classroom and/or cohort level

St Joachim’s Support Teachers- Inclusive Education prepare folders at the beginning of each school year providing class and specialist teachers with information about each of their students. This includes any learning data that will support the classroom teacher in supporting each student to access and demonstrate their learning in all areas of the curriculum. It provides relevant information about preferred learning styles and strategies that support specific students in their learning. This information is discussed at hand-over meetings which are held between year level teachers for the current year with those from the previous year. There may also be meetings held between the ST.IE, classroom teachers and parents for specific students. These are ongoing throughout the school year.

The BI Tool has allowed the leadership team and class teachers to delve into whole school and class cohort data over the past 18 months. This has become a more effective and authentic process with class teachers entering their own monitoring data in 2016.

A collaborative approach for planning involving class teachers, the ST.IE and CST has been in place for the past five years. This process is being constantly refined through our involvement in Visible Learning, Lyn Sharratt and the BCE Learn team.

(ii) Outline school involvement in the Deliver Excellent Learning and Teaching initiative

- school focus within this initiative (how this connects to internal review and goals and what you want to see as a result of this involvement)

St Joachim’s first became involved in Visible Learning through BCE’s association with John Hattie and the Cognition team in New Zealand in 2013. Over the next 12 months, the Visible Learning team introduced staff to Hattie’s research and the different components of Visible Learning. We began to collect data about what both our teachers and students considered to be ‘a good learner.’ We discovered that most of our students associated good learners with good behaviour. With St Joachim’s Vision for Learning underpinning our work, we began to focus on developing visible learners in our school community through the introduction of learning intentions and success criteria. We also looked at the Teacher Mindframes, learning goals and developing a growth mindset among our students. The Visible Learning developed an action plan to move learning forward. In 2014-15, we extended our staff team to include the Teacher Librarian (TL) and a number of class teachers. We used Great Teaching Great Results (GTG) funding to allow teaching staff to attend cognition workshops around developing visible learners and effective feedback. These teachers shared their learning with the rest of the staff and facilitated the development of St Joachim’s Learning Dispositions in 2015. Staff meetings were held in different classrooms so that teachers could share how they were making learning visible in their classrooms. In 2015, as part of the TEACH group in BCE’s Delivering Excellent Learning and Teaching (DELT) initiative, St Joachim’s was part of a Visible Learning cluster involving St Agnes, Mt Gravatt, Christ the King, Graceville and St Thomas’, Camp Hill. Facilitated by Helen Leeson, (BCE Snr EO: Curriculum), the cluster worked collaboratively to build shared and deeper understanding visible learning, with a specific focus on formative assessment and feedback.

In 2016, St Joachim’s has moved into the Learn Collaborative with a particular focus on embedding the high yield strategies and building shared understanding among staff of the Effective and Expected Practices for Literacy as we continue to develop Visible Learning across the school. Once again, the leadership team has
used GTG funding so that as many teaching staff as possible attend professional learning in this area. e.g. Teaching Phonics in Context, Developing Successful and Passionate Readers in the Early Years and the Reading-Writing Connection (Year 3-6).

- what data/evidence has been analysed to monitor and inform progress

Videos and informal conversations with students has provided feedback to our community as to how well we are embedding learning intentions, success criteria, feedback and our learning dispositions in our classrooms and across our school. There is visual evidence of these in each classroom.

The use of the monitoring tools in March and June is providing evidence of progress against the Concept of Print, Letter/Sound Knowledge and PM Benchmark tools for our students in Prep-Year 2. Year 3-6 teachers have engaged with the writing analysis tool and this has highlighted a number of areas of strength as well as some areas for further development. This data coupled with NAPLAN, Student Reporting System (SRS) and teacher judgement is providing our school with point in time data that can be responded to more readily.

- name any actions taken as a result of this analysis

Teachers are beginning to have more authentic and rigorous conversations about the current data they are collecting and how this will inform their next cycle of planning. It has also informed our targeted support programs.

