

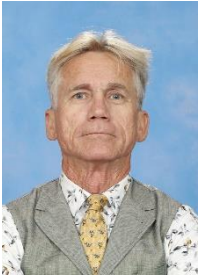


ST TERESA'S
— SCHOOL —

RAVENSHOE

FRIDAY 9TH FEBRUARY, 2024.

Principal's Report Week 3 Term 1, 2024.



Principal's Message

As we commence a new school year, I share a reflection that continues to challenge my work:

I dream a Catholic School with new and better ways of learning and teaching and where each person's needs will be met.

I dream of a Catholic School that is child-centred, community orientated and enriched by parents and culture.

I dream a Catholic School where all differences will be accepted and where each person will be valued and challenged to be who they are.

I dream a Catholic School where children have equal access to the teacher's time, the class resources and the vast opportunities that life provides.

I dream a Catholic School especially to enrich the poor, the disabled, the lonely, those with problems and who struggle to learn.

I dream a Catholic School where education is for all, with enough discipline, enough freedom and enough pragmatism to make it work.

I dream a Catholic School where children are recognised as thinkers, feelers and doers and the 'whole' person is educated.

I dream a Catholic School where each member will read and write, compute and pray, growing each day in faith and hope with love and respect for each other.

I dream a Catholic School where each one of us will give to God first place, in all we have and do, where everyone will use their talents for others.

I dream a Catholic School that is freed from injustices and open to the future that God is coming to us.

Lord, help me to dream a school.

Where the uniqueness of each person is celebrated.

Help us to be risk takers in our discernment.

When the challenges seem overwhelming and we are unsure,

Help us to listen to each other with the "ear of the heart."

Amen

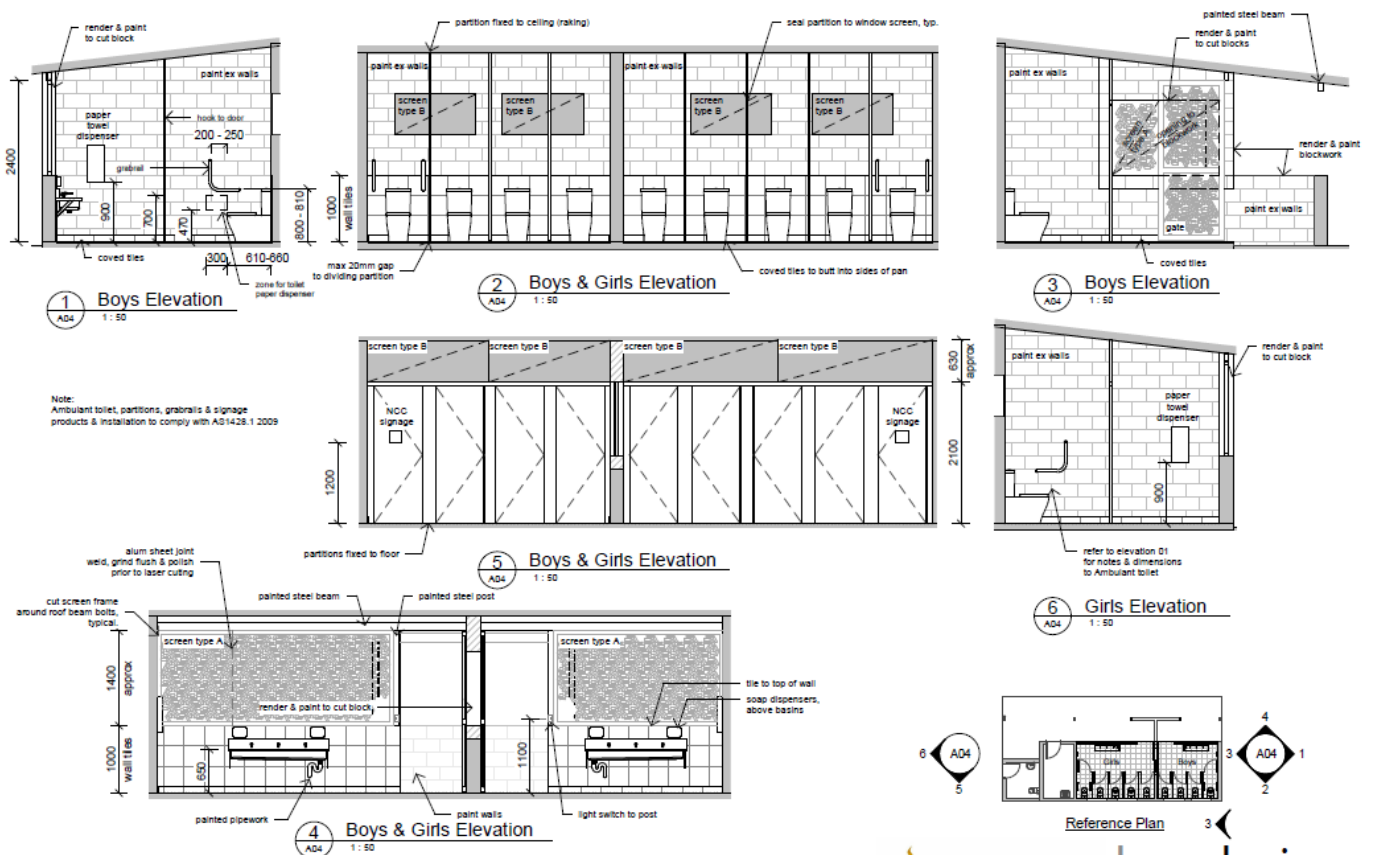
God Bless

New Development at St Teresa's STUDENT AMENITIES PROJECT UPGRADE.

Please note the dates and times.

The aim is to have demolition and temporary amenities occurring during the April School holidays (2nd April 2024), so the schedule needs to be as follows:

- 31st Jan final design & documentation Client review
- 5th Feb Tender release
- 5th Feb Diocesan Finance Council project funding approval (11th March if tender results exceed estimate budget)
- 15th March 2024 Tender award
- 2nd April 2024: Builder commences on site for demo and temporary amenity install.



Student Amenities Refurb
6 Moffat St, Ravenshoe, QLD 4888

A04 Room Elevations
As indicated

23120
29/01/2024 Issue 1



Relationships and Sexuality Education Framework

Relationships and Sexuality Education Mandate

From 2024, Comprehensive teaching of Relationships and Sexuality Education (RSE) by school-based teaching staff and CES staff, using CEDC endorsed programs will be mandated for all Catholic Education Diocese of Cairns schools. This mandate coincides with the significant increase of RSE content within the ACARA V9 HPE subject area that has been prompted by cultural context and need. Comprehensive RSE includes evidence-based teaching in the areas of: The Dignity of

the Human Person; Protective Behaviours; Respectful Relationships; Personal Identity; Puberty; and Sexual Health and Wellbeing.

