

# St Peter's Achievements for 2015

## Priority One - Mission and Religious Education

Goal	Strategies	Achievements
<p><i>To better understand how our <b>Catholic Identity</b> is expressed in practice.</i></p>	<p>Engage all members of the community in the Leuven Project</p>	<p>Provided information about the Leuven Project to the community                      Leadership, staff, students and parents conducted the survey                      Purchased Lenten Prayer books                      Shared information about the Leuven Project prior to survey                      Surveys were completed by March</p>
<p><i>To strengthen the <b>Catholic Identity</b> at St Peter's by ensuring authentic experiences of Catholic Traditions and values are practiced regularly.</i></p>	<p>Create a cohesive and integrated approach to the religious life of the school</p>	<p>Established a routine for Staff Prayer at 8.15 on a Wednesday                      Some staff participated in Lenten Prayer each week during Lent                      Promoted our opportunities for the Religious Life of the School for staff, parents and students                      Catching Fire Team members completed retreats and formed a team                      Staff Prayer website promoted                      Catching Fire Meeting Prayers books promoted for prayer among staff</p>

## Priority Two – Learning & Teaching

Goal	Strategies	Achievements
<p><i>Develop shared practices that ensure high quality <b>curriculum and pedagogy</b> using the contemporary research, practice of John Hattie’s Visible Learning, especially in the area of Literacy</i></p>	<p>Maintain momentum with curriculum directions especially with Visible Learning and Reading to Learn pedagogies</p>	<p>Professional Development attended for Team</p> <p>Classroom Support – Curriculum teacher worked with Visible Learning Team to establish consistent practice in English.</p> <p>Extra time in staffing schedule – trade hours for full time teacher from Term 2</p> <p>Student First grant from BCE used to fund program</p> <p>Visible Learning (DELT Grant) used funds to embed Learning intentions and success criteria within English Curriculum</p> <p>Introduce Curriculum Capers school wide to assist with Visible Learning practice.</p> <p>Classroom Support – Curriculum teacher mentored all teachers from Prep to Grade 6 in Reading to Learn pedagogy.</p> <p>Advertise and recruit a person for the extra teacher role from within our community</p> <p>Putting Faces on the Data text purchased for all members of Leadership Team</p>
	<p>Building capacity with teachers to engage in classroom observation and feedback</p> <ul style="list-style-type: none"> <li>- Classroom coaching / mentoring – start where there is trust</li> </ul>	<p>Staff meeting PD for strategic conversations</p> <p>Visible Learning Plus website promoted</p> <p>Visible Learning Team participated in training - Classroom Curriculum support teacher acted as mentor and informal coach in all classes during Term 2, 3 and 4</p>

<p><i>Establish shared understanding and common language about the factors that lead to effective <b>engagement for learning</b> for each student</i></p>	<p>Buy in from all stakeholders</p>	<p>Communication with parents</p> <p>Engaged experienced classroom teacher to speak with teachers about the experience of VL in the classroom</p> <p>Learning Intentions and Success Criteria displayed around the school, through newsletters and in hard copy to parents</p>
	<p>Sharing practice with other teaching partners – shared wisdom</p>	<p>Coaching session for all 2-3 days of TRS</p> <p>Visible Learning Grant used for Literacy Coach to teach Reading to Learn – Learning to Write lessons in each class</p> <p>Staff meeting time for sharing was limited due to industrial action ban on meetings</p>
	<p>Connect PB4L with Visible Learning</p>	<p>Training for Tier 1 Team occurred in Term 2</p> <p>New School Coach appointed and trained</p> <p>Visuals for the matrix create and distributed</p> <p>Data gathering – School Officer for data entry nominated and record keeping processes established.</p> <p>Regular meetings during Term 1 and 2</p>
	<p>Regular communication for staff and parents</p>	<p>Parent ‘Coffee and Chat’ meetings occurred after assembly on 3 Fridays</p> <p>CST / Classroom Support - Curriculum teachers to facilitated sessions and invited others to lead sessions</p> <p>Some parents took advantage of the ‘Coffee and Chat’ sessions</p>