B3 Impact of School Cyclical Review on Renewal

In relation to the four Archdiocesan Priorities the school names one or two initiatives to highlight where cyclical review has contributed to improvement and or development within the school

Following the launch of St Joachim’s Vision for Learning and Teaching, the 2013 cyclical review identified a need, in the area of component 2.1 Curriculum Design and Implementation, to do with developing whole school approaches to the teaching of Literacy and Numeracy. In response to this we:

- Formed our staff curriculum team, which met fortnightly to plan professional learning sessions in reading;
- Changed the format of our staff meetings to include weekly professional learning;
- Continued our commitment to Reading to Learn, Learning to Write Program;
- Had focused conversations with teachers around their class/year level Pat-R data, which informed planning;
- Engaged in Visible Learning;
- Had strategic conversations around the use of textbooks, in light of the Australian Curriculum: English and professional learning around reading;
- Introduced our 1:1 contemporary learning program in Year 3, which has continued through to Year 6 in 2016;
- Began to investigate whole school approaches to numeracy, in 2014;
- Trialled the RoleM approach to numeracy in Prep and Year 1 classes in 2015, which has been extended into 2016 with professional learning across the school.

This will be an ongoing process as part of our commitment to the BCE DELT strategy.
Section C: Documentation used to demonstrate accreditation
(Informs Strategic Conversation 1 and demonstrates school meets accreditation requirements)

Schools will provide evidence of:

- Most recent Annual School Report (BCEO prints off through central school directory)
- Copy of validated internal review of components including 3.5 ACCOUNTABILITY AND COMPLIANCE and 4.5 SCHOOL IMPROVEMENT (Sparrow print off through BCEO)
- Copy of signed off evidence audit for component 3.5 Accountability and Compliance
- Copy of the current school strategic renewal plan
- Copy of the school’s most recent annual action plan
- Copy of the most recent school renewal report (i.e. school achievements against the action plan for the previous year)

School can also provide any further strategic information to the panel as they deem appropriate
Section D: Strategic Report on Learning and Teaching of Religious Education and Religious Life of the School

(Please note: 1. This report is to be filled out by the APRE in consultation with their local EO-RE with notation of same at end of report.

2. Areas for comment will connect with the Religious Education Validation, 2015 requirements and reference will be noted).

D1: Teaching Religion and teaching within a Catholic School

a) Explain the accreditation status of RE teachers at the school and outline the processes for ensuring religious educators meet accreditation requirements and engage in regular professional learning in Religious Education. *(Religious Education Validation, 2015 requirements – Element 3 Whole School Evidence, first point).*

At the end of 2014, all teachers of Religious Education at St Joachim’s Catholic School were re-accredited to Teach Religion in a Catholic School and Teach in a Catholic School until 2019. In 2016 this includes 17 class teachers as well as the Principal and Assistant Principal Religious Education. 7 specialist teachers hold accreditation to Teach in a Catholic School.

Staff have been supported to maintain their accreditation through the provision of opportunities to attend relevant professional learning in both Religious Education and the Religious Life of the School each year. Opportunities to participate in external courses such as Religious Education Accreditation Program (REAP), theological and higher educational study are also promoted.

The range of professional learning has aligned to goals in the school’s strategic renewal plan and include:

a. Developing knowledge and understanding of the Religion Curriculum strands and sub-strands
b. Supporting the implementation of contemporary pedagogical practices and the embedding of effective digital tools in the teaching of Religion.

c. Developing deeper understanding of the identity and mission of the Catholic school within the mission of the wider Church (social justice, evangelization)
d. Opportunities for staff formation developing understanding of the Catholic ethos and examining traditions and spirituality, through the lens of the Josephite charism.

b) Outline the professional learning and formation of RE teachers at the school (in particular refer to school professional learning plans and individual teacher goal setting and professional learning where applicable). Provide some examples to illustrate a range of offerings including in-school and external providers.

Over the past five years, professional learning in Religious Education has been designed to support teachers to attain/maintain their accreditation in both areas of Teaching in a Catholic School (25hrs) and Teaching Religion in a Catholic School (25hrs).

