



ST PETER'S CATHOLIC PRIMARY

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ST PETER'S ACHIEVEMENTS 2018

Strong Catholic identity: Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community

Goal: Improve classroom teaching of Religion

Activities

By the end of 2018, teachers are planning deep and surface learning experiences from the revised Religion scope and sequence

- Revise existing unit plans ensuring they reflect updated Scope and Sequence overviews - staff meeting - teacher release to plan with APRE
- Investigate high quality formative assessment practices: WAGOLL (high quality examples); reflection on current practice, preparation for CT); differentiation; language
- Continue to engage with the principles and practices of visible learning in Religion - WALTS (Intentions) - WILFS (success criteria including student co construction)
- Supplement resources to classes in line with curriculum

Achievements

2018 Achievements

- Comprehensive and curriculum aligned Scope and Sequence for the classroom teaching of Religion that ensures cohesion and consistency.
- WALTS and WILFS embedded into unit and lesson plans and are visible and referenced during each Religion lesson.
- Assessment moderation occurred within staff to ensure best practices and high-quality tasks and information was collected about student learning.
- Regular planning and monitoring by APRE occurred with staff and the equitable purchasing of resources to supplement the teaching met curriculum and student needs.

Goal: Strengthen Catholic Identity through a cohesive and integrated approach to the Religious life of the school

Activities

By the end of 2018 there will be visible signs of St Peter's Catholic Identity in action through planning and articulation of the Religious Life of the School

- Incorporating the theme "Community Of Learning" and St Mary MacKillop to make the school vision active and lived in the school and parish community (The words and actions of St Mary MacKillop in educating, faith example, prayer, social justice)
- Incorporating Religious iconography and creating purposeful sacred spaces, to reflect the school community's Catholic story - St Mary MacKillop Outdoor Learning Space - Nano Nagle Garden - St Peter's Boat and entrance - Indigenous Labyrinth space including focus of 2018 Year of Youth. Model the use of spaces with classes.
- Create formalised processes and an annual plan with parish to link parish and school focus (Including focus on staff education around masses and liturgies and communication).

Achievements

2018 Achievements

- St Peter's identity of a 'Community of Learning' was embedded across the school. All staff, students and families are aware of the focus as it is visible through our communication.
- Staff participated in professional development regarding Mary MacKillop in Sydney at commencement of the year.
- The creation of the labyrinth added to the iconography across the school. This will continue to be an ongoing focus area.
- An annual plan with the Parish was created at the beginning of the year and a clear link and understanding was developed around class Liturgies, Family Masses and other prayer events.



Excellent learning and teaching: Grow engagement, progress, achievement and wellbeing for each student

