St Peter's Catholic College
Towards Excellence 2018 – 2023

Vision and School Improvement Plan

2020 update

Version: 20.2.11

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MISSION STATEMENT

St Peter's Catholic College

St. Peter's Catholic College Tuggerah Lakes is a Catholic Co-educational Secondary School within the Diocese of Broken Bay. Our identity is inspired by St. Peter, whose relationship with Christ calls us to "Live the Faith"

Our Mission

Our mission is to challenge our students through a focus on excellence.

St Peter's students are brought to the fullness of life through witness to Jesus Christ and nurtured through a comprehensive curriculum that provides spiritual, intellectual, emotional and communal growth.

At St Peter's we:

- form young people in Catholic discipleship;

- provide challenging learning experiences that engage students in innovative and collaborative practices;

- build authentic relationships which underpin a safe, caring and supportive community;

- develop respect for self, others and the environment where dignity is paramount;

- promote resilience and positive well-being;

- pursue excellence and celebrate our successes.

Our Core Values

Faith is a lived experience. We are challenged to make our beliefs a real part of how we live our lives and how we relate to our world. We are called to be witnesses to our faith in the ways in which we show our love and care for one another in the celebration of our Catholic identity which enriches us spiritually, and in our striving for positive teaching and learning experiences for all. In this way faith is a life giving and a life changing experience.

At St Peter's Catholic College our three core values are a means by which we live the Catholic faith. These values are:

| Courage | Compassion | Commitment |

GUIDING PRINCIPLES

At St Peter's we use five guiding principles that inform and inspire us in our everyday tasks and interactions and always remind us how we "Live the Faith"

As a member of the St Peter's community, I commit to:

Live as a disciple of Christ

Embrace learning

Pursue excellence

Show respect

Care for myself and others

ST PETER'S GRADUATE

St. Peter was a humble fisherman who understood that sometimes we have to go through hard times in our lives to fully understand our calling and purpose in life. St Peter was a great leader, an inspiring mentor and learned about his strengths through his failings.

Modelled on St. Peter, the Graduates of St. Peter's Catholic College are confident and competent Disciples of Christ who continue to learn and serve throughout their lives. They are resilient young men and women with strong conviction who know they can make a difference in the world into which they move. St Peter's graduates Live their Faith; they always do their best and pursue excellence in all their endeavours; they are respectful and always care for themselves, their families, and the greater world around them.

LIVE AS A DISCIPLE OF CHRIST

We have everything we need to live a life that pleases God. It was all given to us by God's own power. Do your best to improve your faith. You can do this by adding goodness, understanding, self-control, patience, devotion to God, concern for others, and love.

2 Peter 1: 3,5-6

A St. Peter's Graduate understands that they are made in the image and likeness of God and being Catholic requires a commitment to the living of their

own faith. They engage in life consciously and acquire a world view inspired by the Gospel and the teachings of the Church. They are active contributors to the church and society, understanding that it is the sharing of the gifts they have been given which leads them to fulfilment in Christ.

EMBRACE LEARNING

The mind of the prudent acquires knowledge and the ear of the wise seeks it out.

Proverbs 18:15

A St. Peter's Graduate looks beyond the knowledge they possess. Just as Jesus, with an open heart and listening ear, grew in wisdom before God and men, a St Peter's Graduate demonstrates a craving for learning and an open and discerning ear. They possess a sense of curiosity and a willingness to challenge themselves in their endeavours, understanding that every setback is an opportunity for further growth. A St Peter's Graduate is a critical thinker and a good communicator who looks to the future with optimism.

PURSUE EXCELLENCE

"Whatever good work you begin to do, beg of God with most earnest prayer to perfect it."

St Benedict

A St. Peter's Graduate is motivated by their personal desire to do the best they can with the gifts and abilities God has given them. They understand that pursuing excellence demands high standards and diligence in all they do, regardless of whether people are watching. They have an intrinsic desire to achieve their potential. In their pursuit of excellence, a St Peter's Graduate recognises the importance of making choices that will best enable them to accomplish what God has designed them to be and do.

SHOW RESPECT

And as you wish that others would do to you, do so to them

Luke 6:31

A St. Peter's Graduate is respectful to people, their property and the environment. They are conscious that all people have been made in the image of God, and as such, are

equally deserving of honour and dignity. By accepting the rights and needs of others, a St Peter's Graduate plays an important role in fostering an inclusive culture. They view diversity as a source of enrichment. By being respectful in their thoughts and actions, a St Peter's Graduate is well placed to have a positive impact on the world.

CARE FOR MYSELF AND OTHERS

Above all, let your love for one another be intense. Be hospitable to one another without complaining. As each one has received a gift, use it to serve one another as good stewards of God's varied grace.