Diocesan-endorsed programs currently include:

- Real Talk Education
- Respect
- Love Bites
- Daniel Morcombe Curriculum
- CES written lesson materials
- Everybody Needs to Know (program for diverse learners)

Pope Francis offers a way forward in Amoris Laetitia (#264):

'Moral formation should always take place with active methods and a dialogue that teaches through sensitivity and by using a language children can understand. It should also take place inductively so that children can learn for themselves the importance of certain values, principles and norms, rather than by imposing these as absolute and unquestionable truths.'

Bravehearts Visit



It was a wonderful experience and an enjoyable learning opportunity.



Fun Friday List 2024

Week	Date	Theme	Donation
Week 2	2 nd Feb	All things Aussie	Gold Coin
Week 3	9 th Feb	Pyjama day	Bag of lollies or gold coin
Week 4	16 th Feb	Silly sock's & Hilarious Hair	Block of chocolate or share pack of chocolates or gold coin
Week 5	23 rd Feb	Hawaiian day	Fill a jar or bottle or gold coin
Week 6	1 st March	Super Hero	Cake mix or gold coin
Week 7	8 th March	Western/Emergency worker day	Gold coin
Week 8	15 th March	St Patrick's Day	Baked goods for cake stall

2024 Enrolments 24 – 08.02.24

Classes	Teachers		
Prep	Sylvia JUHAS		16
Year 1/2	Eleanor MABIN	Year 1 = 7	25
		Year 2 = 18	
Year 3/4	Kristie HENDERSON	Year 3 = 12	25
		Year 4 = 13	
Year 5/6	Katie COLE	Year 5 = 6	15
		Year 6 = 9	
		Total	81

Staffing 2024

Principal - Mike AITKEN	
Assistant Principal Religious Education Mike AITKEN (term 1)	Administration & Finance Deb McDonnell
<u>Middle Leadership</u> Helen BARKER – 7 days per fortnight Position of Leadership - Diversity Position of Leadership - Learning and Teaching	<u>Teaching Staff</u> Sylvia JUHAS Year Prep Eleanor MABIN Year 1-2 Kristie HENDERSON Year 3-4 Katie COLE Year Year 5-6 Justine McDONNELL – 1 day per week Julie STEWART – 1 day per week
<u>School Officer Support & Auxillary staff 2024</u> Carole SMITH – whole school student support and office support Karina HOGARTH – whole school student support Morgan REYNOLDS – whole school student support	Rosie EVERETT Renaë VOLPI – Year 1/2 support Jasmin BLAKENEY – Prep support Marion DAVIS - cleaner x 4 days per week Liz BRADFORD - cleaner x 1 day per week

Anaphylaxis

From time to time, we have children attending St Teresa's Catholic Primary School who suffer from an anaphylactic reaction. These reactions can be serious and even life threatening.

The symptoms of anaphylactic shock may include hives, itching, swelling, watery eyes, runny nose, vomiting, diarrhoea, stomach cramps, coughing, wheezing, throat tightness/closing, difficulty swallowing, difficulty breathing, dizziness, fainting, and loss of consciousness or a change of skin colour. The most dangerous symptoms are breathing difficulties or a drop in blood pressure, which can be potentially fatal.

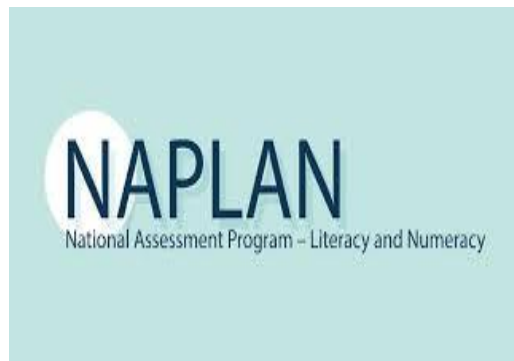
Parents of children who suffer from anaphylaxis due to allergic reaction are required to provide an EpiPen for their child's use at school, if required. These should accompany the child on all activities outside the classroom. The school also maintains an EPIPEN (automatic injector device to administer adrenalin) in our first aid kit for emergency situations.

As caregivers we need to take all precautions necessary to minimise risk of a life threatening anaphylaxis. As a community we can work together to minimise risks associated with being exposed to triggers to such attacks.

The school has created an **Anaphylaxis Policy** for St Teresa's Catholic Primary School, Ravenshoe. A copy of this document can be provided on request.

What Does this mean for our school?

Currently we have students who are allergic to dogs and horses. We ask parents and care givers to not have these animals brought into the school grounds. We ask parents and care givers to speak with their students regarding why this is important. While we can never entirely enforce or regulate what comes from home, we emphasise the importance of hygiene at home and at school – washing of hands if anyone entering the school have been in contact with these animals.



NAPLAN is used by governments, education authorities and schools to determine whether young Australians are meeting important goals in literacy and numeracy. All students in Years 3, 5, 7 and 9 are expected to sit the NAPLAN tests, which are held in March each year. NAPLAN gives a snapshot of how children are performing in reading, writing, spelling, punctuation, grammar, and numeracy. It complements other effective classroom assessment and reporting practices.

Testing conducted 13 March – 25 March

LEARNING OPPORTUNITIES

The Principal's Book Pick



'It all starts with waking up... to what our bodies are expressing, and our minds are suppressing'