As well as being aligned to St Joachim’s school strategic goals, opportunities for professional learning in Religious Education often evolve in response to teacher goal setting and curriculum planning sessions. E.g. praying with children, meditative prayer practices, designing assessment tasks to match the achievement standard.
Professional Learning has included:

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<th>Year</th>
<th>Type</th>
<th>Staff Professional Learning</th>
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| 2011 | ½ or part day planning | - RE Planning with James Robinson: EO-RE- using digital tools with each staff member  
- Year level RE Planning each term with APRE x 4 |
|      | Staff Meeting/after school PD | - Theology Background to the Holy Week Story (7-4-11)- Chris Thomas  
- Exploring the Gospel of Matthew- Sr Kari Hatherall  
- Teaching the Gospel of Matthew/Teaching scripture using artefacts- James Robinson (EO:RE)  
- Using Digital Tools to Enhance Teaching in the RE Classroom- James Robinson |
- Whole Staff Spirituality Day- *Take off Your Shoes you’re on Holy Ground...* Margaret Connors (Santa Teresa)17- 10-12 |
|      | ½ or part day planning | - Year level RE planning each term with APRE( 1-5-2hrs x 4) Some year levels beginning to plan with draft RE documents in Term 4. |
|      | Staff Meeting | - Exploring the New Roman Missal- Sr Kari Hatherall  
- Exploring the Gospel of Mark using Lectio Divina- Sr Kari Hatherall |
| 2013 | Whole Day | - Jan PL Day dedicated to building staff knowledge and understanding of the draft Religious Education Syllabus  
- Formation of RE School Implementation Team  
- Year 1 of participation in BCE *Catching Fire* programs:  
  - Guiding Lights- Chris Thomas  
  - Spirit Fire- sally Grigson & Amanda Sheridan  
  - Keepers of the Flame- Wendy Randall & Emma Waller  
- Whole staff Spirituality day: *Exploring our Past-Looking to the Future*-Mystery bus tour- St Stephen’s Cathedral, History of Catholic Education, Tracing the steps of the Sisters of St Joseph and other religious orders walk through the city to South Brisbane, Exploring social justice through the lens of Mary MacKillop, Visit to and tour of Brisbane Common Ground- 75th year partnership, focus on praying and reflecting with the writings of Mary MacKillop. |
|      | ½ or part day planning | - Term Planning with APRE and SI Team  
- 75th Year celebrations- Treasuring Our Story- social justice visits representatives from St Vincent de Paul, Catholic Missions, Caritas & Micah Projects |
|      | Staff Meeting | - Introduction and familiarisation with the new RE curriculum-intent, vison, components ready for implementation in 2014. (Anne Victor EO:RE)  
- SIT Team information sessions around new RE curriculum strands, sub-strand organisation  
- Beginning partnership with Micah Projects through Brisbane Common Ground- staff collaboration, P & F and School Board consultation. |
| 2014 | Whole Day/Retreats | - Jan PL Day dedicated to deepening teacher understanding of the new Archdiocesan curriculum, using it to plan units of inquiry in RE -Leigh Stower (PEO:RE) St Catherine’s Wishart  
- Year 2 of participation in BCE *Catching Fire* programs:  
  - Guiding Lights- Chris Thomas, Amanda Sheridan  
  - Spirit Fire- Sally Grigson & Amanda Sheridan  
  - Keepers of the Flame- Wendy Randall & Emma Waller |
|      | ½ or part day planning | - Year level term RE planning with APRE & Anne Victor: EO x2  
- Year level term planning with APRE x 2- developing fertile questions and assessment tasks |
|      | Twilight | - Building Teacher Knowledge & Understanding of the narrower strands/sub-strands in the BCE RE Curriculum (3x 1 hrs workshops- P-2, 3-4, 5-6 focus groupings) (Teachers from other BCE Schools attended including St Agnes)  
  - Teaching *World Religions: Judaism* within the RE Curriculum (APRE)  
  - Teaching the *Church History* Strand within the RE Curriculum (Pat Lavercombe) |
### 2015

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<th>Staff Meeting</th>
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<tr>
<td>Continued staff meeting focus on RE SI team feedback</td>
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<td>Intra school moderation in RE- Sacred Texts focus</td>
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<th>Whole Day</th>
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<tr>
<td>Jan PL Day dedicated to Year level planning in RE</td>
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<td>Year 3 of participation in BCE Catching Fire programs:</td>
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<tr>
<td>Assessing and Reporting in Religious Education: Critiquing assessment tasks through lens of Catholic World View &amp; using principles of assessment (3hrs) - Leigh Stower, Anne Victor</td>
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<tr>
<td>Consistency of Teacher Judgement Interschool Moderation with staff from St Catherine’s Wishart &amp; St Ita’s Dutton Park</td>
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<tr>
<th>Staff Meeting</th>
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<tr>
<td>Introduction to Mindfulness- Catherine Foley (1.5hr workshop)</td>
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<tr>
<td>SI Team focus sessions re: review of RLOS components in RE Syllabus</td>
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<tr>
<td>Intra school moderation in RE- Sacred Texts focus</td>
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### 2016