1 Peter 4: 8-10
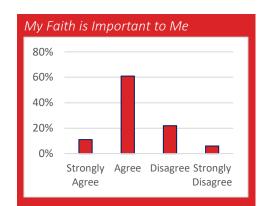
A St. Peter's Graduate values and nurtures the wellbeing of themselves and others. They are compassionate and caring with a willingness to forgive. They strive to build authentic and trustworthy relationships. They are proud of their own achievements and celebrate the successes of those around them. A St Peter's Graduate is committed to the common good and develops lasting bonds that contribute to a strong community revering all of God's creation.

COLLEGE VISION

St Peter's Catholic College is an exciting centre of excellence in contemporary and innovative learning. Students, teachers and families work in partnership each day to achieve personalised learning goals in a vibrant environment focusing on skills necessary to be successful in today's society.

The College makes an impact in the local community through the development of faith-filled graduates who are critical thinkers, good communicators and active contributors to society.

KEY COMPONENTS OF THE VISION

ENGAGEMENT IN CATHOLIC LIFE AND MINISTRY

My Faith is Important to Me

Student expression of the importance of their Faith August 2017

Only a small percentage of St Peter's students strongly agree that their Catholic Faith is important to them in their daily lives. As a Catholic School it needs to be a priority for us to allow our students to experience the power of a faith-filled life.

"St Peter's graduates are active contributors to the church and society, understanding that it is the sharing of the gifts they have been given which leads them to fulfilment in Christ"

(St Peter's Graduate Statement)

It is therefore necessary to maintain a focus on increasing opportunities for active engagement in Catholic life for students and to ensure the accessibility and relevance of ministry and discipleship in the daily lives of students.

Students who Strive to do their Best *"almost always"*

65%

EXPLICIT LEARNING AGENDA

The National School Improvement Tool (NSIT) (Australian Council for Educational Research (ACER), 2012) states that an outstanding school ensures that teaching is consistent within the school and that evidence-based practices are visible in an explicit, coherent teaching and learning plan.

The development and implementation of a contextually appropriate Learning Framework that will define the learning agenda is therefore an essential component in the College Vision

Learning at the College needs to be relevant for each student, focussed on the strengths, not deficits, of each individual and allowing agency in each student's learning journey.

Hattie (2012) states that Student Expectations, Feedback and Teacher-Student relationships are

amongst the highest influence on student achievement.

Hattie also reports that teacher credibility and students' perception around teacher competence has a significant impact on student outcomes. Consistency in approach, governed by a Learning Framework, will assist in controlling the variance that is experienced by students in their daily learning.

TARGETED WELLBEING PROGRAM

According to over 20 years of research, a student who has high levels of wellbeing is also likely to have better physical health, better social relationships, more optimism for the future and higher academic performance. Having high wellbeing at school also has a positive effect on a student's life after graduation and well into adult life (Waters, 2017).

Health and Wellbeing is important for everybody within the College community and so the program to be implemented needs to be at a systematic level to impact the entire community; it must stem from the College leadership. There is a need for the College Mission and Vision to be aligned with the wellbeing approach which then

informs leadership and teacher practice. Constant collection and evaluation of evidence and data is essential in determining the impact of the model in place (White, 2017).

The National Safe Schools Framework (2011) sets a key priority for all Australian Schools to achieve a vision of physical and emotional safety and wellbeing for all students. The implementation of a positive education model within the College will be embedded in the Learning Framework and visible in all school policies, procedures and leadership practices, will assist in the achievement of this goal.
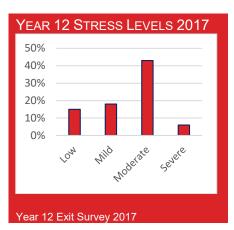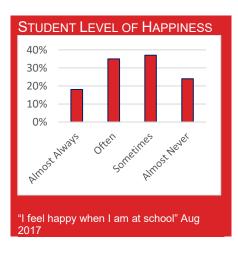
FOCUS ON EXCELLENCE

One of the St Peter's Guiding Principles is "Pursue Excellence"
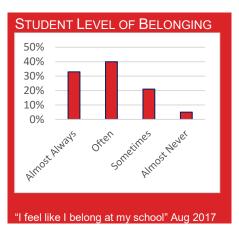
The NSW Department of Education cites Excellence as being at the core of all work across NSW Public Schools. For all the same reasons excellence needs to be a focus for St Peter's Catholic College

Hattie (2012) talks about the importance of high expectations in learning. The pursuit of excellence is fundamental in the setting of and working towards these expectations. We are wanting to develop students at St Peter's who are passionate about doing their best, and resilient to the setbacks that provide the most valuable learning experiences. Those who pursue excellence enjoy meeting high standards, they value themselves for who they are, and they don't get easily discouraged

when they experience temporary disappointments. Pursuers of excellence correct mistakes and learn from them and they are happy not being the best, knowing they have tried their hardest (Markway, 2013). These are all true characteristics of the St Peter's Graduate.

