



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St. Peter's Catholic Primary School
South West Sunshine

2016

REGISTERED SCHOOL NUMBER: 1784



Contents

Contact Details.....	2
Minimum Standards Attestation.....	2
Our School Vision.....	3
School Overview.....	4
Principal's Report.....	6
Education in Faith.....	7
Learning & Teaching.....	9
Student Wellbeing.....	12
Child Safe Standards.....	14
Leadership & Management.....	15
School Community.....	18
Future Directions.....	20
VRQA Compliance Data.....	21



*Four Generations of links to St. Peter's

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Minimum Standards Attestation

I, Karen Bergin, attest that St. Peter's Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision



School Overview

St. Peter's Catholic Primary School was established in 1979 and is situated in South West Sunshine (Brimbank City Council), 15 kilometers west of Melbourne's CBD. St. Peter's is one of two Catholic primary schools in St. Paul's Parish, West Sunshine that has been under the administration of the Claretian Fathers since 2010. St. Peter's is committed to the teachings of the Catholic faith and provides quality programs, which foster the full and balanced development of 100% of the children 100% of the time.

While the school consistently focuses on all five spheres of organisational key improvement strategy, in 2016 the school had a specific focus on improving Religious Education, Mathematics, implementing the Child Safe Standards and re-establishing Restorative Practices in our school. In Religious Education the school worked to strengthen and deepen the Catholic identity of the school and faith life of all members of the school community. Staff and students have used a Dialogical Model for Religious Education which has enhanced their understanding of how Post-Critical Belief influences their behaviour. The school continued to cluster with three other schools to build a culture of feedback and coaching as a way of improving. By re-introducing Restorative Practices the school has provided students with a way of building resilience and improving their social skills when they need to voice how they are feeling. To ensure student safety the school implemented the Child Safe Standards as directed by the Catholic Education Commission Victoria.

St. Peter's continues to concentrate on Family-School Partnerships, because education is a joint responsibility between families and school. Parents, families and friends form an integral part of our school community. In 2016 the annual family and community excursion included a visit to the Royal Botanic Garden, a boat trip on the Yarra River from the CBD to Williamstown and concluded with a shared lunch. The school continues to investigate ways to link student learning and family engagement. In 2016 St. Peter's and the Family School Partnership Cluster engaged Mary Tobin to evaluate the past three years of this project and develop a strategic approach for the next three years.

St. Peter's School is committed to providing innovative curriculum and encouraging all students to unlock their potential in all facets of their school life. Our enrolments remained steady in 2016, with 174 students allowing us to provide quality education in a boutique school setting. In 2016 there were 135 families enrolled at St. Peter's. We had 27 children begin their education in Prep. Our other class groupings were two 1/2 classes, three 3/4 classes and two 5/6 classes.

A strength of St. Peter's continues to be our diverse cultural backgrounds, with 30 different cultural groups, which really brings richness to our community. Our school has 39% of students from a Vietnamese background, whilst 77% of students speak a Language Other than English at home. Of our families 60% have access to a Health Care Card, which enabled them to benefit from the Camps, Sports and Excursions funding in 2016.

In 2016 we had a total staff of 25. We had eight classroom teachers and four specialist teachers (Physical Education, LOTE – Italian, Information and Communication Technology and The Arts – Visual Art), a number of support staff and 6 non-teaching staff.

As a Catholic School we embrace our rich religious traditions and we provide families with many an opportunity to celebrate our Catholic heritage in sacramental and non-sacramental ways. Students participated in all aspects of the Mass, while parents, families and friends support liturgies by their attendance. In 2016, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist, while our year 5/6 students received the Sacrament of Confirmation from Archbishop Denis Hart.

St. Peter's continues to have high expectations of all in the community and this is why in 2016 St. Peter's has been recognised by the Australian Curriculum, Assessment and Reporting Authority (ACARA) for an impressive improvement from grade 3 to grade 5 NAPLAN results in numeracy. The school received one of the highest growth measurements in numeracy, including overall gain compared with previous years, gain compared to schools with similar students based on the Index of Community, Socio-Educational Advantage level and gain compared with other students at the same average NAPLAN starting score. The school is very proud of this achievement and will continue to have high expectations of all within our community moving forward.