<table>
<thead>
<tr>
<th>Whole Day</th>
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<tbody>
<tr>
<td>Jan PL: ½ day focus on staff reorientation to Religion Curriculum Section 1: The Shape of Religious Education (Vision &amp; Model for RE, Contemporary Contexts of School RE)</td>
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<tr>
<td>½ day to review year level overviews planning, unit plans and aligning assessment tasks to achievement standards</td>
</tr>
<tr>
<td>RE SI Team days- 26-4-16 – Continued development of St Joachim’s, professional reading and consultation with Peggy Roe (EO:RE), Term 3 release days to be confirmed.</td>
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<th>½ or part day planning</th>
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<tr>
<td>½ day Term planning with APRE (x3)</td>
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<tr>
<td>Staff Meeting: Term 1 Week 10- RLOS and element 1 and 2 feedback from staff, Term 2 &amp; 3 Week 3, 6, 10- Religious Education Program focus</td>
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### D2: Implementation of Religious Education Program

**a)** Outline the processes for how the school monitors, reflects on and evaluates student progress and achievement. *(Religious Education Validation, 2015 requirements – Element 4 Whole School Evidence, first point)*. Briefly outline how the school timetables and allocates time to meet the mandated minimum requirements.

St Joachim’s School uses a variety of collaborative processes to monitor, reflect and evaluate the school Religious Education program with regard to student progress and achievement. These processes are facilitated by the APRE.

During planning sessions, teachers engage in reflection on their previous unit. This includes evaluating the effectiveness of unit plan learning intentions and success criteria, assessment tasks, pedagogical practice and resources in supporting students to meet the achievement standards. These conversations inform planning for the next unit.

Teachers collect evidence of student achievement in Religious Education through observation and consultation with students during class lessons, through self-assessment opportunities as well as focused analysis of assessment tasks in each unit. Teachers report to parents regarding student
progress and achievement in Religious Education using work samples showing multiple
demonstrations of student achievement over time. This occurs during parent-teacher interviews,
Celebrations of Learning and via the end of semester report card, twice a year.

The introduction of the BI tool has provided our leadership team and staff with the means to engage
in dialogue around student progress and achievement in Religious Education. This has occurred
mainly during leadership meetings in recent years as well as in staff meetings, following the
reporting periods. It is the intention of our Religious Education School Implementation Team (RE SIT)
to embed this process into year level planning each term, as well as making it a more authentic
process in staff meetings throughout the course of each year, as part of our School Religious
Education Program.

The selection of Religious Education as a focus area for Consistency of Teacher Judgement (CTJ) over
the past two years has also provided a vehicle for teachers to discuss the progress and achievement
of students against the Religion curriculum achievement standards. Engaging in both intra and
interschool moderation assists our teachers to ensure that our assessment tasks have rigor and align
with the relevant achievement standard of the BCE Religious Education Curriculum. Over the past
two years, our community has engaged in inter-moderation with teachers at St James, Coorparoo
and St Elizabeth’s, Tarragindi. During the year, times have been scheduled for year level teachers
across the cluster to meet to gain clarity around the CTJ requirements, share ideas and plan possible
assessment tasks. In 2015, our community gathered with staff from St Catherine’s, Wishart and St
Ita’s, Dutton Park in response to our common involvement in BCE’s DELT strategy and Visible
Learning. We engaged in a new process where teachers provided their year level colleagues with
unmarked assessment tasks prior to the cluster meeting. Each work sample provided information
around the context of the unit, the part of the achievement standard targeted and an outline of the
learning sequence. During intra moderation processes, teachers annotated and discussed each
school’s samples and brought their observations and judgements to the interschool moderation
discussion. We are refining this process for use in 2016.

Class teachers hand in term timetables to the leadership team, articulating how the mandated
minimum of 2.5 hours of the classroom teaching of Religion is to be addressed. Teachers are also
required to indicate how they meet the requirement for daily prayer.

b) If school’s Religious Education Program has been validated – Name the key strategic
recommendations provided in the validation report and outline what actions the school
will take to implement these recommendations.