YEAR 12 STRESS LEVELS 2017

Year 12 Exit Survey 2017

STUDENT LEVEL OF HAPPINESS

"I feel happy when I am at school" Aug 2017

STUDENT LEVEL OF BELONGING

"I feel like I belong at my school" Aug 2017

CURRICULUM IMPLICATIONS

St Peter's Learning Framework Design

Excellence in both learning and wellbeing at the centre

COLLABORATION

CREATIVITY

CRITICAL THINKING

CITIZENSHIP

CHARACTER

COMMUNICATION

The Deep Learning Competencies which form the basis of the New Pedagogies for Deep Learning adopted by St Peter's.
(Fullan, Quinn, & McEachen, 2018)

SKILLS BASED CURRICULUM

There are several thoughts and ideas around what comprises 21st Century Skills. St Peter's acknowledges that a significant portion of our role as a school is to prepare our students to be successful in life beyond school. We believe that there are a core set of knowledge, skills, understandings and work habits that need to be explicitly taught to students as part of this preparation.

In Years 7 – 10 our curriculum will include a focus on skill development in the areas of reading and writing, working collaboratively, finding and interpreting information, problem solving, creativity and the creation and usage of media.

Students in Years 7 - 10 will be involved in targeted projects, often cross-curricular, with the explicit focus on the development of these skill areas. New Pedagogies for Deep Learning is a model which St Peter's will use to identify, explicitly teach, assess and report on these essential skills (Fullan, Quinn, & McEachen, 2018).

Years 11 and 12 will be engaged in leadership programs and an introduction to entrepreneurship as a means to expanding their minds and preparing students to work within a diverse community and to understand the opportunities and methodologies that drive innovative thinking.

This skills focus will enable students to access mainstream curriculum more effectively and ensure they can easily transfer their learned skills between courses. It will assist students in understanding how to learn and will positively impact their academic results.

WELLBEING FOCUSED

The implementation of a comprehensive wellbeing program, as described on the previous page of this document, has a significant curriculum implication. Time is needed in the daily structure to focus on areas that lead towards wellbeing outcomes. Areas such as character strengths, positive emotions, gratitude and mindfulness will need to be explicitly taught and time given for students to experience higher levels of wellbeing both in focused lessons, and throughout the normal curriculum.

HIGH LEVEL OF EXPECTATIONS

Setting high levels of expectation helps shift the responsibility for learning back to the students. When teachers and school leaders maintain high expectations, they encourage in students a desire to aim higher rather than to merely

get by. (NSW Department of Education, 2006)

Maintaining high expectations ensures that students engage in challenging work for their own learning, not because they have been told to do it. Expectations relate directly to student motivation levels and student wellbeing.

With a focus on high expectations classroom practice will alter, as will the approach to assessment, in order to allow students the opportunity to engage in relevant learning that meets their own individual learning needs.

ONGOING TARGETED PROFESSIONAL LEARNING

The NSIT (2012) is clear in its statement to schools undergoing improvement that they have to build a professional team of highly able teachers and that strong procedures need to be in place to develop a culture of continuous professional improvement for teachers. St Peter's will develop a professional development program that includes classroom-based learning, mentoring and coaching to ensure that teachers in the school are experts in the fields they have to teach in and are committed to the continuous improvement of their own teaching.

Andy Hargreaves (Hargreaves, Boyle, & Harris, 2014) speaks about the importance of what he calls "uplift", the emotional regeneration that is crucial to keep teams of people motivated and striving to improve themselves. He talks about the need to revive the heart and soul of what teaching is about. Targeted, yet meaningful and relevant learning for staff, that recognises the pedagogical gifts of each and every teacher and the contribution that everyone makes to the community of learners is essential in this creating this "uplift"

The St Peter's Learning Framework is designed to influence the learning and learning culture of the entire school, both students and staff. It will impact the way in which ongoing learning is delivered and monitored within the school.

The development of middle leaders and the re-imagining of their role descriptions is crucial in this process. Ongoing professional development of leadership skills will form part of the ongoing learning plan for middle leaders and emerging leaders.

SCHOOLS OF EXCELLENCE

One of the Learning Principles from the Diocese of Broken Bay (2017) articulates that Learning Dispositions are as important as skills and knowledge in the learning process. We also believe, as stated in the Learning Principles, that learning is contextual, and learners must have agency in their learning.

