



# ST PETER'S CATHOLIC PRIMARY

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St Peter's Primary School  
 Annual Plan



## ST PETER'S ANNUAL PLAN 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 CTJ; 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

### 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)



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

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

#### Activities

*By the end of 2018 teachers will have grown in their capacity in understanding and using effective and expected practices in English*

- 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)

*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)*

- 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).

*By the end of 2018 everyone (students, staff, parents) will be using shared language to inform learning (specific focus Intentions, Success Criteria, learning dispositions)*

- 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

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

### Activities

*By the end of 2018 all students at St Peter's will have a clear understanding on the expected learning behaviours, both in and out of the classroom, and refer to the St Peter's ROCKS rules on a regular basis.*

- 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

*Integrate various evidence-based programs to streamline the St Peter's way of being in a learning community*

- 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



*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

*Streamline and develop school IT processes*

- 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

*Develop contemporary learning pedagogies (support literacy development)*

- Investigate and roll out apps to enhance early reading learning (open ended)
- Use assistive technologies to meet needs of all students in area of writing (naturally speaking)
- Upskill staff in using various tech tools

## Goal: Support and grow the St Peter's professional learning community

### Activities

*Build staff professional capacities (professional development and growth) and focus on team building and collaborative practices*

- 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

*Engage in school review processes*

- 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

