St Peters Vision and Mission,
Beliefs about learners, learning and
Learning communities 2015

| Mission & Religious Education | Learning and Teaching | Professional Practice & Collaborative Relationships | Strategic Resourcing |

Elements being reviewed 2015

Component 1.2 Evangelisation and Faith Formation
- Proclaiming the person, vision and teaching of Jesus.
- High priority to the spiritual and faith formation of staff and students and the engagement of families.
- Promotion of a rich and active affiliation with Church.
- Commitment to witnessing to the mission of the Church.

Component 2.3 Pedagogical Practice
- Whole school approaches to pedagogy are enacted and creative and supportive learning environments exist.
- Highly visible, personalised, active and interactive learning environments exist that demonstrate visible learning.
- A culture of continuous professional learning and reflection clearly exists with the school.
- Innovative learning and teaching exists that reflects a shared and deep understanding of contemporary pedagogical practice and e-learning.
- Reliable monitoring of student progress is highly effective and integrated.

Component 3.2 Work Culture
- Work culture is just and ethical.
- Professional relationships are open, honest and effective.
- Staff engagement and participation in the curricular and co-curricular life of the school.
- Understanding of rights and responsibilities are well-developed
- High levels of professional practice and accountability.

Component 3.4 Partnerships and Relationships
- Relational culture
- Consultation and communication
- Engagement with parents and care givers
- Partnership
- School marketing

Component 3.5 Accountability and Compliance
- Culture of accountability
- Processes to ensure compliance
- Communicating, Monitoring and Reporting on compliance
- Evidence of compliance.

Component 4

4.5 enter into SPARROW non state school compliance accreditation

NIL components for review

Strategic intent whole of school focus 2015

Intent 1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.
Developed St Peter's Faith Leadership Policy. Presented Religious Education Program to the community and to BCEO for validation.

Intent 1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the catholic and broader Christian tradition.
Religious Education Program has been developed to explicitly link the religion curriculum and the religious life of the school so as to promote knowledge, deep understanding and skills about the catholic and broader Christian tradition. Teachers have deepened their understanding of the worlds of the text by applying professional development they have received in 2015 and applying it to the teaching of religion. Parents are now able to access the RE Program on the RE Portal.

Intent 1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.
In 2015 St Peter's has connected to the worshipping life in the parish by participating in two weekend family masses.

Intent 1.4 A cohesive and integrated approach for the spiritual formation of staff.
In 2015 the staff took part in PD focussed on the enneagram in order to deepen spirituality.

Strategic intent whole of school focus 2015

Intent 2.1 Enhance Pedagogical Practice that is data informed and evidence based.
Employed external consultants to improve practice through the modelling and coaching regarding best practice.

Intent 2.3 Improved Literacy and Numeracy Standards
Implementation of the Fly-in approach to improve reading standards across Years 3, 4 and 5.

Intent 2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.
Trialling Pat M in Term 4 with Year 4. Utilising online Pat R in order to monitor student performance data through the BI tool. Walk throughs have commenced to provide data about student learning in order to improve teaching and learning outcomes for all students.

Intent 2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.
BCEO information education officer was engaged to provide professional learning regarding the use of the BI tool. This data will be routinely used to inform pedagogical practice and student goal setting.

Strategic intent whole of school focus 2015

Intent 3.5 Development of effective professional learning communities both within schools and across the wider BECO community.
As part of DELT strategy staff collaborated with staff from SSCC staff at Scarborough in order to progress our visible learning strategies. This dialogue opened avenues for school improvement in the area of School Wide Pedagogy. Principal, Peter Surawski, undertook an international benchmarking tour in Canada and USA.

Intent 3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.

Intent 3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO. A number of staff from St Eugene's and SCCC have visited classrooms at St Peter's to view pedagogical practices. Simon Mahaffy and Vanessa Hall have consulted with the APRE and Faith Leadership team in preparation for Validation and the Catholic Identity Project.

Strategic intent whole of school focus 2015

Intent 4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources. Funding allocation was prioritized in alignment with the Strategic Renewal Plan 2015.

