



ST PETER'S CATHOLIC PRIMARY SCHOOL ROCHEDALE ANNUAL PLAN 2021

St Peter's School is

A Community in Faith; building our journey on the foundation of Jesus and Peter through prayer, action, and celebration.

A Community in Learning; building an engaging and enriching environment that nurtures growth in each person.

A Community in Peace; building just relationships that embrace all, guided by the light of Nano Nagle.



<p>Catholic Identity By the end of 2021, we will strengthen the pedagogical approach to learning in religion through effective teaching practice, enhancing teacher knowledge of Scripture and embedding contemporary Catholic Perspectives across the curriculum.</p>	<p>Learning and Teaching By the end of 2021, we will develop a school wide model for the teaching and learning of writing/composing. - To achieve 85% of students in reading and writing benchmarks</p>	<p>Well Being By the end of 2021, we have consolidated St Peter's Everyday philosophy and practice, so we have calm connected and engaged learners and classrooms.</p>	
<p>Strategies:</p> <ul style="list-style-type: none"> • Deepening understanding of Judaism to support teaching of Year level curriculum. • Aligning Scriptural texts with content and achievement standard (supporting the connection with Scriptural texts, LI, SC in short cycle planning) • Investigating approaches to teaching Scripture and building teacher understanding of Theological background • Staff formation to develop a common language around Catholic Perspectives – (human dignity and the Christian belief that God is love) • Communicating the School's Catholic Identity with a focus on how Mary MacKillop reflected Jesus' love in her actions and the theme 'Let Love Live' <p>Success Measures:</p> <ul style="list-style-type: none"> • Staff can formulate a definition of human dignity (develop questions to embed in Health planning) • Short Cycle Religion plans will show how scripture is embedded in teaching and learning experiences. • A variety of experiences for students, staff, and community to give practical expression to love in action. • Planning and assessment reflects clarity of understanding of Judaism and associated practices with connection to Religion curriculum 	<p>Strategies</p> <ul style="list-style-type: none"> • Building and applying pedagogical practices in the teaching of writing and composing. • Investigating evidence-based strategies to inform writing philosophy and employing early years and middle years philosophy of writing. • Using data from a variety of sources to identify next step in the teaching of writing (Writing Analysis/Context Text model) • Upskilling staff and students in using technology tools to support and extend writing skills (productive, receptive) and engagement. • Focusing on staff/ student understanding of various writing conventions (handwriting, typing, spelling, grammar) • Implementing various coaching models and personnel to support in class learning and teaching practice. <p>Success Measures:</p> <ul style="list-style-type: none"> • Teachers plan and use a balance of modelled, shared, guided, and independent writing/reading experiences throughout the week. (GRR) • English blocks contain elements of effective practice in operation including daily reading and writing opportunities. • Technology is used in all classrooms as a tool for learning and extension opportunities. • Explicit teaching of writing conventions • All students are more proficient at publishing writing in various formats. (handwriting/typing) • Providing learning activities that support and extend all writers. • Use of explicit learning intentions and success criteria as part of feedback and formative assessment 	<p>Strategies</p> <ul style="list-style-type: none"> • Build capacity in analysing Engage data to inform classroom practices and student needs. • Ensure common language and structures in place. • Streamline and consolidate school behaviour steps (Behaviour expectations and teaching of the expectations) • Implement restorative practices. • Publish key resources and planning documents to support St Peter's focus • Provide in classroom support for staff with implementation of St Peter's Everyday strategy and supporting students with learning/behaviour engagement needs. <p>Success Measures:</p> <ul style="list-style-type: none"> • Engage system and data conversations being used across the school. • Staff understanding of tiers and expected universal teaching practices. • Students and staff beginning to use restorative conversations/ practices. • St Peter's Everyday resources have been published. • Opportunities for sharing of practical strategies regarding PB4L and St Peter's Everyday. • St Peters Everyday embedded practice (body, stamina, relationships, resilience, learning dispositions) 	
<p>Other school focuses in 2021.</p>	<ul style="list-style-type: none"> • Staff professional development in Maths • Completion of school master plan including ERAMP recommendations. • Student voice Project 	<ul style="list-style-type: none"> • Communication, parental relationships, parent engagement • Staff Professional learning community ways of working 	<ul style="list-style-type: none"> • Compliance procedures audit and health check use • iPads and 1 to 1 support, use of technology to enhance work requirements and student learning