

# ST PETER'S ACHIEVEMENT REPORT 2019



## Strong Catholic Identity

**Strategic goal:** Re-contextualised and contemporary Catholic perspectives are reflected in St Peter's curriculum, the community and empowers students' faith, learning and peace.



**Annual goal:** By the end of 2019, we will create a common understanding and language around re-contextualised contemporary Catholic perspective.

Strategies:	Achievements
<ul style="list-style-type: none"> <li>2019 focus – 'Community in Faith'</li> <li>Staff spiritual formation and induction for new staff on school charism</li> <li>Development of St Mary MacKillop Outdoor learning space/ Nano Nagle Garden</li> <li>Spirituality labyrinth space enhancement</li> <li>Assembly prayer structure – Gather, Listen, Respond, Go</li> <li>Embedding the Catholic perspective in all subject areas</li> <li>Revise the teaching structure using the Three Worlds of the Text</li> <li>Using RE concept map (learning progressions) to inform learning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Community in Faith focus shared with parents at beginning Year Parent Night and this theme connected to Beginning Year Mass, St Peter's Feast Day celebrations, Holy Week experiences, NAIDOC day activities and Wellbeing Week (Term 1).</li> <li>Andrew Chinn concert and music workshops with students and staff to celebrate our 'Community in Faith'</li> <li>Information for wider community updated on school website to describe our school's Catholic Identity</li> <li>Year 6 Student leadership group 'Mini-Vinnies' coordinated the St Vincent de Paul Winter Appeal and Christmas Appeal with Parish volunteers.</li> <li>Opportunities for staff to attend Catholic Identity days with APRE and a Spirituality focus on January Pupil Free Day with staff incorporating the formation capacities of Prayer, Ritual and Fidelity to develop understanding of St Peter.</li> <li>Partnership with P &amp; F and external consultation group has begun to plan Mary MacKillop outdoor learning space</li> <li>Each year level nominated an animal as a totemic symbol and an artwork has been created which will be placed in Labyrinth area.</li> <li>Staff participated in school orientation session to explore key messages about Catholic Perspectives in the Health Curriculum. Teachers have worked with APRE to embed Catholic Perspectives into Term 3 &amp; 4 Health units during planning sessions.</li> <li>Guidelines to prepare Class Prayer and Assembly Prayer developed to support staff to select prayer experiences for assembly following the structure 'Gather, Listen, Respond, Go'.</li> <li>Teachers engaged with Three Worlds of the Text framework to develop background understanding of Gospel stories about St Peter and this focus continued in Term 2 with collaborative Religion Planning time to support teaching of Year Level Mandated Scripture.</li> <li>Collaborative Year level Planning with APRE has occurred each term to plan short cycles of learning in Religion to teach and assess Deep and Surface Learnings. Staff participated in intra-school Consistency of Teacher Judgement processes to moderate assessment in Religion.</li> <li>Survey responses were collated by BCE and a summary provided to the school leadership team. Survey results have been made available to staff and a summary of the survey results shared in the newsletter.</li> </ul>

## Excellent Learning and Teaching

**Strategic goal:** Collective ownership and use of quality data-informed strategies enhances personalised learning.

**Annual goal:** By the end of 2019, the teachers will develop a common approach including a common language, for consistent pedagogical practices to the teaching and learning of literacy in order to achieve 85% of students in Prep to Year 2 achieving the BCE target PM Benchmark target in reading and 75% of students in Years 3 to 6 achieving the BCE benchmark in writing. (Smart Goal)



Strategies:	Achievements
<ul style="list-style-type: none"> <li>Use of data analysis to inform short cycle English unit planning</li> <li>Build common language of learning – comprehension strategies, reading strategies, editing code and writing process</li> <li>Incorporate English blocks in all year levels</li> <li>Publish and implement Homework policy</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative year level planning with Primary Learning Leader has occurred twice a term to plan short cycles of learning in all key curriculum areas in line with effective and expected practices</li> <li>Teachers have used a wider range of data to analyse year level and whole school data to plan targeted differentiated support for all learners within short cycle English Blocks. (For example- ACER, NAPLAN, Student Reporting System)</li> <li>Detailed, streamlined and consistent documentation of adjustments for individual learners in line with National Consistent Collection of Data processes.</li> <li>Learning and teaching planning sessions focussed on where the learners are at, and next steps.</li> <li>Targeted intervention from learning support team</li> <li>Staff have developed a common language and use of a set of comprehension strategies. There is increased consistency of practice and growth in various effective and expected practices.</li> <li>Consistent pedagogical practices relating to teaching and learning of English through structured English Blocks</li> <li>Use of 4C's model for targeted work with teachers in improving teaching practice.</li> <li>Homework Policy updated and published end 2019 after consultation with teachers and parent body.</li> <li>Focus on meaningful use of iPad for homework purposes.</li> </ul>

**Strategic goal:** Personalised learning and wellbeing for all supports continuous growth and improvement.:



**Annual goal:** By the end of 2019, the continued focus and implementation of a whole school approach to student engagement and wellbeing will be fully embedded and part of daily practice.