This vision document has previously justified the need for a skills-based curriculum and the St Peter's Guiding Principles identified the focus on excellence.
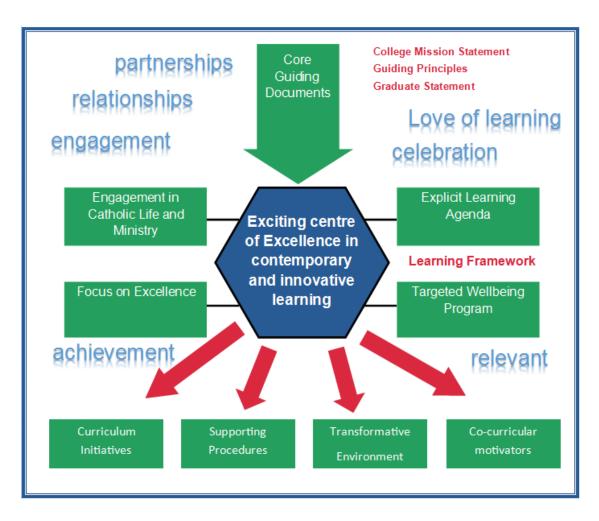
The rationale for developing schools of excellence within the College is to create a space within

WITH THE LEARNER AT THE CENTRE, WE BELIEVE...

1 THINKING
Learning is a product of thinking

2 COLLABORATION
Collaboration enhances learning

3 AGENCY
Learners must have agency in their learning

4 DISPOSITIONS
Learning dispositions are as important as skills and knowledge

5 CHALLENGE
Learning happens at the point of challenge

6 CONTEXT
Learning is contextual

Diocese of Broken Bay Learning Principles

a student's interest or passion area in which to explicitly teach the core learning skills identified in the Learning Framework. Students will all focus on the same core skills yet will do this within an area of interest providing emotional comfort and safety. This structure will make available the opportunity to develop skills leading to excellence in a student's chosen area.

The learning in these spaces will be relevant and purposeful for the students and will develop skills to a level that can be easily transferred back to areas of mainstream curriculum. Schools of excellence will insist that learners show initiative in their learning and take responsibility for their outcomes.

St Peter's College Vision

SUPPORTING STRUCTURES AND PROCEDURES

EXPLICIT IMPROVEMENT AGENDA (SIP)

Improvements in student outcomes are promoted by a shared, school-wide understanding of the improvements being sought (Masters, 2016, p. 11). An improvement plan needs significant focus on the collection and analysis of data and the building of an expert teaching team. The National School Improvement Tool (Australian Council for Educational Research (ACER), 2012, p. 2) stipulates the need for such a plan to contain explicit targets for improvement in student achievement levels and for the plan to be widely communicated to parents, staff and the wider school community.

The St Peter's improvement plan will be monitored closely in its initiatives and progress will be systematically evaluated for its effectiveness across the stated domains of Mission and Identity, Learning and Teaching and Wellbeing for Learning.

The improvement agenda has been developed in two 3-year School Improvement Plans (SIP). The SIP for 2018 – 2020 including reference to background data sources, explicit targets and the key improvement strategies for 2020 is found in Appendix 1 of this document.

COLLEGE LEADERSHIP

There is significant educational research that articulates the need for collective or distributed leadership when driving improvement in schools. While there are various sources for this research, and various leadership types defined by the different research, what is common all across all of these is the understanding that leadership is not the monopoly or responsibility of just one person, but rather is a collective and collaborative process (Bolden, 2011, p. 252). This type of leadership implies the involvement of the many rather than the few in leadership tasks and moves away from focussing on those in formal leadership positions to consider those leadership practices that occur daily through informal interaction and collaboration (Harris, 2005, p. 7).

With this focus it is important that all staff members in leadership positions are provided with professional learning and support focussed on building a stronger leadership team. It is also crucial that all staff members are provided with the opportunity to be involved in key leadership initiatives. This could be through participation in special committees or working groups or providing feedback through various means.

COLLECTIVE TEACHER EFFICACY

Hattie (2012) defines Collective Teacher Efficacy (CTE) as the collective belief of teachers in their ability to make a positive difference to students. Hattie presents CTE as one of the strongest factors in influencing student achievement in a school. The National School Improvement Tool (NSIT), in each of its nine domains indicates that to be outstanding, all teachers need to be consistent and committed in their implementation of learning across the College (Australian Council for Educational Research (ACER), 2012). One of the aims for the College is to work towards the mantra of *"Everybody, all of the time".*

The final success of the School Improvement Plan is dependent on the level of consistency in classrooms, in programming and commitment to the vision and future of the College.

CLEAR AND ACCESSIBLE POLICIES AND PROCEDURES

In 2017 a review of all pastoral care policies and procedures across the college was commissioned by the College Principal. This review was completed and contained a number of findings and subsequent recommendations based on these findings. The review indicated that staff, parents and students had different interpretations of some of the standard policies and procedures around the College. Staff commented that many did not know where to find most recent procedures and hence did not refer to them when unsure of College procedures. The review also indicated that many published procedures had been superseded by common practice.