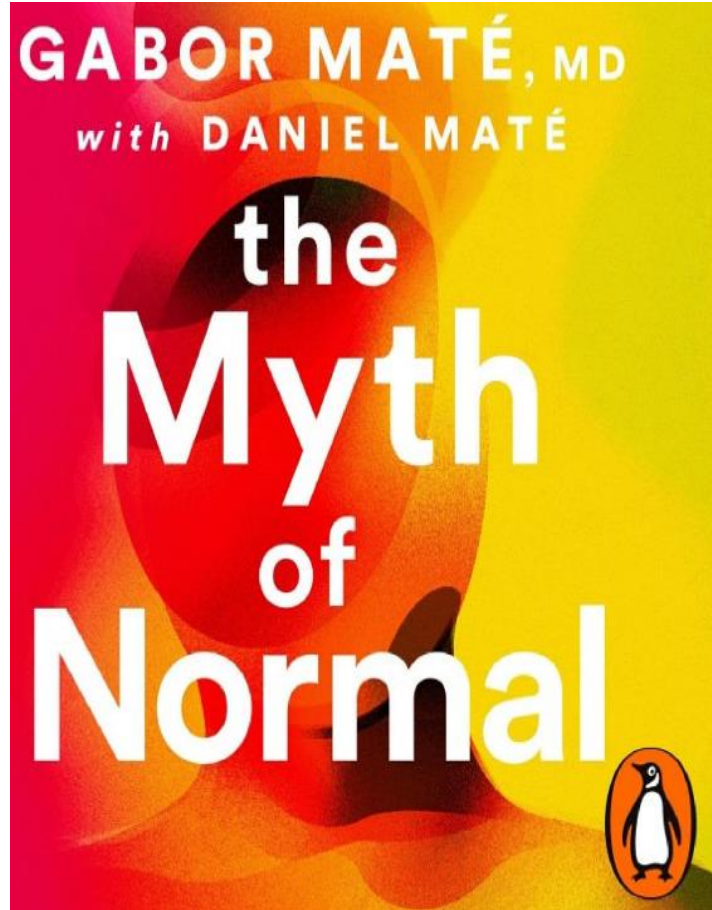
Publisher's Summary

Brought to you by Penguin.

We tend to believe that normality equals health. Yet what *is* the norm in the Western world?

Mental illness is on an unstoppable rise. Some 45 percent of Europeans suffer high blood pressure, and nearly 70 percent of Americans take at least one prescription drug. Illness and trauma are defining how we live.

In his new masterpiece, renowned physician, addiction expert and author Gabor Maté dissects the underlying causes of this malaise—physical and emotional, and connects the dots between our personal suffering and the pressures of modern-day living. Over four decades of clinical experience, Dr Maté has found that the common definition of 'normal' is false: virtually *all* disease is actually a natural reflection of life in an *abnormal* culture, as we grow further and further apart from our true selves. But he also shows us the pathway to reconnection and healing.



Filled with stories of people in the grip of illness or in the triumphant wake of recovery, this life-affirming audiobook shows how true health is possible—if we are willing to embrace authenticity above social expectations. *The Myth of Normal* is Gabor Maté's most ambitious, compassionate and urgent book yet.

©2022 Gabor Maté and Daniel Maté

Every child
Every classroom
Everyday

Looking to the Future in 2024

Every term in 2024 is a 10-week term.

Term 1. Monday 22 January – Thursday 28 March

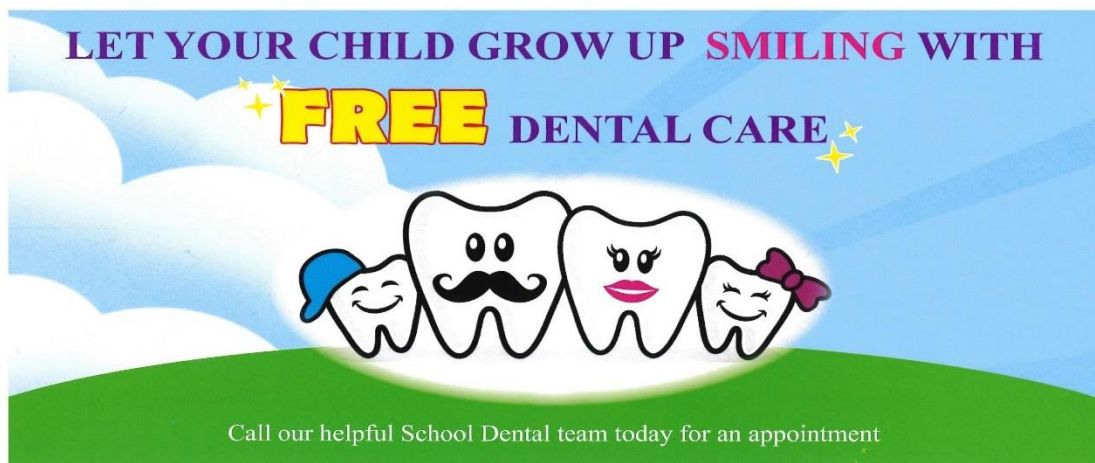
School begins on Tuesday, 23 January, and the Australia Day holiday is on Friday, 26 January.

Term 2. Monday 15 April – Friday 21 June

Term 3. Monday 8 July – Friday 13 September

Term 4. Monday 30 September – Friday 6 December

(Mr Aitken is on professional leave from 25 March to 17 May. A relief Principal will be appointed for this period.)



PARENTS & FRIENDS COMMITTEE – 2024

Congratulations to our new P & F Committee for 2024 !!

PRESIDENT – Monica Lee Sye

VICE PRESIDENT – Kylie Madsen

SECRETARY – Carmel Kidner

Treasurer – Vicki Lowe



St Teresa's Life of the School Calendar – Term 1, 2024

Month	Wk.	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan	1	21	22 Student Free Mandatory final completion date	23 School Commences Prep cohort 1	24 School Commences Prep cohort 2 Staff Meeting	25 Whole School Commences	26 Australia Day	27
Jan / Feb	2	28 Letter of introduction home to all parents.	29 Staff Briefing – 8:10	30 Assembly P&F AGM	31 Brave Heart Staff Meeting (First Aid refresher)	1	2	3
Feb	3 Planning upload	4	5 Staff Briefing – 8:10	6 Assembly	7 Staff Meeting	8	9 Opening School Mass & Student Leader Badges 9:30am	10
Feb	4	11 Parent/teacher/ student meetings or phone call this week if required	12 Staff Briefing – 8:10	13 Assembly Shrove Tuesday	14 Staff Meeting Ash Wednesday Mass 11.50am	15	16 State Census	17
Feb	5 First Sunday of Lent	18	19 Staff Briefing – 8:10	20 Assembly	21 School Officer PD Day Staff Meeting	22	23 Fete – Cake mixes / baking Goods Gold coin donation	24
Feb / Mar	6 First Sunday of Lent	25	26 Staff Briefing – 8:10	27 Assembly	28 Principal's Debrief - Cairns Staff Meeting	29 Senior Leadership Conference	1 Fete - Princesses, Princesses Day Gold coin donation	2
Mar	7 First Sunday of Lent	3 Cross Country Practise	4 Staff Briefing – 8:10	5 Assembly	6 Staff Meeting	7	8 Fete – Superhero Gold coin donation	9
Mar	8 First Sunday of Lent	10 Cross Country Practise Planning upload	11 Staff Briefing – 8:10	12 Assembly	13 NAPLAN open Staff Meeting Staff Meeting	14	15 Saint Patrick's Day Prayer Assembly Green Day Gold coin donation Saint Patrick's Day Fete - Green Day	16
Mar	9 First Sunday of Lent	17 Cross Country Practise	18 Staff Briefing - 8:10 Open Classrooms p/t/s interviews	19 Assembly Open Classrooms p/t/s interviews	20 Lenten Prayer No Staff Meeting Open Classrooms p/t/s interviews Staff Meeting	21 Open Classrooms p/t/s interviews	22 Open Classrooms p/t/s interviews	23
Mar	10 Holy Week	24 Palm Sunday	25 NAPLAN closes. Staff briefing – 8.10	26 Cross Country	27 Staff Meeting Cross Country Presentation 2pm	28 Last Day of Term Liturgy 2pm	29 Good Friday	30
Mike on leave in week 10 to week 6 term 2								

OUR VISION

To offer every student in every school a world class education enriched by their lived encounter with the Catholic faith.

