2014

1.5  Learning and Teaching of Religion

♦ First draft of a full 7 – 12 RE Curriculum Document exists – ready to be redrafted to include new pedagogical practice in 2015.

♦ Students respond reasonably positively to the learning opportunities offered in RE.

♦ The RE program takes into account the needs of the College Community.

♦ Most teachers engage from time to time in discussion and reflection on RE and there is an increasing emphasis on formal credentials to teach RE.

♦ Teachers are encouraged to obtain and maintain accreditation to teach RE.

♦ Up to date and accurate school records demonstrate that teachers of RE are appropriately accredited to teach Religion.

2.3  Pedagogical Practice

♦ Teachers are aware of the value of whole school practices to pedagogy and working towards embedding them in their practice – some staff worked on the strategies gained via the Griffith Literacy Improvement project, within their English class, as significant improvements were made.

♦ In MOST classrooms, teachers create learning environments that are supportive of students and strive to engage students, while promoting safety.

♦ Teacher/Student relationships are generally positive and constructive.

♦ Among teachers there is little understanding of the commitment to a Professional Faith Learning Community, but there is some evidence of reflection on practice among teachers.

♦ There is increasing evidence of collaborative planning among the Middle School teachers, strong partnerships formed with primary schools and passionate teachers involved in planning of middle school students in 2015.
Teachers are beginning to seek feedback (from a range of sources) about quality teaching and learning, student voice and observation and feedback groups have made a marked improvement to their professional practice and shared this with the staff. All will implement these practices in 2015; Evidenced based planning has been part of planning for middle school students – as work programs and units of work are planned.

Some staff use a range of technology to enhance teaching and learning.

2.4 Student Well-Being and Pastoral Care

There are documented policies that provide an effective basis for school approaches to student well-being, student behavior, student protection and pastoral care.

Emphasis was given to building the Culture of Care in the college this year and allowing each student an opportunity to shine. This was shared with all PC teachers and was effective in promoting positive outcomes for students.

Great care is taken of the most needy and vulnerable students at Chisholm.

The school makes a general effort to assist students develop their personal and social capabilities and life-long learning opportunities. Alternative pathways are a strong option in the school and there are multiple opportunities for students to get involved and to show their areas of strength and leadership in the College.

Most students feel safe and supported in the school and that the school is interested in their well-being.

We work together with families for the best outcomes for students.

Professional learning is provided to staff to assist them in creating pastoral environments that generally engage students.

3.1 Professional Learning and Development

Staff professional learning is supported and encouraged by the school.

Staff understand the process about how to access professional learning and many do so.

Many staff are studying and this is a real bonus to the school. Many staff studying their Masters of Leadership have completed projects that are of major benefit to the College.

A pilot group have embarked on Mogging, Student voice and evidenced based planning – this has been very successful and is embedded in the strategic direction of the College.

3.3 Professional Capacity

Staff responded well to PD provided at a Twilight on goal setting, annual planning and strategic renewal.

Processes for equitable and effective recruitment of staff are used and are those in accordance with the Archdiocesan employment policy.

High quality staff are attracted and retained.
A distributed leadership model is being employed and middle leaders have all taken part in the Middle Leadership PD provided by BCE.

Staff are encouraged and supported to develop leadership skills and exercise leadership. They take on responsibilities and higher duties within and across the school willingly (on the whole).

the school leadership structure is aligned with the BCE leadership framework.

Staff are encouraged and enabled to participate in school, system and broader educational opportunities to improve their confidence for taking on new leadership roles and to support their career development.

**4.4 Strategic Information Management**

A variety of information systems, with mostly relevant content are used to communicate with students, staff and parents.

2014 Chisholm emailed reports to parents (look forward with anticipation to continuous, online reporting to parents as BCE develop this), produce a new Prospectus, obtain and develop a college App and Facebook page, commission a new website (to be opened at the beginning of 2015), use text messaging to parents increasing to keep them up to date, investigate and e-diary for students and text messaging to notify parents of absent students (to be finalized in 2015 after a trial period). We also abandoned the paper, printed newsletter at the end of this year and now everyone is directed to the parent portal and website and app for information. Administration of these areas has been written into the updated role description of our Receptionist.

2015 will also see teacher goals, Annual Operation Plans and IPLP (Individual Professional learning Plans) taken online, so that teachers can fill these in as the year progresses and refer to them at their Annual Review Meeting or Appraisal (if a middle leader) – (every 3 years – process in development).

Students use a reliable Information system for work storage.

PD on ICT is provided to staff.

Most parents understand and like the systems and processes used.

Most staff engage effectively with the school management system.

Staff take advantage of training provided by BCE with regard to their management systems and attend drop in days to deepen understanding.

A College Organiser has been employed to deal with daily organization to free up the AP Operations to investigate innovative ways to create the timetable and make it work to serve Chisholm’s needs.

Quality of IT staff at Chisholm.