

# ST PETER'S ACHIEVEMENT REPORT 2020



**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 2020, we will strengthen the teaching and learning of religion by enhancing prayer opportunities, improving assessment and embedding Catholic Perspectives in Health

Strategies:	Achievements
<ul style="list-style-type: none"> <li>Implement the Catholic Perspectives Annual Plan</li> <li>Communicate the School's Catholic Identity</li> <li>Explore high quality pedagogy and assessment in Religion</li> </ul>	<ul style="list-style-type: none"> <li>Continued staff formation in planning and implementing Catholic Perspectives in Health curriculum including reviewing the Scope and Sequence of the Health curriculum and working with the APRE to embed into Health units.</li> <li>Communicated key messages about Catholic Perspectives to parents at beginning of the year parent information night and in the newsletter in Term 3.</li> <li>Reviewed the Catholic Identity Plan and developed priorities for the 2020 – 2022 cycle to strengthen Catholic Identity</li> <li>Revised St Peter's Acknowledgement of Country and provided staff professional learning to understanding the importance of connection to Country for Aboriginal and Torres Strait Islander people</li> <li>Launched year level animal symbols as part of NAIDOC celebrations and installed visual display in labyrinth area</li> <li>Explored the charism of Nano Nagle throughout the year and used the symbol of the lantern to 'light the world to peace' through prayer, word and action.</li> <li>Prayer spaces around the school enhanced including the story of Nano Nagle displayed in prayer walk outside the library, St Peter's cross designed and placed in each learning space around the school</li> <li>APRE planned with teachers to explore a variety of ways to pray with their year level and use of prayer spaces around the school e.g labyrinth, meditation practices</li> <li>Offered ways to pray during Alternative Learning Provisions through the newsletter and in each year level SWAY and opportunities for staff to pray adapted for online staff meetings utilising digital tools</li> <li>Teachers moderated religion assessment samples to ensure consistency of teacher judgements and alignment of learning intentions and success criteria</li> <li>Teachers supported to access ongoing professional learning in religion and gain further qualifications to gain or maintain their accreditation.</li> <li>Updated the St Peter's Religion Scope and Sequence to reflect new year level Core and Complimentary Scriptural Texts.</li> </ul>



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**Excellent Learning and Teaching: Strategic goal: Collective ownership and use of quality data- informed strategies enhances personalised learning.**

**Annual goal:** By the end of 2019, the teachers will develop a common approach including a common language, for consistent pedagogical practices to the teaching and learning of literacy in order to achieve 85% of students in Prep to Year 2 achieving the BCE target PM Benchmark target in reading and 75% of students in Years 3 to 6 achieving the BCE benchmark in writing. (Smart Goal)

Strategies:	Achievements
<ul style="list-style-type: none"> <li>• Build and apply pedagogical knowledge and practice in the teaching of mathematics</li> <li>• Consolidate our shared pedagogical approach to the teaching of English.</li> <li>• Deepen staff use of and understanding of a variety of data sources to inform student learning growth all teaching areas</li> <li>• Achieve consistent use of learning intentions, success criteria, feedback and learning dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative year level planning occurred on a fortnightly cycle for Grade 3 to 6 to plan short cycles of learning in all key curriculum areas in line with effective and expected practices</li> <li>• Collaborative year level planning occurred on a fortnightly cycle (semester One) and on a weekly basis (Semester Two) for Grade Prep to 2 to plan short cycles of learning in all key curriculum areas in line with effective and expected practices</li> <li>• Detailed, streamlined, and consistent documentation of adjustments for individual learners in line with National Consistent Collection of Data processes.</li> <li>• Learning and teaching planning sessions focussed on where the learners are at, and next steps.</li> <li>• Targeted intervention from learning support team</li> <li>• During the Alternative learning provisions all learning and teaching practices and processes were aligned with our existing effective and expected practices. We continued to follow the model of pedagogy starting with where the students were at and aligning this knowledge to Australian Curriculum standards. Teachers continued to develop long term plans in line with Australian Curriculum standards. They then developed a Weekly Planning Sway and Matrix through which students could access their learning.</li> <li>• Audit of existing Maths resources with all classes having access to a Maths resources box.</li> <li>• Two teachers attend NuMa days over the course of 2020.</li> <li>• Updates in school newsletter around NuMa strategy</li> <li>• Collaboration with Mother Teresa Ormeau around the pedagogy of Mathematics teaching</li> <li>• Whole school PD Twilight Session Review of Mathematical Mindset, Teacher presentation about practical examples in the classroom</li> <li>• Participation in two Inspirational Weeks of Mathematics (whole school focus on use of hands on materials and Mathematical mindsets)</li> <li>• Consistent pedagogical practices relating to teaching and learning of English through structured English Blocks</li> <li>• Deep dive with Prep around effective and expected practices in English.</li> <li>• Individual catchup sessions with new/returning staff around effective and expected practices in English Blocks, including comprehension strategies and the teaching of phonics</li> <li>• Mentoring with key staff (including graduate teachers) aligned to teacher goals.</li> <li>• Teachers have used a wider range of data to analyse year level and whole school data to plan targeted differentiated support for all learners within short cycle English Blocks. (For example- ACER, NAPLAN, Student Reporting System)</li> <li>• Moderation of writing samples (whole school) for reporting purposes.</li> <li>• Continued work on consistency of judgment to ensure data sources align</li> </ul>