OUR FOCUS ON STUDENTS

Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school. As our students progress and complete their education they will be:

- Discerning young people, formed in the values of a Catholic faith community.
- Effective and respectful communicators.
- Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.
- Self-directed, responsible, lifelong learners.
- Collaborative contributors who find meaning, dignity and purpose in work and life and who respect the rights of all and who contribute to the common good.

OUR GUIDING PRINCIPLES

Our Strategic Directions 2021-2025 invites each one of us to be informed by, act with, and be committed to the following core principles:

- Be people of Mission and Witness inspired by what is best for all students in our schools.
- Move forward together – strengthening relationships between families, staff, school and system leaders, Clergy and the Diocese.
- Be accountable for student learning through a commitment to continuous improvement.
- Be courageous – encountering possibilities and engaging in dialogue to achieve excellence in all we do.
- Embrace and enhance individual gifts, talents, wisdom and capabilities.
- Accept co-responsibility for stewardship, accountability and system sustainability.
- Provide voice and agency for all.

Strategic Directions 2021-2025

Encounter – Catholic Identity

The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.

First Nations Perspectives

Understand the cultures of the First Nations peoples and provide learning environments which are culturally safe and embrace culturally responsive and high impact pedagogies, with a strong emphasis on engagement, wellbeing and success.

Engagement – Wellbeing & Learning

Consistent planning and teaching that is responsive to students and the context in which they live and learn.

Capability

Recruitment, retention, development and professional learning to build an inspiring, engaged and highly effective professional staff.

Our 10 Priorities

2. Religious Education

Every student benefits from an engaging, contemporary and personally relevant religious education curriculum.

1. Encounter

Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church's mission and which invites an encounter with the person of Jesus.

3. Learning and Teaching documentation

The Catholic Education Community co-creates consistent system Learning and Teaching documentation.

4. First Nations

First Nations communities and families are honoured, their cultures and beliefs respected, and our schools committed to Closing the Gap imperatives for every First Nations student.

5. Extension

Every student accesses opportunities that extend their learning and personal horizons.

10. Rural and remote

Every student from rural and remote communities benefits from targeted support for their schools.

8. Significant learning needs

Every student with significant learning needs (eg disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.

7. Learning pathways

Every student's learning pathway is enabled by adjustments to learning experiences, targets, interventions and initiatives, and monitors improvement over time.

6. Workforce

Every student benefits from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.

9. Transitions

Every student experiences a seamless and positive transition through and across schools.

Zoom



Catholic Education
Diocese of Cairns
Learning with Faith and Vision



SCHOOL ANNUAL IMPROVEMENT PLAN – SAIP 2024

SCHOOL	St Teresa's Catholic Primary School - Ravenshoe
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YEAR	2024
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The Vision - *To offer every student in every school a world class education enriched by their lived encounter with the Catholic faith.*

Our Focus for Students - Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school.

As our student's progress and complete their education they will be:

- *Discerning young people, formed in the values of a Catholic faith community.*
- *Effective and respectful communicators.*
- *Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.*
- *Self-directed, responsible, lifelong learners.*

Collaborative contributors who find meaning, dignity and purpose in work and life and who respect the rights of all and who contribute to the common good.

Our Guiding Principles - Our Strategic Directions 2021–2025 invites each one of us to be informed by, act with, and be committed to the following core principles:

- *Be people of Mission and Witness inspired by what is best for all students in our schools.*
- *Move forward together – strengthening relationships between families, staff, school and system leaders, Clergy and the Diocese.*
- *Be accountable for student learning through a commitment to continuous improvement.*
- *Be courageous – encountering possibilities and engaging in dialogue to achieve excellence in all we do.*
- *Embrace and enhance individual gifts, talents, wisdom and capabilities.*
- *Accept co-responsibility for stewardship, accountability and system sustainability.*
- *Provide voice and agency for all.*