Consistency within the College is pivotal to the improvement of outcomes for students. Hattie (2012, p. 169) talks about the need to control variance across the school in order to improve student outcomes. Clear, concise and accessible policies and procedures are the first step in reducing this variability.

The College will develop a systemic approach to policies and procedures. Relevant policies, procedures and guidelines will be easily accessible for staff and readily available via the College website for other members of the community.

MAINTENANCE OF DATA PLAN AND ASSOCIATED ANALYSIS

The College has developed and annual Data Plan (see Appendix 2) which outlines the whole-school data which is collected each year, the purpose of the data and the timing of the data collection. Data is an essential component in the realisation of this vision for St Peter's. Hattie (2012) articulates his mantra "know thy impact" as a clear instruction that data collection, analysis and subsequent reflection is the only way to gauge the impact that is being had on student outcomes. The NSIT (2012, p. 4) also gives high priority to systematic whole school data collection across a range of areas including student attendance and behaviour as well as academic performance. The St Peter's College Data Plan is design to collect a wide range of data including wellbeing data and satisfaction ratings. The data is collected from a wide range of stakeholders which includes students, staff and parents. The plan is designed to ensure the college is always monitoring our progress through our improvement plan and we are aware of the impact we are having on student outcomes.

HEALTH AND WELLBEING RESOURCES

As previously stated, wellbeing is a most important outcome for successful schools and focus must be maintained on both student and staff health and wellbeing. Along with connectedness to family, connectedness to school for young people has emerged as a key area for building educational outcomes and lower rates of health and risk behaviours (Bond, et al., 2007). This is an area not previously resourced in the school and so significant planning is required to ensure both physical and human resources are available and accessible. Such resourcing could include the creation of spaces for meditation/reflection or general timeout; the training of staff in areas such as mindfulness, personal training and relaxation techniques. The required resourcing will be determined in the implementation of the learning framework and will be prioritised at this time.

ENVIRONMENT

CONTEMPORARY LEARNING SPACES

Physical environment can have a crucial influence on the way people function in a certain place. Space can have emotional influence, cognitive influence, social influence as well as aesthetic influence (Shussman, 2017). The University of Melbourne are currently engaged in two separate studies assessing the educative value of modern, innovative classrooms and St Peter's is following this research carefully.

Data collection across a range of schools comparing classroom designs has shown that types of learning environments has an impact on the depth of student learning in the space, with open plan classrooms with ability for separate classroom or adjoining spaces being, on average, more conducive to student deep learning (Imms, Mahat, Byers, & Murphy, 2017).

Within the College, the new Library and classroom spaces opened in 2018 are examples of contemporary learning spaces in this open configuration and these spaces will be trialled and data collected on the types of usage and student and teacher responses to working in the space. This data, along with latest research in education design will inform the future re-imagining of the general classroom stock within the school.

With a move to skills-based learning, a focus on health and wellbeing and modern pedagogies, there is need for the school to consider more flexible, yet purposed spaces and areas for showcasing student work, performance, sport and wellbeing, science and technology in addition to larger contemporary general learning areas.

As the Learning Framework moves the learning at the school from the traditional lecturing model towards a more collaborative student-centred approach, the learning spaces must support this change and model for students the type of environments which more closely reflect the workplaces that the College is preparing them for.

TIMETABLE FLEXIBILITY

In a traditional school timetable, students take 6 – 8 periods per day throughout the entire school year of approx. 45 – 55 minutes each. With a timetable such as this it is easy to ensure compliance with NESA minimum hours and relatively straight forward to create schedules that meet organisation needs of the school. There is an argument that moving to a block schedule type timetable, with students going to subjects in longer blocks, 90 minutes up to an entire day, has many benefits, especially in the areas of student engagement, attendance, and behavioural issues (Hanover Research , 2014, p. 3). It is not likely that a traditional timetable will accommodate a new skills focused curriculum or the inclusion of schools of excellence at St Peter's. One aspect to review is the model used for allocation of teachers to classes so that teacher time and be used more efficiently and in different ways. It will therefore be necessary to explore options for the timetable and review the concept of the traditional classroom in order to realise this vision.

RESPONSIBLE USE OF RESOURCES – MASTER PLAN

Schools must use their resources, including staff time and expertise, funds, facilities and materials, in a targeted manner to meet the learning and wellbeing needs of students (Australian Council for Educational Research (ACER), 2012). As a catholic school we have an added imperative to protect and improve our natural environment and consider the impact we have on our planet. Pope Francis appeals to all Catholics to embrace the environmental challenge and work together to seek a sustainable solution to what he describes as the "tragic effects of environmental degradation on the lives of the world's poorest" (Francis , 2015).