Principal's Report

Dear Families,

2016 has been an outstanding year at St. Peter's with our year 5 students showing outstanding growth in their NAPLAN results (refer to Myschool website for further details). While NAPLAN is only one way in which we assess our students, it is the back-story of high expectations, data driven teaching and a personalised curriculum that focuses on every child's point of need, that has achieved these results.

At St. Peter's we focus on 100% of students, 100% of the time. All staff are dedicated to providing a learning environment that suites the needs of our students. Our families, staff and wider community work together to provide an engaging learning environment where students can stretch themselves to achieve more than they ever thought possible. An example of this was our 2016 Melbourne Zoo and Catholic Education Melbourne Partnership. What began as a simple partnership grew beyond our boundaries when one student decided to personally contact Melbourne Zoo to raise money to support the survival of the Australian Fur Seals. This led to an entire year level organising a mini-fete to raise much needed money and awareness for endangered animals. Further to this student led learning, another student applied for St. Peter's to be a 'Seal the Loop School' and in partnership with Friends of Kororoit Creek and Melbourne Zoo, we cleaned up the creek along the back of the school to ensure less Rubbish was heading towards Altona Beach. Finally, it was with great pride when our students were invited to present their learning to the public at Melbourne Zoo on their annual schools fighting extinction day. This was just one example of the great learning that occurs at St. Peter's.

Another highlight in 2016 was the installation of St. Peter's keys. I would like to thank Regina Byrne and Chris Sage for their work in designing our keys which were inspired from St. Matthew's Gospel. **"I will give you the keys of the kingdom of heaven"** **Mt16:19**. As we continue to build our Charism around our Patron, St. Peter, we continue to make artistic links to St. Peter and to our vision:

United in Community
Building on Foundations for Life and Faith
Unlocking Potential in All.

Finally, I would like to congratulate our staff on all they have achieved in 2016 with their students. The staff at St. Peter's are always looking for ways to improve student learning as they aim to provide outstanding education for all children. I would personally like to thank Ms Maree McIntosh (Deputy Principal) for her professionalism and dedication to school improvement. Thanks also to our Parish Priest, Father Rowan Luza CMF, and the assistant priest, Father Luis Rey Fernandez CMF, for their support continued support during 2016.

Karen Bergin
PRINCIPAL

Education in Faith

Goals & Intended Outcomes

To strengthen and deepen the Catholic identity of the school and faith life of all members of the school community

That a recontextualised and Dialogical Model for Religious Education is embedded across the school.

That students learning around Post-Critical Belief influences their behaviour.

Achievements

In 2016, St. Peter's achieved the following:

Karen Bergin (Principal), attended a three-week intensive course relating to Catholic Identity at the Faculty of Theology Catholic University Leuven (KU Leuven), Belgium. A strong partnership was established between St. Peter's and KU Leuven under the strategic guidance of Professor Reimund Bieringer. Investigation into the impact of teaching recontextualisation through a Dialogical Model has been developed and implemented throughout the school year. Janine Luttick (Religious Education Consultant) has guided teachers through the planning process to support this initiative.

Leadership attended Leuven professional learning at the Australian Catholic University to enhance our views on the use of values in school and how this may lead to secularization, something that must be avoided if we are to improve St. Peter's Enhancing Catholic Schools Identity Project (ECSIP) data.

Facilitated planning sessions with Janine Luttick were continued in the school to build teacher capacity and empower staff through the Inquiry Model of learning. Through the use of staff meetings, staff built up a critical understanding of scripture and used biblical commentaries to inform their teaching and practice.

Staff continued to gain a deeper understanding in relation to the different approaches to teaching scripture, approaches such as Bibliodrama and Godly Play continued to be explored and practiced.

Staff used student evidence to inform their planning of Religious Education lessons.

The Religious Education Leader (REL) and Janine Luttick conducted focus groups (at the beginning and at the end of the year) with staff and students in order to obtain anecdotal evidence of our Religious Education journey.

St. Peter's commissioned Chris Sage and Regina Byrne (Artists in Residence) to enhance the iconology and charisma of St. Peter through the instillation of bronze keys symbolising the keys to the Kingdom of God (Matthew 16:19).

Students and families had many opportunities to attend and actively participate in school, class and community liturgies. Many Feast Day masses were also celebrated throughout the school year. The senior school leaders attended the annual Catholic Education Saint Patrick's Mass at the Cathedral.