Strategies:	Achievements
<ul style="list-style-type: none"> <li>• Embed learning dispositions – ROCKS into student language and application</li> <li>• Name and embed St Peter’s Everyday practices and expand teacher understanding of power of relationships (inclusive of Berry St Model – Trauma informed practices)</li> </ul>	<ul style="list-style-type: none"> <li>• Students talk about and embed ROCKS into their classroom learning and transitional behaviours. ROCKS visuals are on display throughout the school.</li> <li>• St Peter’s Everyday embedded into classroom practices to enhance teaching pedagogy and student wellbeing.</li> <li>• Alignment of St Peter’s Everyday with health curriculum and Catholic Perspectives</li> <li>• The parent body also devised a Parent ROCKS charter for launch in 2020.</li> <li>• Professional development focussed on building strong student relationships in promote wellbeing and readiness for learning. Strategies to do this were introduced to the staff. (Golden statements, praise, attachment theory) Body domain focus strategies were revised and became more evident the everyday practice.</li> <li>• Regular Positive Behaviour 4 Learning committee meetings to discuss at-risk students.</li> <li>• School behaviour policy was reviewed and updated to be further communicated with families in 2020.</li> <li>• Attendance results were consistently analysed. Parents/guardians of high absentee students were contacted and given support if required. Attendance procedures were finalised, and “Attendance Matters” promotions were a regular feature of the attendance strategy.</li> <li>• Revised Mollum Sabe school policy and created 2019 RAP plan</li> </ul>

### Building a Sustainable Future

**Strategic goal:** The school’s commitment to capability, collaboration, creativity and communication and facilities optimise personalised learning in an authentic Catholic community.

**Annual goal:** By the end of 2019, the development of a culture of collaboration, creativity and communication will be introduced across the school, with an emphasis in Year 1 and 4.

Strategies:	Achievements
<ul style="list-style-type: none"> <li>• Creation of an ICLT policy aligned with the 1:1 implementation of iPads in Years 1 and 4</li> <li>• Development of ICLT plan which outlines the ICLT general capabilities and pedagogical approach across the school</li> <li>• Engage in Digital Skills Program for Years 1 and 4 teachers (and other staff)</li> <li>• Revision and extension of the St Peter’s Professional learning community for all staff</li> <li>• Develop a school Master Plan and Educational Brief</li> </ul>	<ul style="list-style-type: none"> <li>• The ICLT policy was revised in alignment with the schools newly implemented 1:1 program.</li> <li>• All staff attended professional development around the ICT general capabilities and year level expectations. Planning for implementation for 2020 has commenced. Staff in early years and Yr. 4 have attended Early Years ICT professional development.</li> <li>• All staff have improved their use of Office 365 tools. Specific teacher focus on improving skills in Sway, Minecraft, Apple Classroom, iPad, Teams and One Drive also occurred with specific staff. (Digital Skills Program 2019)</li> <li>• The St Peter’s professional learning community focussed on the statement “We promote our professional role through our presentation and practice.” St Peter’s Everyday practice involved all staff using expected and effective practice in learning and teaching.</li> <li>• Staff in Yrs. 1 and 4 were supported in their use of iPad as a learning tool. Students in these years have been involved in iPad literacy and organisational routines, use of online tools to support learning, saving work in one drive, use of teams</li> <li>• Students in Yr. 5 and Yr. 3 completed NAPLAN online.</li> <li>• ERAMP (Energy Reduction Management Plan) – The school completed an audit of facilities in order to plan for a more sustainable use of resources and school wide practices.</li> <li>• School improvements in the facilities included oval sprinkler system, school surveillance cameras, phone line upgrades, ordering new electronic sign, patio cover for staffroom, flexible furniture for extra Year 5 classroom and Yr. 1 extra furniture needs. Flexible furniture planning is completed for Yr. 4 to begin use of flexible furniture arrangement in 2020. A plan using an educational furniture consultant for the school wide implementation has been completed. Development of educational brief has occurred and the appointment of school architect to develop the school master plan is in process.</li> <li>• Rewrite and update of school website</li> </ul>