St Joachim’s School Religious Education Program is coming up for validation in October 2016.
Following the launch of the RE Curriculum in 2013, the school RE SIT Team was formed to support our
school program development. The composition of the team has changed over the years but is
currently comprised of representatives from all phases of the school as well as members who have
participated in BCE’s Catching Fire Formation programs.

Initially our focus was to build teacher knowledge and understanding of the curriculum document,
its strands/sub-strands as well as developing confidence in using it to plan units of work in Religious
Education. Professional learning days, twilights and staff meetings were used to address this focus.

In 2013, the APRE and class teachers began to collaboratively develop yearly overviews in Religious
Education taking the liturgical calendar, our school charism, feast days, celebrations and events into
account. Each year, teachers reflect on their document and make any adaptions or relevant changes.
Members of the RE SI Team will continue to review the documents each year to ensure balance and integration of all four strands and authentic coverage of the mandatory sacred texts and prayer elements of the Religion Curriculum P-12.

Each term, year level teachers engage in RE planning with the APRE to further develop, adapt or refine how the knowledge, understandings and skills in each strand will be addressed and assessed against the achievement standard. These sessions have ranged from 1.5 -3hrs in duration. In 2014 and 2015, opportunities were provided for teachers to engage in planning Religion units with the APRE and EO RE: Anne Victor. St Joachim’s year level overviews and unit plans have been developed from the current BCE RE planning templates.

The process for planning a unit of work in Religious Education at St Joachim’s aligns to the BCE Model of Pedagogy and is constantly being refined but in 2015-16 involves:

- Reflection on the previous unit of work, including how students have performed against the achievement standard.
- Using the RE Year Level Overview to identify the focus for the next unit of work and how it connects to elements of the Religious Life of our school. Teachers also look for connections with other learning areas with the intended unit.
- Developing a focus fertile question(s) for the unit and examining the achievement standard to gain clarity around the intention of the selected statement(s) as well as how they link to the content descriptors.
- Developing learning intentions and success criteria for the unit and possible assessment tasks to meet the achievement standard.
- Developing a learning and teaching sequence, identifying relevant and effective teacher background and student resources, as well as embedding the use of digital tools.
- Unit plans are uploaded to the school portal under each year level.
- The APRE consulting with teachers to see how units are going, how ongoing support can be provided and other resources attained and assessment tasks completed.

In 2015, the RE SI Team membership was broadened and regular team meetings took place before school to discuss and make decisions for gathering data about how our community addressed each element of the Religious Life of the School (RLOS). This led to a number of collaborative sessions in staff meetings around the review and development of our school Religious Education program which will be continued in 2016.

c) Outline how the school’s Religious Education Program is organised and structured around the Model of Religious Education. (*Religious Education Validation, 2015 requirements – Element 2 Whole School Evidence, second point*).

As a school in the Catholic Archdiocese of Brisbane, St Joachim’s Catholic School....

...“Aspires to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.”

(Vision for Religious Education 2013, Brisbane Catholic Education)

Religious Education at St Joachim’s School is organised around the *Model for Religious Education* (*Catholic Education Archdiocese of Brisbane, 2013, p. 11*). This model illustrates the distinct and complementary roles of the classroom teaching of the learning area *Religion* and the *Religious Life*.
The St Joachim’s School Religion Program draws its content from the Religion Curriculum P-12 (Catholic Education Archdiocese of Brisbane, 2013, pp. 20 – 180) and is organised through **Year Level Overviews** and **Unit Plans** that integrates the four strands of the Religion learning area. These unit plans identify content that connects with the 4 components of the Religious Life of St Joachim’s School authentically and appropriately. These documents also identify where and how the mandated scriptural texts and explicit teaching about prayer are addressed.

The classroom teaching of Religion at St Joachim’s operates from an educational framework rather than a catechetical one. As a result of this reconceptualist approach, classroom teachers are mindful of the religious diversity of their students and families and

- Use invitational and educational language rather than presumptive language in their lessons.
- Teach ‘about’ Catholic Christian Traditions with particular emphasis on God as Trinity and the Josephite Charism in our own community. At St Joachim’s we also make the Ignatian connection due to Mary MacKillop’s brother.
- A Catholic interpretation of scripture - Teach scripture critically using the 3 worlds of the text model (Tate, 2008) and teaching with a focus of what the scripture means rather than a literal interpretation.
- Use Powerful Pedagogies as described in BCE’s, Model of Pedagogy that allow students to engage authentically with their learning.