<p style="text-align: center;">IMPROVEMENT PRIORITY</p>	<p style="text-align: center;">SEF DIMENSION</p>	<p style="text-align: center;">SMART GOAL/S</p>	<p style="text-align: center;">STRATEGIES</p>	<p style="text-align: center;">IMPROVEMENT INDICATORS</p>	<p style="text-align: center;">WHO/WHEN</p>
<p style="color: green;">Encounter – Catholic Identity</p> <p><i>The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.</i></p> <p>Strategic Directions 2021-2025 Priority #1 Encounter Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church’s mission and which invites an encounter with the person of Jesus.</p> <p>#2 Religious Education #3 Learning and Teaching Documentation #4 First Nations #10 Rural and Remote</p> <p style="color: green;"><i>2023 Points of celebration (strength areas)</i></p> <p>Introduction of School Officers PD – one day per term. Survey results – parents feel invited into the school and feel welcome to participate in celebrations (secular {Grandparents day} and religious {lent- feast day- advent}). Making connections over the whole Lent-Easter period – Advent- 4 weeks . St Patrick’s Day fate- learning on already established connections and using these to open to words</p>	<p>Religious Education Every student benefits from an engaging, contemporary, and personally relevant religious education curriculum.</p> <p>Faith formation, prayer and worship opportunities are created to meet the increasingly diverse cultural and religious needs of staff, students and families to foster their capacity to grow in their knowledge of and relationship with God.</p> <p>The school community gives priority to offering opportunities for social action and justice outreach for students, staff and families enabling greater confidence in 'knowing and identifying with the living Spirit of Christ' inspired by Catholic Social Teaching;</p>	<p>By the end of 2024, all teachers will have engaged with the understanding of pedagogical practices that enhance the delivery of the Religious Education Curriculum learning experiences that were shaped in 2024, by using strategies that include Bibliodrama, Recontextualization and the Hermeneutical Communicative Model.</p> <p>By the end of 2024, the Mercy Charism will be embedded and known by the school community through learning and teaching opportunities for staff and students, and literature on the school website for the wider community.</p> <p>By the end of 2024, teachers will have developed a deeper understanding of the explicit teaching of prayer in the classroom evidenced through teacher and student engagement.</p> <p>100% of teachers maintain an appropriate level of professional learning required for accreditation to teach in a Catholic School or to teach Religion and seek to regularly engage in formation opportunities.</p> <p>Throughout 2024, some families will have embraced the opportunity to participate in school and parish opportunities.</p> <p>Throughout 2024, some students, with the support of their families and the parish, will receive the sacrament of Baptism, Eucharist, Confirmation and Reconciliation.</p>	<p>Using strategies that include Bibliodrama, Recontextualization and Hermeneutical Communicative Models.</p> <p>Review the cycle in multiage schools. Formation of staff- knowing what they are teaching and WHY they are teaching it.</p> <p>By continuing to devise ways that are specific to the aspects of the Charism and the works of Catherine McAuley referred to and embedded in the Religious Life of the School.</p> <p><i>Ensuring that the school’s newly developed website informs users of the school’s connection with the Mercy Charism.</i></p> <p style="text-align: center;">Professional Development Focus – <u>Christian Meditation Formation</u></p> <p>Term 1:</p> <ul style="list-style-type: none"> • O Week: Full day – January 19 Teacher Retreat Day at Siloam: Christian Meditation Formation Day • Week 3: Staff Meeting #2 <p>Practical planning for introduction of Christian Meditation to Year Level Groups.</p> <ul style="list-style-type: none"> • Week 4: Beginning Feb 12 Introduce meditation / Christian meditation to students • Week 5: beginning Feb 19: Christian Meditation as ‘prayer of the heart’ • Week 6: beginning Feb 26 	<p>Evidence of Catholic perspectives across school policies, processes, guidelines and structures.</p> <p>Evidence of Catholic perspectives across the curriculum.</p> <p>Inclusion of the Charism and the works of Catherine McAuley on the school website.</p> <p>School based spiritual and faith formation plans.</p> <p>Communication and parent involvement in prayer and liturgical experiences.</p>	<p>APRE Staff Parish Identity and Outreach Team</p>

<p>of the Gospel through recontextualization.</p> <p><i>Points of challenge (areas for growth)</i></p> <p>Identifying as Aboriginal or Torres Strait Islander- seems to lack identity. Difficulty tapping into community in this space. NAIDOC day liturgy not attended by parents (who were invited) as opposed to other liturgies that are attended.</p> <p>While students take part in prayer they may struggle with making connections to their everyday.</p> <p>Hope that the meditation focus in 2024 might offer some connections.</p> <p>Parents are challenges with being in the church (led by Priest).</p>			<ul style="list-style-type: none"> • Week 7: beginning March 4 Continue meditation • Week 8: beginning March 11 Continue meditation • Week 9: beginning March 18 Review the experience of introducing Christian Meditation for both teachers and students. <p>Term 2 Staff Meeting: Pedagogical Experience – HCM (Teach Religion) 5/6 Scripture – to use to enhance Scripture, Dialogue and Literacy. Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</p> <p>Term 3 Staff Meeting: Pedagogical Experience - Recontextualization P/1/2 Scripture Focus (Teach Religion) – to use to enhance Scripture, Dialogue and Literacy. Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</p> <p>Term 4 Staff Meeting: (Teach in Catholic School) Recontextualization 3/4 Scripture Focus (Teach Religion). Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</p> <p>Community: To continue to engage the community in the religious life of the school and to encourage them to be a part of prayer and liturgical experiences with their children.</p> <p>Opportunities to celebrate the community as opposed to the events e.g with the formation of the prayer garden how will the celebrations capture the Catholic Identity as opposed to just the space.</p>	<p>Student and family participation in liturgies and masses with the parish.</p> <p>Students participate and receive the sacrament.</p>	
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			<p>Parish Relationship: To continue to build the relationship between the parish and school.</p> <p>Sacramental Program: To support the parish and the families within the school who are requesting preparation for the sacraments.</p>	
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IMPROVEMENT PRIORITY

Encounter – Catholic Identity

*The formation of staff and students through a Catholic lens and furthering our **understanding of First Nations cultures and ways of knowing, being and doing.***

Strategic Directions 2021-2025 Priority

#1 Encounter

Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church’s mission and which invites an encounter with the person of Jesus.

