

ST PETER'S ACHIEVEMENT REPORT 2021



Embedded

Ongoing

Not Achieved

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 2021, we will strengthen the pedagogical approach to learning in religion through effective teaching practice, enhancing teacher knowledge of Scripture and contemporary Catholic Perspectives.

Strategies:	Achievements
<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 (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 believe that God is love) • Connecting our Catholic Identity through St Mary MacKillop reflecting Jesus' love in her actions (Let Love Live) 	<p>Catholic Perspectives</p> <ul style="list-style-type: none"> • Staff have developed a shared understanding of the Catholic Social Teaching Human Dignity. • Teachers can define human dignity when embedding Catholic Perspectives in the Health curriculum. <p>Catholic Identity</p> <ul style="list-style-type: none"> • Staff have participated in regular professional learning opportunities to strengthen Catholic Identity and explore how St Mary MacKillop Let Love Live. • Staff and student formation opportunities have focused on giving practical expression to love in action as taught and lived by Jesus. • Staff have collaborated with BCE Education Officers to continue to develop the St Peter's Reconciliation Action Plan and promote reconciliation by developing cultural awareness. • The St Peter's draft RAP plan has been registered with Narragunnawali. • The Catholic Identity Team reviewed the schools Religion Education Program, and the leadership team has reflected on the progress of the Enhancing Catholic Schools Identity Project with BCE staff. • Staff from the Catholic Identity team attended the Deepening Dialogue Retreat. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • The Religion Scope and Sequence was updated. • Short cycle unit plans and assessments in religion show how the teaching of scripture is embedded and aligns with the content descriptors and achievement standard. • Staff have demonstrated a deeper understanding of Judaism and its connection to Christianity reflected in planning, teaching and assessment in religion. This understanding has been gained through partnering with the Sydney Jewish Museum, teachers attending REAP and courses at ACU and whole staff session facilitated by BCE Education Officers. • APRE collaborated and ran sessions with individual year levels to investigate how to teach scripture and to build teacher understanding. • Parish Priest facilitated staff professional development on the structure of the Catholic Church.

Excellent Learning and Teaching:



Strategic goal: Collective ownership and use of quality data-informed strategies

Annual goal: 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

Strategies:	Achievements
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<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 year's 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. 	<ul style="list-style-type: none"> • Completion of curriculum audit. • Mentoring with key staff (including graduate teachers) aligned to teacher goals. • Individual catchup sessions with new/returning staff around effective and expected practices in English Blocks, including the composing process, and the teaching of phonics • Consistent practice across our school in delivery of English Blocks using English Block protocols throughout 2021. (Teachers meet regularly to discuss and implement these key strategies.) • All classroom teachers in serviced in the Composing process. • Introduction and implementation of school wide Write Here, Write Now strategies to support student knowledge, skill, stamina, and creativity development in writing • Moderation of writing samples (whole school) for reporting purposes. • Learning and teaching planning sessions focused on where the learners are at, and next steps. • Continued the development of understanding of explicit learning intentions and success criteria as part of feedback and formative assessment, with students showing an improvement in being able to recognise strengths and areas for development in their learning. • Teachers have used a wider range of data to analyse year level and whole school data to plan targeted differentiated support for all learners (For example- ACER, NAPLAN, Student Reporting System) • Detailed, streamlined, and consistent documentation of adjustments for individual learners in line with National Consistent Collection of Data processes. • Provision of targeted differentiated support for NCCD students. • Teacher professional development in Numeracy key pillar of Procedural Fluency and Conceptual Understanding. • Participation in Inspirational Weeks of Mathematics (whole school focus on procedural fluency and conceptual understanding) • Revise school data plan in line with expectations of Assessment capable learners. • Upskilling staff and students in using technology tools to support writing skills (productive, receptive) and engagement. • Targeted coaching with members of the "lead learning team" in line with whole school priorities (assessment capable learners, learning intentions and success criteria, differentiation)
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Excellent Learning and Teaching:



Strategic Goal: Personalised learning and wellbeing for all, supports continuous growth and improvement.

Annual Goal: 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.

Strategies:	Achievements
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<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>ENGAGE</p> <ul style="list-style-type: none"> • More information is entered into ENGAGE from teaching staff and this information is being used to inform practices, responding, and timetabling when a child is raised through the <i>Request for Support</i> process. <p>St Peter's Everyday and PB4L</p> <ul style="list-style-type: none"> • The concepts and language underpinning St Peter's Everyday are visible within the school life. Staff have consolidated their understanding of the PB4L philosophy. • Staff and students can make connections between being in the <i>green zone</i> and being ready to learn and interact. • Staff are aware of the Tiers and the Universal Practices of St Peter's Everyday. • Formal and informal check-ins occur on a regular basis for some Tier 2 and Tier 3 students. These goals are regularly reviewed and discussed with key stakeholders. • Staff in-service and teacher voice around shared ownership and understanding regarding teaching and responding to behaviours. • Staff have a growing understanding of the BCE and St Peter's suspension policy and its implementation. <p>Restorative Practice</p> <ul style="list-style-type: none"> • STIEs, Principal and Guidance Counsellor have attended training in restorative conversations/ practices. This model is being trialed and the key questions used have been shared with staff. • Restorative practice reflection sheet has been implemented and shared.
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Other Achievements 2021			
Building and Infrastructure	<ul style="list-style-type: none"> • Completed school master plan • Completed phase one planning for Block B 	People	<ul style="list-style-type: none"> • Finalized parent representative role and responsibilities • Yr. 5 and student leaders student Voice Project
Technology	<ul style="list-style-type: none"> • Staff growth in use of One Note (all staff attended Pd in this area) and other online tools for learning • Final stage of 1:1 iPad role out completed • IT teacher support for classes and teachers • Minecraft professional development for most staff • MOQ IT review report completed showing strengths in infrastructure, technical support, learning spaces for everywhere access and teacher professional development. • Continued use of online tools to enhance learning and reporting • IT Support teacher worked with staff in technology integration in the classroom. 	Communication	<ul style="list-style-type: none"> • Update of school website • New professional photos and increased social media content • Use of communication apps - BCE Connect, Sway newsletters • Revised parent handbook and staff handbook and staff induction program • Marketing – “We are St Peter's People” • Consistent class newsletters • Induction of new front office and finance staff