Our school vision statement states that St Joachim’s is a **Christ centred Catholic community of faith which develops our children to their full potential for the greater glory of God**. We aspire to live the Gospel of Jesus Christ in our everyday lives through prayer and social justice action. Our patron saints: Mary, Mother of Jesus, St Joseph, St Joachim & St Ann and St Mary of the Cross MacKillop provide the keystones of our tradition. Our Vision for Learning and Teaching also underpins Religious Education at St Joachim’s and as such is inclusive, supportive, collaborative, respectful, purposeful and meaningful.

The distinctive nature of the religious life of St Joachim’s is deeply embedded in daily life and organised through our regular practices such as:

- **Religious Identity and Culture**
  - Our school rules, learning dispositions and class covenants, which are designed to guide relationships based on the teachings and actions of Jesus and the rich heritage of the tradition of the Sisters of St Joseph who started our school in 1938;
  - Catholic life and culture is clearly communicated in our school Vision and Mission statements and our Vision for Learning and Teaching;
  - School policies and procedures are developed and reviewed in light of our school Vision and Mission, and influenced by our charism;
  - Our school houses are named after our first Parish Priest (Father Tom Dowling), School Principal (Sister Imelda Hyland) and the co-founder of the Sisters of St Joseph, (Father Julian Tenison-Woods);
  - Explicit links through School prayer and song clearly communicate our beliefs, values and link to Mary, St Joachim & St Ann, St Joseph and Mary MacKillop;
  - Sacred spaces= St Mary of the Cross MacKillop prayer garden and iconography, naming of buildings (Penola Place), plan for new prayer walk, installation of the original cross and school foundation stone at the front of the school entrance;
  - Acknowledgement of country at each assembly and liturgical celebration, re-establishment of indigenous garden.

- **Prayer & Worship**
  - Weekly staff prayer time and prayer at meetings;
  - Prayer at the commencement of Professional Learning Days and Twilights, P & F and Board meetings;
  - Staff formation through Catching Fire programs;
- **Well Being Week**;
- Active participation in parish sacramental programs and celebrations;
- Our whole school meditative prayer time;
- Weekly Prayer of the Church for Year 4-6 students;
- Participation in Parish Masses;
- Feast Day celebrations which allows students to reflect on, celebrate and share our school’s unique Catholic Christian identity- St Joseph’s, St Joachim’ & St Ann, St Mary of the Cross MacKillop, Feast of the Assumption;
- Masses and liturgies, linked to the teaching of religion and to the religious life of the school- Year of Mercy, Year of Grace, Catholic, Education Week, Mothers’ Day, Refugee Week;
- Participating in community events such as ANZAC Day, Harmony Week, Anti-Bullying Day Reconciliation/NAIDOC week and Daniel Morcombe Day which link to our Catholic beliefs and values and the charism of St Joachim’s school.

- **Evangelisation & Faith Formation**
  - High priority given to spiritual and faith formation of all staff, students and parents;
  - Being part of the wider Holland Park Mt Gravatt Parish and working closely with Father Joseph and parish staff to support parents and students;
  - In line with the Queensland Catholic Education Commission (QCEC) policy, we recognise parents as the first educators of their children in the faith and seek to support the students and their families;
  - High quality sacramental program that is well supported by our Catholic families (about 87% of our Catholic students participate in the parish program). APRE and class teachers have worked closely with Parish Sacramental Co-ordinator;
  - Participation in parish celebrations such as World Prayer Day in 2015, parish celebrations for Sr Kari, Bishops pastoral visit and other multicultural celebrations;
  - 75th year anniversary celebrations- 7 days of events, including Parish Eucharistic Celebration;
  - Opening and blessing of new buildings from BER project in 2012;
  - Staff professional learning with Sr Kari around scripture and spiritual formation;
  - Information and explanation in school newsletter (Principal & RE news/ class newsletters) re: Church liturgical seasons, feast days, parish news, sacramental program;
  - Opportunities for families to participate in Eucharistic celebrations and liturgies of the word for school start of year.