#2 Religious Education

#3 Learning and Teaching Documentation

#4 First Nations

#10 Rural and Remote

<p><i>Let’s Talk Institutional Integrity:</i> <i>Key Findings: Increasing prejudice</i></p>	<p><i>Let’s Talk Race Relations:</i> <i>prejudice, all talk no action, bias, we are a judgemental society in all aspects.</i></p>	<p><i>Let’s Talk Historical Acceptance</i></p>	<p><i>Let’s Talk Equality and Equity</i></p>	<p><i>Let’s talk Unity</i> <i>Celebrating</i> <i>Supporting</i> <i>Valuing</i> <i>Enhancing</i> <i>Promoting</i> <i>Engaging</i></p>
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<p><u>Where to next? :</u></p> <ul style="list-style-type: none"> • All voices of the community coming together to provide solutions for experiences of racial prejudice • More resources and education on First Nations histories and cultures to embed in the curriculum • Acknowledgement of Country everyday • Scope and Sequence of p-6 subjects where it is to be embedded • Rectify past wrongs, more conversations around truth telling 	<p><u>Where to next? :</u></p> <ul style="list-style-type: none"> • Indigenous Liaison officer • Supporting those who want to promote positive race relations • More involvement with community members • Acceptance of/ from community • Whole school Reconciliation liturgy • Prioritising NAIDOC day • Planned in advance with consultation with others 	<p><u>Where to next?</u></p> <ul style="list-style-type: none"> • Provide more opportunities for First Nations people and/or traditional owners to be invited to the school community to share their culture and stories. • Truth telling- providing the untold side of history/ first Nation recounts • Learning protocols, respectful practices, meeting places • Found embedded in ACARA and conceptual frameworks thus giving First Nations people a voice of what happened. 	<p><u>Where to next?</u></p> <ul style="list-style-type: none"> • Comparing Catholic Church and aim of reconciliation to find mutual understandings and differences we need to address • Indigenous Liaison officer • Their side of the story is told within the Australian curriculum. 	
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IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="109 188 427 384"> Engagement – Wellbeing & Learning (Curriculum focus) </p> <p data-bbox="109 443 439 568"> <i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i> </p> <p data-bbox="109 616 439 1050"> Strategic Directions 2021-2025 Priority # 3. Learning and Teaching documentation The Catholic Education Community co-creates consistent system Learning and Teaching documentation. # 4 First Nations # 5 Extension # 6 Workforce # 7 Learning pathways # 8 Significant learning needs # 10 Rural and remote </p>	<p data-bbox="465 209 719 499"> Reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and, </p>	<p data-bbox="748 145 1102 464"> By the end of 2024, the school will develop and implement a v9 Maths Scope and Sequence plan that is an explicit, coherent, sequenced plan for curriculum delivery across all year levels in a Multi Age context at St Teresa's School. Mathematics Assessment tasks and criteria sheets for each term will be embedded into the Scope and Sequence plan. </p> <p data-bbox="748 528 1102 667"> Staff will be able to articulate an agreed practice in Maths by answering the 5 questions from Clarity. 5 Questions: </p> <ol data-bbox="797 687 1102 1134" style="list-style-type: none"> 1. What are you teaching? Why? 2. How are you teaching? What is your pedagogy for this task? 3. How do you know you are being effective? 4. How can you improve? 5. Where would you go for help? 	<p data-bbox="1131 145 1485 284"> Professional Learning Team meetings twice per term to develop the St Teresa's Scope and Sequence in Mathematics based on v9 of the Australian Curriculum. </p> <p data-bbox="1131 320 1485 464"> Professional Learning in v9 Mathematics. Term 1 0 Week – Big Ideas Week 6 – Mathematical Processes </p> <p data-bbox="1131 501 1485 608"> Term 2 Week - How to plan a unit of work Week - Creating a balanced assessment portfolio </p> <p data-bbox="1131 644 1485 847"> Explicit modelling of evidence-informed pedagogical practices. Each term - - class teachers to visit other CES schools to observe and discuss Maths pedagogy with other teachers. </p> <p data-bbox="1131 884 1485 991"> Learning walks into classrooms to ensure that the pedagogy of v9 Mathematics is being consistently implemented. </p> <p data-bbox="1131 1059 1485 1230"> Implementing informed pedagogical practice and teaching content from v9 Mathematics in the strand of Number and testing Number using Essential Assessment pre- test; Mid-test and post-test. </p>	<p data-bbox="1523 188 1877 384"> A published Scope and Sequence in Mathematics using the v9 Australian Curriculum for Multi Age classes on the Learning and Teaching Site. Assessment tasks and criteria sheets are embedded into the plan. </p> <p data-bbox="1523 421 1877 560"> Teachers will be able to articulate how they are planning v9 of the Australian Curriculum in Mathematics after attending professional learning. </p> <p data-bbox="1523 628 1877 975"> When conducting learning walks and talks school leadership will hear from students and staff when asking 5 Clarity questions and affirm how the learning and teaching of Maths at St Teresa's is aligning with the v9 curriculum. Observation of differentiated teaching strategies and planning to ensure every student is engaged, challenged appropriately and learning successfully. </p> <p data-bbox="1523 1043 1877 1230"> Individual student evidence of 6 months growth per Semester in the Mathematics strand of Number will be collected using Essential Assessment Data and will be displayed on the school Maths Data wall. </p>	<p data-bbox="1897 172 2130 368"> Class Teachers LLT CES consultants PLTs twice per term Class teacher visits to other CES schools once per term. </p>

		<p>Students will show individual growth in the v9 Mathematics Strand of Number by 6 months per Semester.</p>			
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IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="109 188 427 480">Engagement – Wellbeing & Learning (Diversity – Inclusive practices, behaviour)</p> <p data-bbox="109 539 439 667"><i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i></p> <p data-bbox="109 683 416 735">Strategic Directions 2021-2025 Priority</p> <p data-bbox="109 746 405 770">#8 Significant Learning Needs</p> <p data-bbox="109 775 439 948">Every student with significant learning needs (e.g., disability, EAL/D) receive adjustments and interventions to enable equitable access and participation in learning.</p> <p data-bbox="109 983 365 1007">#3 Learning and Teaching Documentation</p> <p data-bbox="109 1042 268 1066">#4 First Nations</p> <p data-bbox="109 1070 239 1094">#5 Extension</p> <p data-bbox="109 1099 248 1123">#6 Workforce</p> <p data-bbox="109 1128 329 1152">#7 Learning Pathways</p> <p data-bbox="109 1157 253 1181">#9 Transitions</p> <p data-bbox="109 1185 333 1209">#10 Rural and Remote</p>	<p data-bbox="463 188 712 539">The staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships (based on gospel values) across the school community.</p> <p data-bbox="463 558 719 908">The school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour - and the school provides sufficient support for teachers to implement these policies.</p>	<p data-bbox="745 145 1095 296">80% of staff share a common set of beliefs that are an integral part of their understanding of student learning, motivations and psychology.</p> <p data-bbox="745 331 1097 389">80% of staff share the belief that all students are capable of learning?</p> <p data-bbox="745 427 1102 620">100% of staff, in response to tracking and monitoring individual learning and wellbeing, make reasonable adjustments to student interactions, teaching and learning.</p> <p data-bbox="745 643 1093 863">100% of staff identify and address the educational needs of individual students? Adjustments are tailored, early and sustained interventions in place for students with educational needs.</p>	<p data-bbox="1128 113 1491 233">Identify an 'Internal Coach' (who will lead the work of the team) and a 'Data Manager' (who will lead the collation and analysis of data).</p> <p data-bbox="1128 268 1453 325">Attend 2 full face-to-face days of PD.</p> <p data-bbox="1128 330 1487 413">TBA: CNS04162:001 MTSS Cohort 3 Tier 1 Day 1</p> <p data-bbox="1128 418 1482 501">TBA: CNS04163:001 - MTSS Cohort 3 Tier 1 Day 2</p> <p data-bbox="1128 536 1480 647">Scheduled team meetings - Usually 45 mins per fortnight. If fortnightly is not achievable, then it is recommended at least 3 per term.</p> <p data-bbox="1128 683 1485 916">Scheduled staff meetings - A minimum of 1 staff meeting per term is required to provide updates and gather input from your staff to progress MTSS-E. The CES Consultants Student Engagement (your external coaches) can support your team to plan for these.</p> <p data-bbox="1128 951 1469 1062">In addition to the training, the Consultants Student Engagement will be available to support you on this journey.</p>	<p data-bbox="1520 220 1821 408">Academic and pastoral tracking including learning progress and achievement, attendance, and behaviour and appropriate support and intervention.</p> <p data-bbox="1520 432 1850 520">Data is analyzed, understood and used by teachers to improve educational outcomes?</p> <p data-bbox="1520 544 1879 700">Support for engagement, progress, achievement and wellbeing is provided for groups of students who may have particular learning needs including:</p> <p data-bbox="1520 719 1874 777"><i>Aboriginal and Torres Strait Islander Students Gifted and talented.</i></p> <p data-bbox="1520 801 1767 825"><i>Students with a disability</i></p> <p data-bbox="1520 845 1883 903"><i>Students with English as a Additional Language or Dialect</i></p> <p data-bbox="1520 927 1812 984"><i>Students in Out of Home Care Refugee Students?</i></p> <p data-bbox="1520 1005 1865 1086">Professional learning and training are in place throughout the school year.</p> <p data-bbox="1520 1106 1845 1163">The school provides safe and inclusive learning environments.</p> <p data-bbox="1520 1182 1816 1230">The school has developed Strategic Improvement Plans</p> <p data-bbox="1520 1249 1839 1297">Necessary core documentation exists and is utilized.</p>	<p data-bbox="1897 161 2047 300">PoL – Diversity Principal All staff In 2024 CES Staff</p>