Intent 4.3 The formation and professional learning of staff is clearly evident in budget priorities.
$100 000 was allocated to Professional Development (CMMS) Consultants (Dr Judy Hartnett and Pat Edgar) were employed for 30 days each to build teacher capacity in literacy and numeracy.

Intent 4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.

Google Docs was used as a platform to enhance learning and teaching as part of an information and learning management system. The Digital Technology strand of the Technology curriculum was implemented with a focus on creative technologies e.g. green screening and coding.

Mission & Religious Education Goals and Strategies	Learning and Teaching Goals and Strategies	Professional Practice & Collaborative Relationships Goals and Strategies	Strategic Resourcing Goals and Strategies

Mission & Religious Education Goals and Strategies

- The Religious Education Program will be completed and presented to the BCE Validation team.
  - ➢ Teachers will develop detailed RE units which are Inquiry based and driven by the achievement standards set out in the Religion Curriculum.
  - ➢ RE units will be aligned with the Religious Life of the School document, showing explicit planning for Prayer & Worship, Social Action & Justice, Evangelisation and Faith Formation and Religious Identity and Culture.

- A Fourth CMMS group will be established a Faith Leadership Team which will coordinate the Catholic Identity Project, assist with the preparation and presentation of the Religious Education Program for Validation and disseminate the Faith Leadership Policy for St. Peter's.

- Professional Development opportunities will be organised for Spiritual Formation of teachers (Enneagram), Scripture (3 Worlds of the Text perspective), Church History, Sacraments.

- Each term a RE Newsletter will be sent home to parents to provide background information to content taught in RE units during the term.

- The APRE will continue to work at building Parish School links by working with the Parish in organising a Family Mass each semester.

Learning and Teaching Goals and Strategies

- Visible learning practices will become non-negotiable components of SWP.
  - ➢ Students will be assessment capable learners who articulate their learning, take risks, set learning goals, track their own progress and know what success looks like.
  - ➢ Teachers will be change agents who will know and share the learning intentions of all lessons, give effective feedback and engage all students in the challenge of learning.
  - ➢ Classroom environments will encourage error and risk taking, visually display the learning process, be accessible to all through a shared language and will respect and welcome input from the parent community.
- Implement 'Faces on the Data' high yield strategies for identified students in each year level (Data Wall, Goal Setting, Targeted Strategies and Assessment).
- Review school assessment (Formative and Summative) strategies for assessment as learning, of learning and for learning.
- Continue to install Front Row Systems in remaining classrooms.
- Continue to support school officers in their professional development to assist students with special needs.

Professional Practice & Collaborative Relationships Goals and Strategies

- Continue to share practice and support other school communities in Literacy and Numeracy and teacher capacity building structures.
  - ➢ Unity College (Adam, Majella) CMMS
  - ➢ St. Eugene's College CMMS
  - ➢ Our Lady of the Way Petrie – Literacy Support (Bec)
  - ➢ Provision of mentors through the BCE Mentor Program (Anne Marie, Shai, Karli, Jim, Bec, Sue)
  - ➢ MESO (ACU School Officer Project)
  - ➢ Continue to support St. Joseph's Gayndah.

- Continue to embed 10 Essential Skills of Classroom Management as the mandated SWP for classroom behaviour management.

- Align Induction program with Strategic Plan to ensure new teachers are provided with the necessary skill sets.

Strategic Resourcing Goals and Strategies

- Budget allocation for each teacher in CMMS groups. (Total of 30 days per group – 5 days per teacher) (Pat and Judy have 13 days each to release teachers Total: $13 000) Pat & Judy have each been allocated 30 days for consultancy work at St. Peter's.

- $22 250 has been allocated for Staff PD days.

- $7500 has been allocated for Leadership Planning days.

- Endeavour to be nominated to be the large school trialling 'Moodle'.

- $53 500 will be allocated to purchase new laptops for Staff.

- $5000 has been allocated to purchase iPads with Apps for School Officers to use for Literacy Intervention.