- **Social Action & Justice**
  - Implementing our fundraising priorities, via Year 6 student leadership, which gives preference to supporting Catholic social justice agencies:
    - Caritas- Project Compassion (Term 1)- Walk for Water, Rice Day, Sliming of APRE/Principal;
    - St Vincent de Paul- support of both Winter and Christmas appeals- gold coin dress up days, collection of food items, clothing, blankets (Term 2 and 4);
    - Micah Project & Brisbane Common Ground (Term 3)- Parent group providing hair and beauty treatments, staff spirituality day visit, student visits to Brisbane Common Ground- environmental club vegetables, support through kitchen starter sets, toiletry packs etc. 2014 Sleepover supporting Micah Projects/St Vincent de Paul;
    - Orange Sky Laundry (Term 3);
    - Catholic Missions- support through dress up days and student initiatives;
    - Support for Refugee families in our parish.
  - Encouraging students to instigate responses to issues raised as a result of their studies
    - Environmental club;
d) **Identify any emerging issues/challenges in relation to the teaching of RE and RLOS at the school**

**Context:** The changing face of our suburb and parish with a growing number of young Catholic families led to the application of our school to become a two-stream in 2011-12.

**Emerging issues/challenges:**
- Catering for the increased enrolments in the Parish Sacramental Programs;
- Following trends in other BCE communities, the percentage of baptised students in our Parish does not mirror the percentage of those families participating in Parish worship;
- The number of Catholic Parishes in close proximity to St Joachim’s provides our parent body with choice of Sunday worship.

**Context:** A percentage of our school staff may not be active participants in their own Parishes or identify with any Parish. The introduction of the Religious Education Curriculum (2013) and the development of our School Religion Program for validation has identified some areas for future professional learning.

**Emerging issues/challenges:**
- Teacher confidence and capacity in preparing and leading liturgical celebrations;
- Teacher clarity around the content of newer strands and sub-strands in the Religion curriculum and confidence in developing rigorous assessment.
Section E: What are the future key school directions for addressing improvement to student learning?

Informs Strategic Conversation 2

In this section, the school outlines the key strategic directions to improve student learning and the leadership challenges inherent in implementing action to achieve those directions.

Key strategic directions to improve student learning and Catholic identity –

Future Directions for Improving Student Learning:

- Continuing our commitment to Making Learning Visible as part of the DELT strategy, including using our Visible Learning team more effectively;
- Embedding the effective use of learning intentions, co-constructed success criteria, feedback and our learning dispositions across school;
- Continuing implementation of BCE’s effective and expected practices in literacy across the school, including the appointment of the school’s Primary Learning Leader (PLL);
- Refining the use of the high yield strategies (collecting, analysing and using data to inform planning and to move learning forward for all students in our school, continued use of review and response cycles to make all learners visible to the community and learning walks and talks).

Future directions in the area of Catholic Identity:

- Re-establishing the community’s visual representations of our charism, that were removed during the building project, and establishing other sacred spaces around our school that align to our Catholic Identity;
- Continuing to develop stronger connections across our Parish community through opportunities to support and celebrate with the Parish, as well as the St Agnes and Seton College communities;
- Following on from our involvement in the Catching Fire Spiritual Formation programs, we intend to apply to participate in the BCE Leuven Project, as a way of reflecting on how Catholic identity is currently lived and shaped in our school community;
- Continuing to provide opportunities for teachers to depth their knowledge and understanding in:
  - Catholic Social Teaching;
  - Sacred Texts, through the lens of the 3 worlds of the text;
  - Church History- Catholic Beliefs and Traditions;
  - Church Life- Sacramentality;
  - World Religions- specifically Judaism;
- Building authentic connections with elders of the Jagera/ Yaggerah people in line with the Molum Sabe strategy.

Leadership Challenges associated with the above strategic directions are:

- Teacher buy-in and insecurity around the de-privatisation of classrooms;
- Ongoing funding;
- Whole community commitment to the Catholic Identity projects eg participation in surveys;
• Finding the balance required to be authentic to both the Catholic Identity and Learning and Teaching strategic directions;
• Making links between Visible Learning and DELT so that teachers don’t feel overwhelmed by new challenges.