A beginning and end of year Mass for staff were celebrated led by the Parish Priest.

The feast of Ss. Peter and Paul were celebrated with Parish schools sharing mass, lunch and a concert.

Sacramental families attended three separate evenings with Paul Spence (Religious Education Consultant) where they explored their understanding of Penance, First Eucharist and Confirmation.

All Catholic Year 3 children celebrated the sacraments of Penance and First Eucharist at Saint Paul's Church. Archbishop Denis Hart officiated the sacrament of Confirmation with our Catholic Year 5/6 students.

The school was involved in raising money and awareness for social justice projects such as Catholic Care.

The REL attended all CEM Zone network days.

VALUE ADDED

Programs and extra-curricular activities offered to students in 2016 have included;

Karen Bergin and Janine Luttick presented how the school is using Normativity of the Future as a way to open up Scripture at the Catholic University Leuven.

Whole school liturgies to celebrate church feast days were held.

Sacramental Family Faith nights for the Sacraments of Penance, Eucharist & Confirmation.

Children participated in the Sacraments of Penance, Eucharist & Confirmation.

The Feast of Ss. Peter and Paul were celebrated by both parish primary schools in the West Sunshine Parish.

Student led Social Justice Activities, such as the mini fete to raise money for Catholic Care.



Learning & Teaching

Goals & Intended Outcomes

To ensure a cohesive, whole school approach to enhancing student engagement and improving learning outcomes.

That literacy and numeracy outcomes be improved across the school.

That a culture of feedback underpins student and staff learning.

Achievements

St. Peter's has continued to build a comprehensive suite of assessment tools to provide a triangulation of measureable data in both English and Mathematics.

Staff continue to focus on data analysis, building teacher capacity to effectively collect and use data from formal and informal assessments and observations to inform planning and target teaching to point of need in Maths and Literacy.

Teachers are building their capacity to analyse data to determine student achievements, growth, ZPD and to inform planning, target teaching and to customise student learning.

Students have been more involved in the assessment of their own learning through the use of Learning Intentions and Success Criteria, as well as the use of rubrics and guided access to their PAT and NAPLAN data.

With Mathematics as an ongoing focus, St. Peter's continued to cluster with St. Francis of Assisi - Tarneit, Our Lady of the Southern Cross - Wyndhamvale, St. Martin de Porres - Laverton, for professional learning led by Michael Ymer (Maths Educational Consultant). The intention being to improve student outcomes by building teacher content knowledge in the strands of Mathematics and their capacity to effectively plan and use data to customise student learning.

Learning Walks continued in 2016 with a specific focus on Mathematics and the teaching strategies acquired to invite active participation and differentiation.

There has been significant growth in our NAPLAN data with above average growth in Reading, Writing, Spelling and Numeracy.

A focus on building family school partnerships in Learning by conducting community conversations with a focus on Inquiry Learning was continued. These were conducted prior to each inquiry unit to engage families in learning and establish funds of knowledge from home as well as to inform planning development with staff.

A partnership was established with Zoos Victoria and CEM. Senior students engaged in professional learning through webinars with Zoo education officers and excursions to Melbourne Zoo. Students initiated an awareness and fund raising campaign within the school community, which culminated in active participation in the Zoos Victoria Fighting Extinction Schools Showcase, sharing their learning with the general public at the Melbourne Zoo. This work features on the Zoo Website and also in video interviews for the CEM.

The Google drive was used to support a collaborative and consistent approach to planning and to house all curriculum planning and assessment documentation as well as a variety of resources.

Planning days each term were facilitated by Leaders to map the learning for the following term in Religious Education (RE), Literacy, Mathematics and Inquiry.

A planning day was established for Specialist teachers to map their programs and to develop consistent planning documentation in light of the Victorian Curriculum.

Weekly, level planning was supported by leadership, with focus for facilitation in RE, Literacy, Mathematics and Inquiry, as determined by the team.

Cross curricula connections in planning were investigated to depth thinking and create authentic multidisciplinary learning experiences (RE/Literacy/Mathematics/Inquiry).

Fortnightly PLTs in Literacy and Numeracy have continued with an explicit focus on data analysis, moderation and building an informed and consistent judgements around assessment.