> *"Living our vocation to be protectors of God's handiwork is essential to a life of virtue; it is not an optional or a secondary aspect of our Christian experience"*
>
> Pope Francis, 2015 (217)

In considering the effective use of resources and allocation of funds, the key condition for decision making is the alignment with teaching and learning. Clear criteria need to be used to align resource usage to pedagogical and learning purposes. (Ontario Leadership Strategy, 2013, p. 4) This document will form the basis for clear criteria to be developed for St Peter's which will guide decisions around staff development, classroom resources, planning time for staff and facilities.

St Peter's will develop a new building and facilities Master Plan which will consider the current facilities and determine their fit for purpose status and general condition. It will then address the future needs of learning in order to meet the goals for the learning framework and prioritise these needs. The masterplan will identify potential spaces for renovation or rejuvenation as well as identify potential sites for new buildings as finds become available. The masterplan will also address the open spaces, fields and gardens and ensure that the environment is properly maintained and cared for. Considerations will include the investigation of sustainable and environmentally friendly lighting as well as heating and cooling solutions.

It is a priority for the College to provide spaces, both indoor and outdoor that are aesthetically pleasing, motivational and designed in order to provide the best learning opportunities for students and to ensure that all resources are allocated using a school-wide targeted approach with clear learning intentions for students.

SCHOOL PARTNERSHIPS – LOCAL AND GLOBAL

Successful schools build partnerships with parents, families, local businesses and community organisations in order to provide opportunities and the best outcomes for students (Australian Council for Educational Research (ACER), 2012, p. 18). Such partnerships can help students access resources not available in the school as well as providing a connection with industry and professional expertise not available at school.

Strong partnerships are enabling for the school and students. They provide opportunities for better parent collaboration in their child's learning, better avenues for student voice, opportunities for cross generational learning and they allow the curriculum to be more easily connected to real world experiences. Schools engaged in strong partnerships report benefits to student engagement, improved academic outcomes and enhanced well-being (Australian Council for Educational Research, 2010, p. 9), all of which are priorities for St Peters.

A successful partnership in a school is one where both partners benefit from the collaboration that is set up. While the most common practice for schools is to partner with community groups (Australian Council for Educational Research, 2010, p. 6), other valuable partnerships could include: local government, small local businesses as well educational institutions such as universities.

Some of the ways in which partnerships can assist the school to address particular needs includes the providing of professional development for staff, vocational offerings and work placements for students, creative production and opportunities for exhibitions and performance, health and fitness programs for students, environmental projects and a wide variety of other expertise not already existing at the school.

The St Peter's data plan, including wellbeing and academic data, will be used to identify student needs and opportunities and hence inform the type of partnerships which will be of benefit to students.

INITIATIVES ESSENTIAL FOR LEARNING

EXCELLENCE IN PERFORMING AND CREATIVE ARTS

Each of us are blessed with a variety of gifts and talents and as a school it is our obligation to provide opportunities for students to unlock the God given gifts each person has been blessed with. Many students have creative abilities that are often not nurtured in a school environment.

There is considerable academic research that unpacks the benefits to individuals through involvement in creative arts learning; especially music education.

Music education is a powerful tool and has many research based benefits ranging from academic outcomes (including speech and reading skills), increased attention span, increased self-confidence, improved language ability as well as improvements in student wellbeing (TELUS centre for Performance and Learning, 2014). The improvement in academic outcomes from music education has been shown to impact across a wide range of subject areas, including languages and mathematics (Kalivretenos, 2015, p. 2).

> *The Arts make us literate, the Arts make us numerate; the Arts inspire us to achieve things we thought unachievable; the Arts help us to think in abstraction; the Arts give every child an opportunity to think, dream, imagine, visualise, improvise, explore, evoke, suggest, imply an enormous range of emotions and ideas, and remember all Arts pertain to the condition of music*
>
> Richard Gill (2010)

Participating in musical activities, whether playing an instrument or singing, has now been shown to makes changes in a child's brain that make it more likely that they will reach their full cognitive and academic potential (TELUS centre for Performance and Learning, 2014, p. 3). This same brain research is clear that high –quality music education is linked to academic achievement, better cognitive function and has health and resilience benefits also.

Ensemble music has even more benefits in developing peer relationships and the sense of belonging to a team. Similar to any sport, each member of an ensemble is a valued team member and has a responsibility to the team. Music ensembles are inclusive and supportive of students of all levels of abilities and allow for positive relationships to develop across year groups.

St Peter's will prioritise a focus on the development of performing and creative arts. The strategy will include:

- Opportunities for talented students to further develop their skills and showcase their performance or creative ability both at school and in the wider community
- The development of music ensembles, both instrumental and vocal
- Expansion of the current Artscool program to include talented student groups in Visual Arts and Dance
- A focus on singing throughout the school, classroom music, reflection days, assemblies and liturgies
- The investigation into the feasibility of a full year group instrumental program for Years 7 and 8.