- Continue to encourage and support parents in their usage of the Parent Portal so that information regarding teaching and learning strategies that will help them engage in their children's learning is accessible.

St Peter's Learning Community Projects CMMS groups 2015.

Every teacher involved. Every year level has at least one teacher in each project- release days in 2015 to be flexible with a designated number of days budgeted to each CMMS group. Each CMMS group has a budget of 30 teacher days release.

CMMS School Wide Pedagogy Group Goal

What are the non-negotiable expectations that ensure Visible Learning strategies are embedded in every teacher's classroom practices?

CMMS Mathematics Group Goal

How can we successfully implement Success Criteria and Learning Intentions within our sequential development expectations in Mathematics?

CMMS SWP group
Learning Intentions and Success Criteria

CMMS Mathematics group
Learning Intentions and Success Criteria

Learning Intention

- In Term One, SWP Mentors articulate and implement Visible Learning strategies in their daily classroom practices: Learning Intentions and Success Criteria; Anchor Charts (Charts displaying work samples with annotations – Below and Above standards) to assist with descriptive feedback and student goal setting; Student Goal Setting Strategies; and Assessment for Learning Strategies.
- A whole of school approach introducing the language of what constitutes Effective Learners at St. Peter's: 'Mickey the Miner' (Lower Primary); A Successful Learner at St. Peter's (Upper Primary Poster); and the Strategy Gems Wall Charts.
- In Term Two SWP mentors begin assisting year level peers to meet these expectations.
- Mentors develop expertise in accountability walks and talks and will use the St Peter's feedback protocols to provide teachers with descriptive feedback.
- In Semester Two mentors provide feedback to leadership on the level of embeddedness of these visible learning strategies across their year levels.

Success Criteria:

- Evidence will be visible (through Checklists of Learning Intentions, Success Criteria; Anchor Charts (Charts displaying work samples with annotations – Below and Above standards) to assist with descriptive feedback and student goal setting; Student Goal Setting Strategies; and Assessment for Learning Strategies.
- Accountability Walks and Talks clearly indicate that Visible Learning strategies are becoming embedded in classrooms. (Extended Leadership Team)
- Teachers and students can articulate the Visible Learning Strategies and how it is implemented in their room, using a common language.

Term 1 Dates

Learning Intentions

- In Term One CMMS Maths mentors use data to inform planning for learning and teaching of Mathematics.
- In Term Two CMMS Maths mentors develop in consultation with Dr Judy Hartnett an assessment checklist that provides a sequential development of Mathematical concepts to be assessed across year levels.
- CMMS mentors ensure that computation strategies are embedded in the practice of their peers through observation and feedback.
- CMMS mentors improve open ended questioning techniques that enhance inquiry learning and provide opportunities for their peers to demonstrate these techniques through observation and feedback.
- CMMS Maths teachers will provide feedback using the St Peter's feedback protocols to provide teachers with descriptive feedback.
- Expert teacher (Dr Judy Hartnett) has more direct teaching across whole year levels to ensure consistency and a faster degree of uptake.

Success criteria:

- Planning in Mathematics reflects the sequential development expectations and differentiation according to student needs based on data (BI tool, PatM).
- Accountability Walks and Talks will show evidence of Computation Strategies.
- All CMMS mentors can confidently lead inquiry tasks through correct implementation of open-ended questioning.
- Feedback indicates that all teachers are capable and confident in developing, implementing and assessing inquiry learning.

Term 1 Dates

Evidence (to be completed in November 2015):

- All classes use a performa for Learning Intentions, Success Criteria; Anchor Charts (Charts displaying work samples with annotations – Below and Above standards) to assist with descriptive feedback and student goal setting; Student Goal Setting Strategies; and Assessment for Learning Strategies.
- Accountability Walkthroughs clearly indicated that Visible Learning strategies have been established in classrooms. (Extended Leadership Team)
- Teachers and students can articulate a greater understanding of their learning progression and are versed in answering the 5 Key Feedback Questions.