All leaders maintain professional collegiality and collaboration by attending professional learning through CEM Zone Networks – Principal, Deputy Principal, Learning & Teaching, Maths, Religious Education, Wellbeing, ICT and Student Services.

Ongoing resourcing of key curriculum areas continued with Home Reading and STEM and science resources being significantly enhanced. The purchase of 'Bee Bots' and 'Spheros' has afforded us the opportunity to begin our learning around coding across year levels and in many areas of the curriculum.

Facilitated Information Sessions for families in relation to Reading and Learning at Home were offered to families as well as three-way Learning Conversations and formal reports.

Incursion, Excursion and Outdoor Education Programs were conducted to provide valuable and relevant experiences to engage students in learning.

Student learning was showcased through Celebration of Learning Expos, Assemblies, the use of Twitter, school newsletters, TV screens in the office, on CEM YouTube and Zoos Victoria website.

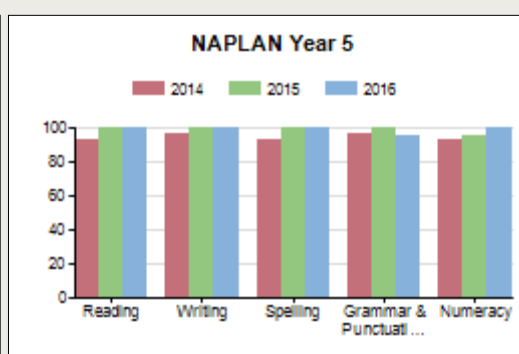
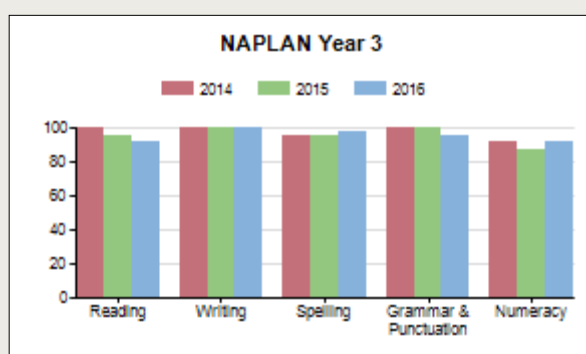
STUDENT LEARNING OUTCOMES

In 2016 St. Peter's has been recognised by the Australian Curriculum, Assessment and Reporting Authority (ACARA) for an impressive improvement from grade 3 to grade 5 NAPLAN results in numeracy. The school received one of the highest growth measurements in numeracy, including overall gain compared with previous years, gain compared to schools with similar students based on the Index of Community, Socio-Educational Advantage level and gain compared with other students at the same average NAPLAN starting score.

Our Year 3 student learning outcomes in Writing have been consistent across the past three years. Spelling and Numeracy have improved from 2015 – 2016 however Reading has slightly declined over this period of time.

Our Year 5 student learning outcomes for Reading, Writing and Spelling remain consistent. Impressive growth has been noted in Numeracy during this three-year period due to the school's focus on Mathematics and involvement in the Schools Improving Schools Project.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %	
YR 03 Reading	100.0	95.7	-4.3	92.5	-3.2	
YR 03 Writing	100.0	100.0	0.0	100.0	0.0	
YR 03 Spelling	96.0	95.7	-0.3	97.5	1.8	
YR 03 Grammar & Punctuation	100.0	100.0	0.0	95.0	-5.0	
YR 03 Numeracy	92.0	87.0	-5.0	92.5	5.5	
YR 05 Reading	92.6	100.0	7.4	100.0	0.0	
YR 05 Writing	96.3	100.0	3.7	100.0	0.0	
YR 05 Spelling	92.6	100.0	7.4	100.0	0.0	
YR 05 Grammar & Punctuation	96.3	100.0	3.7	95.5	-4.5	
YR 05 Numeracy	92.6	95.5	2.9	100.0	4.5	



Student Wellbeing

Goals & Intended Outcomes

To enrich student learning by increasing motivation, engagement and Social Emotional Learning.

That students have a greater sense of ownership for their behaviour and learning.

To build an understanding of the purpose of Social Emotional Learning (SEL) and to embed the core competencies into our school culture.

Achievements

In 2016, St. Peter's achieved the following:

Whole school approach to Child Safety using the 'The Victorian Registration and Qualifications Authority' (VQRA) guidelines was implemented into the school.