Accessible music programs epitomise the College Guiding Principles of Embracing Learning and Striving for Excellence.
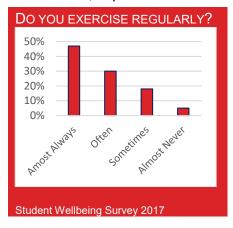
EXCELLENCE IN FITNESS AND SPORTS

A range of research has been conducted into the benefits of sport and physical activity in the development of children and adolescents. Benefits of sport include reduce risk of obesity, increased fitness, improved coordination and balance, healthy growth of bones and muscles, improved sleep, mental health benefits and improved social skills (Dept of Health and Human services, State Government of Victoria, 2015).

DO YOU EXERCISE REGULARLY?

Student Wellbeing Survey 2017

While sport and physical education are mainly promoted for the positive impacts it can have on both physical and mental health, researchers have also now shown that increased participation can enhance cognitive function and brain development leading to improved academic performance (Centre for Sport and Recreation Research, 2015). The same research tells us that the opposite is also true. Inactivity in children can negatively impact brain health and aspects of cognition.

Only six out of 10 children aged between five and 14 years participate in sport outside school, according to the Australian Bureau of Statistics. The Australian Health survey (2012) found that 25% of Australian children and teenagers, aged five to 17 years, are overweight or obese (Dept of Health and Human services, State Government of Victoria, 2015).

In our own context, when asked if they exercise regularly, only 47% of St Peter's students indicated that they always exercise, and a number indicated they did very little. In a setting where student wellbeing is paramount and there is a focus on excellence, a strong porting and fitness program must play an important role.

Appendix 1

SIP 2018 – 2020

DOMAIN	3-YEAR GOAL
Mission and Identity	The St Peter's Catholic College community embraces our guiding principles.
Learning and Teaching	All learning in the College is consistently reflective of the Learning Framework.
Wellbeing for Learning	Implement a positive psychology approach throughout the College to develop and foster student and staff health and well-being

2020 GOAL MISSION AND IDENTITY:

To increase opportunities for students and staff to connect with their faith and prayer life. (Guiding principles of Live as a Disciple of Christ and Care for self and others)

BACKGROUND DATA	DESIRED IMPROVEMENTS	KEY IMPROVEMENT STRATEGIES
Student Wellbeing Data Parent Survey Data Pastoral Care Review report Year 12 Exit Survey	By the end of 2020: Greater involvement of students in faith initiatives. RE Curriculum has a stronger focus on faith formation and mission Closer alignment between RE curriculum and Youth Ministry Program Actively promote Youth Ministry, especially targeted at boys. Develop St Peter's Medallion program (Team St Peter's Badge) Ongoing from 2018: Student Well-being survey: 70% of students respond (agree or strongly agree) that faith is important in Student survey (Q3)	Increase the frequency and variety of meaningful formation experiences: • PL in Liturgy preparation and delivery • PL in Lectio and Visio Divina • House prayers researched and written. • House Liturgies once per semester. Re-development of religious education curriculum in Yrs 7 - 10 with a greater focus on Faith Formation and Mission

| | 80% of students respond (agree or strongly agree) that they opportunities to serve others and contribute to the community (Q5)

80% of students respond (almost always of often) that they feel like they belong at school.

Parent Satisfaction Survey: 70% of parents rate their satisfaction levels as high or very high (Q4) | |

2020 GOAL LEARNING AND TEACHING

Continue to develop competencies (skills and dispositions) with an additional emphasis on Learning Design (including pedagogies, assessment, feedback and reporting) in order to support learner growth.

BACKGROUND DATA	DESIRED IMPROVEMENTS	KEY IMPROVEMENT STRATEGIES
College Learning Framework

Attendance data (staff and students)

Classroom observation data - levels of engagement

Student engagement data | By the end of 2020:

All 6 **competencies** (skills and dispositions) are identified and understood by stakeholders and visible in learning experiences

Learning Design in Stage 4 is reflective of contemporary practice as defined by the learning Framework.

There are improved mechanisms for measuring and reporting on student growth

There are improved mechanisms to identify, monitor, recognise and celebrate student success

Improved level of consistency from staff in relation to the Learning Framework implementation | PL sessions continue to build teacher capacity to understand and implement core competencies. Staff participate in Learning Observations to facilitate professional discourse centred on core competencies.

The language used to describe competencies is visible around the College (through signs, posters etc.)

There is ongoing PL to build staff capacity to use COMPASS to support key elements of Learning Design.

Semester reports reflect improvements in how we communicate student growth in knowledge and understanding as well as core competencies |

	Parents have an improved understanding of the Learning Framework and the importance of competencies. Ongoing from 2018 Student Well-Being survey: 60% of students respond (in top 2 categories) that they get excited about learning new things in class 65% of students strive to do their best "almost always" Parent Satisfaction Survey: 70% of parents are satisfied or very satisfied with the quality of learning at the College (Q16)	Student Conferencing is trialled to improve communication, promote student voice and self-efficacy and to recognise and celebrate learner success and growth in all its forms The Leadership Team initiates and sustains conversations with teachers about the Learning Framework; promoting the ongoing development of core competencies, encouraging and supporting improvements to Learning Design, and the importance of collective efficacy. Parent education materials are prepared and presented in a variety of forms.