Goal: Improve the high-quality curriculum delivery and pedagogical practices

Activities

Achievements

<p><i>By the end of 2018 teachers will have grown in their capacity in understanding and using effective and expected practices in English</i></p> <ul style="list-style-type: none"> • Prioritize the focus of English unit plans to align with Context Text model (T1)/ Whole Part Whole (T2)/Gradual Release (T3) • Build teacher understanding with named expected practices (context text, whole part whole, gradual release) through professional development sessions and planning • Co plan with curriculum team with focus practice being embedded in planning • Align staff goal setting focus around effective and expected practices in English • Model teaching practice (4Cs) 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • Priority and professional development for all teachers has been given in the planning of English units to reflect current educational research and best pedagogical practice in the areas of context/text model, whole-part-whole and gradual release of responsibility. • The 4c's model (co-teaching, co-planning, co-reflecting and co-debriefing) has been modelled and used throughout the school to enhance the teaching and learning of English. Current research informs us that this philosophy enhances student learning outcomes and builds on the collective efficacy of teachers. • Co-planning occurs regularly with teachers and the Primary Learning Leader (PLL). Co-planning ensures consistency and completion of curriculum requirements whilst putting the needs of the learner in the forefront on the process. • Goal setting for student growth and targets aligns with Brisbane Catholic Education's (BCE) targets and effective and expected practices.
<p><i>By the end of 2018 teachers will systematically analyse and use reading and writing data to inform student progress. (Yrs. P-2 85% students achieved PM benchmark in Reading. Yrs. 3-6 75% students achieved bench mark in Writing)</i></p> <ul style="list-style-type: none"> • Yrs. P - 6 teachers engage with PATR/Writing analysis data to see class and year level trends/ patterns, set teaching focus and set goals (class/ year level/ individual students) • Teachers and leaders to analyse whole school trends comparing reading and writing data in NAPLAN • Revision of PM/ writing tool assessment so that all staff have clear understanding about their use, the data being collected and school expectations • Improve formal planning and recording of learning differentiation for students (especially those students requiring extension). 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • Our school SMART goal for reading and writing (see in blue in column to the left) is aspirational and aligned to BCE targets. We are data informed and use standardised methods of data collection to analyse students learning, set teaching focus and goals. With the analysis of this data, trends have been identified and planning and teaching is directed and differentiated for students to assist in meeting these needs. Whilst some year levels didn't quite reach the aspirational target, all year levels experienced progress. • Teachers have received professional development in the understanding and use of assessment tools including PM Benchmark and Writing Analysis tools.
<p><i>By the end of 2018 everyone (students, staff, parents) will be using shared language to inform learning (specific focus Intentions, Success Criteria, learning dispositions)</i></p> <ul style="list-style-type: none"> • Collaboratively plan with a focus on learning intentions and success criteria • Co-Keepers/ curriculum support team model lessons emphasising children talking about their learning intentions • Unpack the school learning dispositions and bring this into everyday focus (awards, resources, learning sequences) • Using walk talk strategy plan and give feedback to staff and students around shared language of learning • Develop a feedback system for staff to access around their student's level of being able to talk shared language of learning 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • Learning Intentions (WALT) and Success Criteria (WILF) are visible throughout lessons and students refer to those to assist with their learning. The WALTs are derived from the curriculum and the WILFs are co-constructed with the students. This enables the students to talk about what they are learning and where to next. This has enabled a greater shared language of learning between students and staff. Methods of feedback on this language will continue to be developed. • School learning dispositions (ROCKS) have been established and are promoted daily. Awards were presented during Term 4 and at the Remarkable Moments celebrations for those demonstrating commitment, perseverance, resilience, ownership and responsibility in their learning.

Goal: Maximise learning potential of all students through a consistent school-based behaviour and wellbeing

Activities

Achievements

<p><i>Increase understanding and use of strategies, process and behaviours to facilitate student learning</i></p> <ul style="list-style-type: none"> • Re-teaching and modelling of expected learning behaviours based around ROCKS rules • Work towards consistent, regular and accurate input of SBSS data through upskilling staff and outlining expectations and processes • Formalise a structure around behaviour systems at St Peter's (includes committee, year level and individual roles) and regular PB4L committee meetings • Implement planning processes (committee and teachers) to support children identified in tier 2 and 3 • Teach children about buddy bench 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • ROCKS rules are integrated into all aspect of schooling. The expectations are explicitly taught and modelled daily, through awards and at assemblies. • BCE specific systems are being utilised to track student behaviour ie, SBSS. Consistency is continuing to be encouraged and regular communication and monitoring is being utilised to ensure accuracy. This will continue to be an ongoing focus. • Formalised structures have been introduced across the school. Continued refinement and use of these will assist with the implementation of the Positive Behaviour for Learning (PB4L) approach. A more formalised approach to ensure consistency will continue to be an ongoing focus. • Buddy bench has been introduced and used with success and will look at adding more benches to other play spaces across the school.
<p><i>Integrate various evidence-based programs to streamline the St Peter's way of being in a learning community</i></p> <ul style="list-style-type: none"> • Finalise school policies and procedures in the area of wellbeing and behaviours • Use Berry Street Education model and PB4L philosophy to devise the St Peter's Student Wellbeing Approach • Upskill staff in areas of classroom practice around strategies that empower students learning and social regulation • Embed best practice teaching methods to meet needs all of students to access learning 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • Several staff, including administration and support staff have been inserviced on the philosophy of the Berry Street Education Model and PB4L. • Additional professional learning will be provided so staff can utilise the strategies for successful learning behaviours in a consistent approach across the school. • Teachers have worked and will continue to work with PLL to ensure they are embedding the best teaching practices to ensure student learning growth in alignment with current educational research and BCE expected and effective practices.