Goal	Strategies	Achievements
<p><i>To improve planning, collaboration and documenting processes in order to provide learning environments that focus on the individual student as a person and a learner.</i></p>	Set the direction for 2015	<p>Meeting of all coaches and teachers in the 2014 project occurred for review</p> <p>Invitation to those who may wish to join the project given and taken up by three staff members.</p> <p>Booked Steve Dunn for whole school coaching course for Easter Pupil Free Day 2016</p> <p>Embedding of consistent planning documents in English and for Curriculum Capers</p> <p>Began embedding monitoring tools schedule within all year levels.</p> <p>Collection of writing and reading data across all grade levels occurred as part of the monitoring tools process</p>
	Plan for assessment of the project –	Feedback from staff was invited and reflected on.
	Reporting success to parents and staff	Some opportunities provided for staff meeting ‘sharing of practice’ opportunities
	Communication with parents	<p>Drafted personalised planning document was reviewed by staff and some parents</p> <p>Parents informed of process via newsletter / meetings with support staff</p>
	Managing a variety of formats – both written and some staff staying on the old process while others are on the project	<p>SED verifications remained in the older style IEP format in 2015</p> <p>Teacher/ST-IE and admin viewed documentation format</p> <p>Teacher with/without ST-IE to met with parents – collaboratively discussing the path for the term</p> <p>IEP meeting</p> <p>Teachers released for planning/meetings</p>
	Sharing project goals/strengths/growth	Staff meeting time was limited due to industrial action ban on staff meetings.
	Documentation and draft a Personalised Learning Plan	<p>Ensured documentation met disability acts criteria</p> <p>Storage of documentation – Long term</p>

	Curriculum funnel down – specialist teachers	<p>CST to provide a PD session with our specialist teachers and regular relief teachers</p> <p>Visible learning practices introduced to specialist teachers by Curriculum Support – Classroom and CST Teacher / Specialist staff</p>
	Aboriginal support / RAP team	<p>RAP team met with parents for an information sharing session</p> <p>Parent feedback informed RAP plan and made suggestions for actions</p> <p>Ngutana-Lui NAIDOC / Social Justice Day – whole school activity occurred in Term 3 successfully with whole school rotational activities</p> <p>Introduced Molum Sabe document to leadership team</p> <p>Steve and Gracie (participation officers) from SSSC visited and supported Indigenous families</p> <p>Local parent who works on Indigenous Legal Team provided information session to Yr 1</p>



Goal	Strategies	Achievements
<p><i>Incorporate the <b>Visible Learning pedagogy</b> using data, evidence and contemporary research to improve student engagement and learning in RE.</i></p>	<p>Enhance Teacher Capacity in the teaching of RE</p>	<p>RE team met regularly for collating of documentation</p> <p>Teachers collaborated with APRE once per term for planning of RE.</p> <p>Consistent planning template developed incorporating visible learning language for RE</p> <p>Audit conducted to identify PD wants and needs in RE / Resources for RE teaching</p> <p>Key teachers released to work on documenting RE units required for Validation</p> <p>Professional Development conducted through staff mtg - Teaching Scripture PD at staff mtg 3 worlds of the text link to Reading to Learn</p> <p>Teachers engaged in review of planning and teaching cycle</p> <p>APRE participated in network sessions with cluster APREs to plan and provide RE PD</p> <p>Communicated RE curriculum with community through parent portal, newsletter, Parent Make and Take mtgs, weebly for staff</p> <p>Teacher PD was provided for staff with specific needs, eg Multi-age class teacher</p>
	<p>Implement Visible Learning Strategies</p>	<p>Reviewed after Semester 1</p> <p>Success stories shared through staff 'Celebration of Learning' opportunities</p> <p>Teachers engaged in observations and feedback of learning in RE classroom</p>