Evidence (to be completed in November 2015):

- To develop a school-wide pedagogical approach to the teaching of Mathematics.
- For teachers to feel confident and competent in guiding and scaffolding lessons that engage students in Mathematics and its use in the real world.
- For students to successfully choose the Mathematics they need to solve a real life problem.
- For students to successfully use the Mathematics that they have chosen proficiently.
- Students and Teachers at St Peter's to be competent solving maths problems using computation strategies **(including reducing student reliance on the traditional algorithm)**
- Promote a focus on inquiry based units – utilising 'Thinking Caps'
- The development of a whole school scope & sequence & dialogue between year levels to support planning.

CMMS ICLT Group Goal

How can ICLTs be embedded in order to enhance the learning and teaching in all curriculum areas?

CMMS ICLT group
Learning Intentions and Success Criteria

Learning Intention

- ICLT is used to facilitate and demonstrate student learning.
- ICLT consultant and mentors will continue to assist teachers in building their capacity and planning for digital learning experiences. They will help to embed the usage of ICTs within learning and teaching practice.
- ICLT group will explore a Learning Management System, Cloud based collaborative solutions to enhance the level of engagement/connectedness within the digital world.
- ICLT CMMS group will unpack and implement the Digital Technologies Strand of the Technology curriculum and embed the ICT capabilities across targeted curriculum areas.

Success Criteria:

- Digital work samples are developed to demonstrate student engagement and learning.
- Feedback indicates that CMMS mentors are confident and capable in supporting teachers to build capacity and plan for digital learning experiences.
- Planning and student outcomes show evidence of digital technologies content statements being addressed.
- ICT capabilities continuum has been addressed in the targeted curriculum areas and mentor planning.
- Accountability Walks and Talks will show evidence of CMMS mentor sharing and a developed capacity to integrate ICTs into learning by all teachers.

Term 1

CMMS Faith Leadership Group Goal

How can the Catholic Identity of our school be enriched through our Religious Education Program?

CMMS Faith Leadership Group
Learning Intentions and Success Criteria

Learning Intentions

- To participate in the implementation of the survey instruments (Profile Questionnaire/Post-Critical Belief Scale/ Melbourne Scale/ Victoria Scale/ Doyle Questionnaire).
- Engage in the professional learning around the theology, methodology and pedagogy of the BCE Leuven Project (Friday 13 February)
- Unpack school data and develop school specific goals based on the recommendations from the data gathered by the Leuven team.
- Members of the FL group will unpack the process required for the Validation of the school's Religious Education Program (Religion Curriculum & Religious Life of the School).
- Faith Leadership Policy will be developed in collaboration with teachers and the parent community.

Success criteria:
- Survey questions completed and a report produced recommending goals and strategies for moving forward.
- A **Preferred Future** for our Catholic Identity is expressed at the conclusion of the Leuven Project and recommendations are implemented.
- The School's Religious Education Program is successfully validated.
- The Faith Leadership Policy is ratified by the Board and has a significant impact on the planning and faith formation of staff and students.

Term 1 Dates

Evidence (to be completed in November 2015):

- Digital work samples are developed to demonstrate student engagement and learning.
- Feedback indicates that CMMS mentors are confident and capable in supporting teachers to build capacity and plan for digital learning experiences.
- Planning and student outcomes show evidence of digital technologies content statements being addressed.
- ICT capabilities continuum has been addressed in the targeted curriculum areas and mentor planning.
- Accountability Walks and Talks will show evidence of CMMS mentor sharing and a developed capacity to integrate ICTs into learning by all teachers.

Evidence (to be completed in November 2015):

- Survey questions were completed and a report was produced recommending goals and strategies for moving forward. This report was presented to staff and parents.
- A Preferred Future for our Catholic Identity was recommended at the conclusion of the Leuven Project and through discussion and discernment with the Faith Leadership Team and consultants from BCE, components of the report will be implemented in 2016.
- The School's Religious Education Program was successfully presented for validation.
- The Faith Leadership Policy is ratified by the Board and had a significant impact on the planning and faith formation of staff and students.