St. Peter's continued to receive funding for the National School Chaplaincy Program (NSCP), enabling the employment of a Pastoral Care Worker who worked with families, students and teachers in the area of Social Emotional Learning (SEL), absenteeism, loss and grief.

St. Peter's continued to cluster with St. Paul's, West Sunshine and St. Bernadette's, North Sunshine in the Year 6 two-day Transition to Secondary School program. St. Peter's held a Family Community Conversation Transition night which saw over 50% of our families attend and engage with local Catholic and State Secondary schools.

St. Peter's invested in the student wellbeing assessment tool; ACER Student Emotional Wellbeing (SEW). Staff analysed the data and planned strategic activities to target the needs of the students.

St. Peters employed David Vinegrad a well-known presenter with extensive experience in the area of behaviour management both nationally and internationally. The staff revisited 'Restorative Practices' and a whole school approach to behaviour management. Dave also presented a 'Restorative Practices' Family Information Night.

Student Representative Council and House Captains continued to work with the Student Wellbeing Leader, investigating ways to engage other students in extra circular activities.

Staff continued to develop a shared understanding of the integration of SEL into the curriculum recording this in their weekly work programs.

Staff examined the 2016 SIF data to explore student needs in the area of SEL.

The Wellbeing Leader supported staff, students and families in promoting success in relation to student resilience, decision making and connectedness to the school community.

The Wellbeing Leader established a Wellbeing Newsletter for the community.

The Wellbeing Leader was an active member of the school Leadership Team.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y05	96.58
Y01	92.77
Y02	93.73
Y03	93.94
Y06	96.28
Y04	94.52
Overall average attendance	94.64

- If a student is away for two consecutive days without parent notification, classroom teachers will contact the family directly.
- If a student is away for more than 10% of the term, the Student wellbeing leader and/or Principal will follow this up with the family and classroom teacher.

VALUE ADDED

Curricular and extra-curricular activities that have been a major focus in 2016 included:

The year 6 to year 7 cluster transition program with St. Paul's and St. Bernadette's.

The Kinder to year Prep transition program.

Prep to 6 Outdoor Education Program – Including camps to Urban camp (3/4s) and YMCA Mt. Eliza (5/6s).

Improved Student Leadership Program, including school leader's participation in the Halogen Young Leader's Day and local leadership programs.

Year 5/6s participant in inter-school sport.

Year Prep to 6 Swimming Program at Maribyrnong Aquatic Centre.

STUDENT SATISFACTION

The 2016 Insight SRC Data, St. Peter's Student Wellbeing Aggregate Index currently sits at 77.6.

This is an increase of 4.3% since 2013.

Student survey actual scores have continued to remain steady in Emotional Wellbeing, Teacher Relationships while Engagement in Learning has increased in the 2016 period when compared with the scores from the All Schools Comparison data.

The student data showed a marked improvement in student motivation and student safety.

Student data remained in the middle 50% in all areas.

Child Safe Standards

Goals and Intended Outcomes

To embed a culture of child safety throughout the St. Peter's community so that child safety is a part of everyday thinking and practice.

That child safety policies and strategies are actively implemented in accordance with our moral and legal obligations and the Victorian Government Ministerial Order 870.

Achievements

In 2016 St Peter's has achieved the following;

The Principal and Deputy Principal attended the CEM Child Safety Briefing in order to establish the requirements set out by the Ministerial Order 870. Leadership responsibilities in relation to Governance were clearly articulated and planned for.

The Leadership Team was responsible for embedding a culture of Child Safety by creating openness, inclusiveness and awareness so that all children and adults know what to do if they observe or are subject to abuse or inappropriate behaviour. All staff and volunteers must always consider the safety of all children and recognise the importance of cultural safety for Aboriginal children, cultural safety for children from culturally and linguistically diverse backgrounds, and the safety of children with a disability.

The Leadership Team ensured all staff were made aware of their legal obligations when handling child abuse allegations and the appropriate course of action to be taken when reporting abuse to Police and/or Child Protection Services.

St Peter's engaged Martin Tennant (OH&S Advisor) to develop a Risk Management Strategy to assist in identifying, assessing, reducing and removing child abuse risks within our setting.