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- Communication of short- and long-term data at Parents/Teacher interviews.
- Use of Comparison tools to support consistency of judgement.
- Revise and provide support for NCCD data collection (STIEs)
- Unpacking Pat R and Pat M 2020 data set to future plan into 2021
- Professional discussions and work with teachers around purposeful, point in time assessments in line with reporting.
- Use of ROCKS awards to support development of language of learning with students.
- Targeted conversations during curriculum support times around 5-point scale and consistency of judgement.
- Regular curriculum check-ins and guidance during period of alternative learning to support teacher knowledge in this area.



**Strategic goal:** Personalised learning and wellbeing for all supports continuous growth and improvement..

**Annual goal:** By the end of 2019, the continued focus and implementation of a whole school approach to student engagement and wellbeing will be fully embedded and part of daily practice.

Strategies:	Achievements
<ul style="list-style-type: none"> <li>• Develop a team action plan for PB4L components to ensure clarity, process and feedback are part of everyday practice</li> <li>• Formalised PB4L Tier 2 and Tier 3 processes that include collaboration and procedures</li> <li>• Continue to embed St Peter's Everyday philosophies, processes and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling of regular Tier 2 data informed meetings with processes and feedback to staff</li> <li>• Creation and understanding of a clear link between Tier 1 and Tier 2 process to assist teaching expectations.</li> <li>• Creation of Annual Fidelity Data report</li> <li>• Evaluation of Tier 2 and Tier 3 supports and processes</li> <li>• Feedback of PB4L information given to parents via P&amp;F Meetings, school portal, school newsletter and assemblies to promote student/family/community involvement.</li> <li>• Reflection on the implementation of St Peter's Everyday practices into all classroom setting and use the data to inform 2021 processes and agreed classroom practices.</li> <li>• Introduction of the Stamina Domains (academic persistence, building emotional resilience and growth mindset) to compliment body and relationship domain practices for student wellbeing.</li> </ul>

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**Building a Sustainable Future:** *Strategic goal: The school's commitment to capability, collaboration, creativity and communication and facilities optimise personalised learning in an authentic Catholic community.*

**Annual goal:** By the end of 2020

- we will have planned for and used resources more effectively and sustainably to make a difference to the school's learning environment.
- we have further built our capacities to work more collaboratively in school teams

Strategies:	Achievements
<ul style="list-style-type: none"> <li>• Build in opportunities for deeper conversations, review and feedback systems</li> <li>• Align and action all school charters (parents, staff and students) with ROCKS model</li> <li>• Investigate and define 21st century classroom learning and pedagogy (collaboration, creativity and communication)</li> <li>• Utilise staff experts in upskilling others, in particular Year 5 and 2, in the use of iPads as an organizing and learning tool and to help embed ICT capabilities across curriculum</li> <li>• Document, communicate and establish teams to work with school plans (IT, master plan, ERAMP)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of school Information Technology policy and 1:1 policy</li> <li>• Completed 2017- 2020 professional plan</li> <li>• Completed review of school's digital strategy</li> <li>• Aligned technology resources and roll out plan with strategic focus and budgeting allocation.</li> <li>• Completed second year of cycle of 1:1 iPad program</li> <li>• Staff professional development in Teams, using Apple products, Sway</li> <li>• Early years staff professional development in using iPads in the classroom</li> <li>• Increased staff understanding of IT general capabilities</li> <li>• Planned, implemented "learning from home" program</li> <li>• Alignment with ROCKS agreements with staff, students, parents. (including staff and parent engagement sessions)</li> <li>• Beginning student voice project (yr. 5) and initial communication via staff and school newsletter</li> <li>• Adapted to COVID-19 regulations and demands in policy and practices</li> <li>• Worked with staff cohort teams to develop and support staff voice and practice</li> <li>• Completed a school audit of vision for the school (school in community report) and hired architects to begin school master plan.</li> <li>• Finalised planning for Mary MacKillop Place and Nano Nagle walk</li> </ul>