2020 GOAL: WELLBEING FOR LEARNING

Implement the Wellbeing Dimension of the Learning Framework so that students feel safe, confident and enjoy high levels of wellbeing.

BACKGROUND DATA	DESIRED IMPROVEMENTS	KEY IMPROVEMENT STRATEGIES
Pastoral Care Review report College Learning Framework NPDL Character Rubric	By the end of 2020: WBL programme created based on identified need; disseminated to all staff and mapped to all KLAs. Consistent approach for WBL across the College Creation of published procedures to support staff and students. Improvement in Parent communication tools. Data collection on each student – individual data set to allow for planning of progressive WBL. Delivery of WBL through three modes:	Create a Yr 7 - 12 continuum for Wellbeing culminating in the St Peter's graduate statement. Mapping of NPDL dimension of character and citizenship. Creation of published procedures to support staff and students in Introduce TTFM survey for all students, staff and families to provide data on student wellbeing Staff training for consistency of approach for WBL

	discrete programme delivered in 'standalone' sessions' LoLs integrating resources explicitly mapped to overarching themes and skills for each year group; Pastoral Care intervention of students who experience difficulty. Ongoing from 2018: Year 12 exit survey: Have less than 65% of students reporting moderate to severe stress in their final year. (Q23) Students report greater than 4.0 (scale) that the school works to actively stop bullying (Q28) Improvement in student average attendance data from 2018.	

Appendix 2

DATA PLAN

DATA SOURCE	PURPOSE	DETAIL	FREQUENCY	RESPONSIBILITY
HSC	Academic: monitor growth in overall performance against a state benchmark. Also allows for comparison and discussion between KLA groupings. This data will also highlight concerns at individual subject level. Used to inform academic performance	HSC mean comparisons between subjects against STATE % achievement in bands against previous years and against state CEC growth/achievement comparisons per subject and full school.	Annually prior to school returning	Principal and KLA coordinators, Director of Studies (DOS)
NAPLAN	Academic: determine student growth between Years 5 - 7 -9. Identifies areas of strength and areas for growth to influence programming in stage 4 and 5. Used to inform academic performance	Growth from Year 7 – 9 in each area (reading, Grammar & Punctuation, Writing, overall numeracy) Result in each area against state and against previous years	Annually Term 4 each year	Assistant Principal (AP) DOS
PAT	Academic: allows comparison to other schools and systems and monitors student growth each year. Will also be used for incoming Year 7 so we have better information to commence school year.	Growth Yr 6, 7, 8, 9, 10	All students Yrs 7 – 10 tested annually – early term 1	DOS Leader of Pedagogy (LOP) AP
Attendance	Wellbeing: allows insight into students level of engagement at school, Attendance is also a measure of student well-being. Overall attendance rates are one indicator of overall school quality.	Attendance rates per year group per term as a percentage	Data collected at beginning of each term for previous term.	Principal's PA
Well-being School developed tool.	Wellbeing: School based wellbeing test used to determine snapshot of student's level of well-being and engagement at school. Used as baseline data to gauge success of learning framework implementation across the College	Student attitude to school Rating of happiness level Engagement outside the classroom (extra-curricular) General wellness relationships	Survey run through stage 4 and 5 in Term 2 each year.	Principal

Tell Them From Me (TTFM)	External tool used to measure student engagement and wellbeing. Used for capturing student, [aren't and teacher voice to identify areas of strength and areas for improvement	• Overall Wellbeing • General student engagement Parent voice, teacher voice and student voice	Annually Term 1 each year	AP
Parent Satisfaction Survey	Mission/Purpose: Allows insights into parent/carer and community perceptions of success of the school and their level of support and general satisfaction	Rating of satisfaction against the items within the Mission statement	Every 2 years – early Term 2	Principal.
Classroom Data	Academic: Ensure consistency and rigour of student experience.	Observational data from classroom visits in specific areas defined by the learning framework Quality of assessment tools assessed against school developed rubric Instructional minutes Student performance Student engagement / thinking	Two collection periods each year. Terms 1 and 3) 60 – 80 lessons visited	LOP
Year 12 Exit Survey	Mission/Purpose: Assesses student satisfaction and perceptions.	Quality of teaching Feeling of belonging Future plans Affiliation to Church	Annually	AP
Discipline Data	Wellbeing: Assess success of procedures and protocols around students management / restorative justice	Total numbers of incidents Types and trend in incidents	Semester	Principal

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