### **Priority Three – Professional Practice & Collaborative Relationships**

<b>Goal</b>	<b>Strategies</b>	<b>Achievements</b>
<p><i>By the end of 2015 we will have inducted a new APRE into the school community and continue to strengthen partnerships with clergy and parish.</i></p>	<p>Welcome Acting APRE into the role and help him become aware of his duties.</p> <p>Conduct recruitment procedures for the APRE position.</p> <p>Continue to meet with Parish Priest each term.</p> <p>Support Parish Sacramental program</p>	<p>Acting APRE inducted into school community successfully.</p> <p>Substantive position of APRE appointed for next few years.</p> <p>Meetings with Parish Priest conducted each term.</p> <p>Parish Priest continued with student mass and visits to the classrooms</p> <p>APRE formed part of the sacramental team, leadership and staff attended ceremonies.</p>
<p><i>By the end of Term 4 we will have built on processes to include parent and student participation with goal setting for students using the matrix from Positive Partnerships.</i></p>	<p>Continue with Individual Learning Plans as a replacement for traditional IEP process.</p> <p>Incorporate 'Needs of the Learner – Who are my Learners into curriculum planning templates.</p>	<p>Most early years classes used a new format for the documentation of adaptations made for individual learners to access the curriculum.</p> <p>Teachers and parents met regularly for discussions on progress with individual learning goals.</p> <p>Classroom Support – Curriculum and CST staff implemented changes to planning templates to ensure compliance with DDA</p> <p>Class teachers wrote programs to address specific needs of individual students</p>
<p><i>During Term 3 and 4 we will have teachers from Yrs 3 to 6 participate in the MYCAC program delivered by local and BCE speech pathologists and Inclusive Ed staff.</i></p>	<p>Identify the needs for students with oral language difficulties to plan local MYCAC (Middle Years and the Australian Curriculum) program</p>	<p>Learning Support staff met with BCE Speech Pathologist to plan for MYCAC program</p> <p>MYCAC program delivered to Yrs 3 to 6 teachers in two sessions</p> <p>Teachers participated in Action Learning cycle for follow-up after completion of program</p>

### Priority Four – Strategic Resourcing

Goal	Strategies	Achievements
<p>By January 2015 we will have replaced all laptop computers for staff and students. Investigate use of iPads in Prep years.</p> <p>Investigate use of iPads in Prep years.</p>	<p>Enhance Teacher Capacity in the use of technology with new equipment</p> <p>Discussions with Prep staff for needs of iPads in place of computers for younger students</p>	<p>Liaise with P&amp;F for financial support of IT plan</p> <p>Purchased computers and upgraded CISCO hubs to further enhance speed and delivery of internet services</p> <p>Decommissioned server and rolled all computers over to BCE 'cloud'</p> <p>iPads purchased for Prep classes for easier APP use</p>
<p>By the end of Term 2 we will have engaged in the BGA application process for the construction of a new Admin block to better cater for the needs of the community..</p>	<p>BGA application to be completed and supported by community.</p>	<p>Application completed with community support.</p> <p>Notified in Dec of successful application with process for demolish of Admin building to be completed in 2016</p>
<p>During 2015 we will engage with the new structure for support from BCE Support Accountants so that we can review procedures for budget allocations and ensure equitable use of funding and budget allocations.</p>	<p>BCE Support Accountant engaged to support Principal with local budgeting process</p>	<p>Met with Support Accountant and Finance Secretary for review of Budget processes</p> <p>Met with Support Accountant for financial assistance with BGA application and drafting of 2016 budget and staffing reconciliation data</p> <p>Established positive ways of working with Support Accountant and Finance staff for monitoring of income and expenditure</p> <p>Reviewed concession processes and documentation</p>
<p>By the end of 2015 a rollout plan linked to MySite/Parent Portal/ will be completed</p>	<p>Ensure all IT resources for parent portal use is available</p> <p>Promote and maintain BCE enterprise packages</p>	<p>Worked in conjunction with Web Master and BCE personnel to ensure website content was reviewed and updated</p> <p>Met with BCE personnel for design of new website</p> <p>Website went live in Term 4 with Share Point capabilities</p> <p>Information provided to parents on log-in and information available for website</p> <p>Promoted BCE Connect APP and used it for information to be distributed to parents</p>