<p>IMPROVEMENT PRIORITY</p>	<p>SEF DIMENSION</p>	<p>SMART GOAL/S</p>	<p>STRATEGIES</p>	<p>IMPROVEMENT INDICATORS</p>	<p>WHO/WHEN</p>
<p>Capability</p> <p><i>Recruitment, retention, development, and professional learning to build an inspiring, engaged and highly effective professional staff.</i></p> <p>Strategic Directions 2021-2025 Priority # 6.</p> <p>Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.</p>	<p>The Catholic school aspires to be an authentic Christian community and has found ways to build a schoolwide, professional team of highly able and religiously literate teachers, including teachers who take an active leadership role beyond the learning space. Strong procedures are in place to encourage a schoolwide, shared responsibility for student learning and success. The school explicitly develops a culture of continuous professional improvement and spiritual formation that includes on the job learning, collegial feedback, mentoring and coaching arrangements.</p>	<p>100 % of staff member have completed, enacted and reviewed a PGIAP prior to the conclusion of 2023. (Continuous professional improvement)</p> <p>Each teacher and non-teacher meet with the principal to discuss PGIAP progress on a term basis.</p> <p>100% of PGIAP are to contains elements of spiritual formation, on the job learning, collegial feedback.</p> <p>Mentoring, coaching arrangements.</p> <p>In 2023 co-create and implement a whole of school Professional Learning Plan with a clear alignment to the school’s explicit improvement agenda and staff PGIAP expectations. Elements of deep understandings of how students learn, effective interventions, improve on their current teaching practices. The purpose should be committed to continuous improvement immersed in the Australian Professional Standards for Teachers.</p>	<p>The leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/ content, including prerequisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions.</p> <p>Teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices.</p> <p>The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning based on the Australian Professional Standards for Teachers.</p> <p>Professional development is provided to build staff skills in curriculum planning, development and knowledge of Catholic tradition.</p>	<ul style="list-style-type: none"> • Demonstration of high yield strategies: data walls, review and response processes, and learning walks and talks • PGIAPs • Examples of observations • Outcomes and actions taken since professional development attendance • Peer-to-peer lesson observation reports • Teacher Accreditation to Teach Religion, Teacher Accreditation to Teach in a Catholic School • Staff induction resources • Initiatives/resources for early career teachers • Pedagogical framework • Visible evidence in data walls, learning walks and talks, review and response documentation • Feedback from lesson observations • Posters and signage consistent with the authoritative whole-of-school pedagogy • Evidence of collaborative teaching practice • Educational adjustments • Processes and plans that ensure Accreditation to Teach Religion are prioritised and monitored • Evidenced based SEL program 	<p>Teachers PoL – Diversity PoL- Learning and Teaching APRE Principal</p>

Spelling Mastery	<p>Learning and Teaching documentation</p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p> <p>EPP Analysis and Discussion of Data</p>		<ul style="list-style-type: none"> Revisit procedures around the delivery of Spelling Mastery (Years 2-6) to ensure consistency of approach. 	Spelling Mastery tests and end of year test	Years 1-6
Phonics Instruction (P-2)	<p>Learning and Teaching documentation</p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p> <p>SCD EPP</p>		<ul style="list-style-type: none"> Implement Phonics Scope and Sequence P-2 Professional Learning for P-2 teachers to build capacity (Jo-Anne Dooner Training 24/7 modules) 	PM Benchmark Year 1 Phonics Check	P-2 Teachers
Essential Assessments	<p>Learning and Teaching documentation</p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p>				
NCCD Action Plan	<p>Significant learning needs</p> <p>Every student with significant learning needs (e.g. disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.</p>		<p>All staff will be facilitated to complete DSE online training in Week 1 mandatory training day.</p> <ul style="list-style-type: none"> What is the application in our school? <p>Regular meetings with staff and school learning officers to share critical information and adjustments that support SWD.</p> <ul style="list-style-type: none"> What strategies/adjustments does the student require? What critical information do we need to know to be able to support the student? <p>Leadership to share and unpack key documents with teaching staff.</p> <ul style="list-style-type: none"> Early Identification and Intervention Referral Pathways at SJA Diverse Learners Team Guidelines at SJA 		

			What does this look like?		
Clarity	Workforce Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.		<ul style="list-style-type: none"> • Leadership team to attend 5 days of professional learning with Lyn Sharratt. • Focus on 14 parameters and assessment. 		
Mandatory Training	Workforce Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.		<ul style="list-style-type: none"> • Provide all staff time to complete the training on the student free day. 		
Relationships Education	Significant learning needs Every student with significant learning needs (e.g., disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.	Implement Relationships Education Curriculum	<ul style="list-style-type: none"> • Build the capacity of teachers in the delivery of Relationship Education <ul style="list-style-type: none"> o P-4: Daniel Morecombe Curriculum (focus on protective behaviours) o Yr 5-6: Real Talk Education (Puberty; Safe Use of Media & Technology. Identity and Friendships) 	<ul style="list-style-type: none"> • Whole Staff introduction to Relationships Education by Caitlin Humphrys • PD for targeted teachers: <ul style="list-style-type: none"> o P-4 o Years 5-6 	
Pre-Prep Program	Transitions Every student experience a seamless and positive transition through and across schools.				