Building a sustainable future: (a) Build sustainability through people and capability (b) Ensure stewardship of resources with transparency, accountability and compliance

Goal: Optimise the use of technology to support teaching, learning and collaboration

Activities

Achievements

<p><i>Streamline and develop school IT processes</i></p> <ul style="list-style-type: none"> • Devise a 3-5-year school plan for the development of IT and capacities (leadership and teacher capacity, infrastructure, curriculum) • Develop a sustainable budget and fee structure for IT costs • Refine structure and use of school portal, parent portal and school website, One Drive (360), BI tool, eMinerva, One drive, Parent Slips) • Plan and development ICT support staff processes • Purchase touch screens (P-1) and other hardware to support student learning • Investigate, planning, and implement structure for possible 2019 1:1 program 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • Significant time and research have been conducted around the proposed one to one iPad implementation. Parent forums, brochures and surveys were conducted to investigate attitudes and opinions in regard to 1:1 devices. In 2019, 1:1 iPads will be introduced into Year 1 and Year 4 classrooms with a proposed three-year cycle to occur with all students having a device within the next three years. • With the introduction of the 1:1 iPads in 2019, the school fee and IT levy structure needed to be revisited. The new fees have been approved by BCE and the Parish and have been communicated to parents. • The upgrade of other ICLT resources has also occurred with interactive TVs purchased for some classrooms and other hardware upgrades have occurred.
<p><i>Develop contemporary learning pedagogies (support literacy development)</i></p> <ul style="list-style-type: none"> • Investigate and roll out apps to enhance early reading learning (open ended) • Upskill staff in using various tech tools • Use assistive technologies to meet needs of all students in area of writing (naturally speaking) 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • A variety of technology tools and resources have been investigated, particularly in light of the 1:1 implementation. This will be an ongoing process that staff will also continue to seek professional development and skills in using various tools to support the teaching and learning process. Specific apps and tools are utilised in the area of literacy across the school.

Goal: Support and grow the St Peter's Professional Learning Community

Activities

Achievements

<p><i>Build staff professional capacities (professional development and growth) and focus on team building and collaborative practices</i></p> <ul style="list-style-type: none"> • Collaborate to determine staff agreements about ways of working in professional learning community • Build staff skills in having difficult conversations/ team collaboration • Build collaborative team processes at different levels (committee structures/year level teaching teams) • Align ATSIL standards to teacher goal setting proformas • Formalise a community St Peter's collective agreement on how the community will work together. • Formalise induction and mentoring processes for graduate and new teachers to St Peter's 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • The staff have formalised an agreement of protocols, St Peter's Professional Learning Community, which clearly identifies ways in which we operate, as professionals, with each other, students and parents. • Professional development in the area of difficult conversations and how to build confidence and skill with this area of communication was undertaken. • Mentoring of new staff (graduates and new to school) continues and a greater emphasis on induction processes will be developed. • Teachers meet regularly with the Principal to set, monitor and review their professional goals. These are aligned to the AITSL teaching standards.
<p><i>Engage in school review processes</i></p> <ul style="list-style-type: none"> • Complete external review process and set 5-year school plans • Complete BCE staff and student satisfaction survey • Implement quarterly feedback cycles for parent, students and community to provide feedback on school policies and practice • Complete NCCD trial audit and implement recommendations 	<p>2018 Achievements</p> <ul style="list-style-type: none"> • The five-year external review process was conducted this year and was affirming for St Peter's. Particular mention was made regarding the Religious Life of the School and its warm and inviting atmosphere; the emphasis on student wellbeing in the ROCKS learning behaviours and the collaborative development of the learning charter, to name a few. • A strategic plan for the next five years will be published at the beginning of 2019 using the recommendations of the external review. • St Peter's successfully participated in the trial audit of the Nationally Consistent Collection of Data (NCCD) relating to students receiving differentiation to meet their learning and social needs.