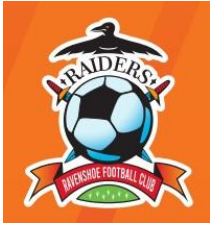
SCHOOL BASED PLANS TO SUPPORT SAIP IMPLEMENTATION (may include)

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Strategic Plan | <input type="checkbox"/> Implementation Plan/s | <input type="checkbox"/> Data Plan | <input type="checkbox"/> Curriculum Delivery Plan |
| <input type="checkbox"/> Operational Plan | <input type="checkbox"/> Master Plan | <input type="checkbox"/> Formation Plan | <input type="checkbox"/> Pedagogical Practices Document |
| <input type="checkbox"/> Professional Learning Plan | <input type="checkbox"/> Planned approach to Literacy and Numeracy | | <input type="checkbox"/> NCCD Action Plan |

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p>Engagement – Wellbeing & Learning (Diversity – Inclusive practices)</p> <p><i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i></p> <p>Strategic Directions 2021-2025 Priority #8 Significant Learning Needs Every student with significant learning needs (e.g., disability, EAL/D) receive adjustments and interventions to enable equitable access and participation in learning.</p> <p>#3 Learning and Teaching Documentation #4 First Nations #5 Extension #6 Workforce #7 Learning Pathways #9 Transitions #10 Rural and Remote</p>	<p>In order to lead students to have life in its fullness, the school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students.</p> <p>Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.</p>	<p>All staff members will know the learning and wellbeing needs of every student.</p>	<p>LoD will meet with SOs and CTs twice per term to discuss student Personal Learning Plan goals and to monitor and review the intervention plans which assist students in achieving their personal goals.</p> <p>Professional learning opportunities are provided for all staff to enhance skills and strategies which will support NCCD requirements, curriculum adjustments, catering for high potential learners, and learning support in general.</p> <p>2024 TERM 1 O Week Diversity planning day to revisit Tier 1 Tier 2 and Tier 3 planning requirements. WEEK 4 In school NCCD moderation</p>	<p>Evidence of differentiated planning, tracking and monitoring of student progress, and reviewing as needed, individual learning plans.</p> <p>Pre and Post intervention Data will be collected and documented as evidence of student growth.</p>	<p>PoL Diversity School Officers Class Teachers CES Diversity Consultants Principal</p>

TUCKSHOP NEWS

Thank you for those who have returned Home Bake rosters for our Tuckshop. We still need some more volunteers for Home Bake. Thank you!!



THE RAIDING POST

The news updater of the
Ravenshoe Raiders Football Club.

Volume 5, Number 2.

Tuesday 8 February 2024.

1. Training is scheduled to resume this week, on Thursday 8 February 2024.

All age groups train at the same venue (at the Ravenshoe High School) on the same day. The age groups are : girls and boys aged 5–7 years of age

girls and boys 8–9 years of age

girls and boys 10–11 years of age

girls 12+ years of age

boys 12–13 years of age

boys 14–15 years of age.

If ever it is raining on a Thursday afternoon, Raiders players can still attend, in the (undercover) Sports shed on the Secondary campus.

We look forward to seeing you and your child at training this week.

2. Afternoon teas could be provided between 3.00 pm and 3.30 pm on training afternoons. We need support from parents and carers to prepare fruit etc, and to help clean up afterwards. This initiative arises from discussions at the Raiders AGM on 30 November 2023. If you can help, please respond to this email, or just turn up this week Thursday afternoon and lend a hand. Thank you.

3. In pursuing the decision at the Raiders AGM on 30 November 2023, to nominate teams to play against other clubs on Saturdays in 2024, Club officials have been attending to the process of re-registering our Club with Football Queensland, so that they can set us up with a player registration package. **Player registration fees will be \$150 per player**, which is the same as the sports vouchers that become available early in 2024. That makes Raiders the cheapest club on the Tablelands, and perhaps in all of Far North Queensland.

4. The Club anticipates having enough players to nominate teams in :

the 5–7 years mixed gender age group (four–a–side),

the 8–9 years mixed gender age group (seven–a–side)

the 10–11 years mixed gender age group (nine–a–side)

the 12+ years Girls age group (eleven–a–side)

the 12–13 years Boys age group (eleven–a–side)

and the 14–15 years Boys age group (eleven–a–side).

The challenge is for each of our current players to recruit their friends or relations to play for the Raiders so that we have enough players in each team.

There are some girls and boys in the older age range who live at MT Garnet. **The challenge is for transport to be arranged so these players can get home after training, and to get to games on Saturdays.**

5. There is also interest in catering for our players are now older than 15 years of age, to form a Raiders Youth team or a Third Division Seniors team. If you know of anyone who might be interested to play, please speak to them about this matter. Thank you. We do not want any Raiders players missing out simply because we did not follow up on possibilities.

6. The first Raiders General Meeting for 2024 was held on Thursday afternoon, as advised in the Wednesday 31 January 2024 edition of **THE RAIDING POST**, to get ourselves organised for this year. Thank you to those people who attended. Some progress was made. At that meeting, **it was decided to meet again on Monday afternoon 12 February 2024**, at 3.30 pm, in room SG13 in G Block at the Ravenshoe High School campus, to see where we are up to with getting organised. All are welcome to attend. If you do not know where G Block is, please respond to this email, to get directions. We hope to see you there.

ST. TERESA'S SCHOOL & PARISH FETE NEWS 2024



Anna Bevan is our friendly convenor for the fete this year along with the other committee members from the P & F. Fete news and rosters will be going out to the oldest in the family every fortnight!

Please consider helping on a stall on the night of the fete. This is a fantastic fundraiser for our school and the a community get together as well!

Tickets were also sent home with families for our Goose Club. There is usually about 50 fantastic prizes to be won. Tickets are \$2 each and if you need any more please call into the School Office.

The Fete committee would appreciate any help that you can give. Thank you !

NRL DRILLS WITH TESH

We were successful with a grant from Sporting Schools and the students will be enjoying NRL skills for the next 7 weeks.





LIBRARY NEWS

Welcome Back Everyone,

This month is Library Lovers Month and we would love to see everyone enjoy a great book! Come on in and look around. Parents and carers are also welcome to come in and borrow a book. The library is open till 4:30pm on Wednesdays and Thursdays and to 4:15pm on Fridays.

Later this term we will be selecting the Readers Cup team, who will then work together reading and quizzing each other on the five selected books in preparation for the Readers Cup event in term 2. The team will travel to Cairns to compete with around 50 other schools in the district. It is a great experience for students who love to read and challenge themselves. I look forward to seeing those students who put their hands up for the experience.



Have a great weekend!

Warm regards,

Morgan Reynolds

SCHOOL LEADERS FOR 2024

A Commencement and Commission Mass was held this morning for the School Leaders to receive their badges for 2024. The students were very excited for this event to happen.