A Child Safety Policy and Code of Conduct were developed which outlined St Peter's commitment to promoting children's wellbeing and protecting children from abuse. This Policy and Code of Conduct were shared with all staff and the community via a Child Safety staff briefing, newsletter, website and school app. All staff, volunteers and community members that have contact with our children have to sign and adhere to this policy and Code of Conduct.

The Leadership Team developed and documented recruitment practices to be undertaken to ensure that we engage the most suitable and appropriate people to work with children. These included police record and identity checks, Working with Children Checks, face-to-face interviews and detailed reference checks from previous employers to ensure a rigorous screening process is in place.

The Student Representative Council (SRC) provided feedback in relation to the St Peter's Child Safe Policy and Code of Conduct, the SRC created their own Student Code of Conduct to ensure all students were aware of their rights in relation to child safety in line with the United Nations Convention on the Rights of the Child.

Leadership & Management

Goals & Intended Outcomes

To develop an inclusive culture that unlocks the potential of everyone in our school community.

To improve Staff Wellbeing, Engagement and Professional Growth.

Achievements

The school appointed three new staff members to commence in the 2016 school year and welcomed 27 new Preps into our community.

Professional Learning for the 2016 focussed on Restorative Practices facilitated by Dave Vinegrad. This led to an ongoing whole school approach in the way relationships are built, maintained and restored. This initiative built the capacity of our children in being able to better regulate their behaviour which contributes to an improvement in their own wellbeing and learning outcomes. Karen Bergin (Principal) and Grace Frazzica (Student Wellbeing Leader) attended the Positive Schools Conference which further supported the work being completed in this area.

Staff also continued their ongoing commitment to First Aid and Emergency Management Procedures by attending professional learning relating to occupational health and safety standard requirements.

St. Peter's continued our commitment to the Schools Improving Schools Initiative (SIS) in order to build teacher capacity in the understanding of mathematical concepts and how to best use student data to improve results.

St. Peter's places the highest priority on the care, wellbeing and protection of the children in our school. St. Peter's worked alongside Catholic Education Melbourne (CEM), the Victorian Registration and Qualifications Authority (VRQA) and the Department of Health and Human Services (DHHS) to improve child protection and implementation of the Victorian compulsory minimum Child Safe Standards. St. Peter's has ensured that school policies and procedures reflect recent Victorian legislation amendments in relation to managing child safety.

Karen Bergin graduated from the Executive Masters of Business Administration (MBA) course focusing on finance, accounting, marketing, human resources and operations. Skills and knowledge acquired will be valuable in leading St. Peter's through cultural, business and managerial change.

Karen Bergin also attended an intensive course relating to Catholic Identity at the Faculty of Theology Catholic University Leuven, Belgium. A strong partnership was established between St. Peter's and KU Leuven under the strategic guidance of Professor Reimund Bieringer. Investigation into the impact of teaching recontextualisation through a Dialogical Model has been developed and implemented throughout the school.

The school community continued to work with Chris Sage and Regina Byrne (Artists in Residence) to bring our vision to life by reclaiming the charism of St. Peter as our Patron through the commissioning of bronze keys depicting the keys to the Kingdom of God.

Ongoing improvement to the amenities of the school occurred with the upgrading of the oval. This space has allowed increased participation in recreational activities enhancing a sense of

health and wellbeing in our community. New security gates have also been installed to help maintain the safety of students and staff.

Staff participated in the Towards Effective Learning Spaces Project with Catholic Education Melbourne and the University of Melbourne. This project focussed on school learning environments and how they are designed and used to support contemporary pedagogical approaches to learning. Karen Bergin also met with Meagan Ioanu from CEM to further investigate the use of flexible learning spaces and their impact on improving student outcomes.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Scripture Approach to Religious Education – Normativity of the Future (Janine Luttick)

Principal attended a three-week program on Catholic Identity at KU Leuven

Principal & Deputy Principal Network & Conference

Religious Education Leader, Student Wellbeing Leader, Student Services Leader, Learning and Teaching Leader, Literacy Leader, Maths Leader, ICT Leader and Reading Recovery Teacher all attended their respective network meetings.

Sunshine District Sports Association Network

First Aid, Anaphylaxis, Asthma Training (Stitches)

Emergency Management Training (Dynamiq)

Staff Conference – Restorative Practices (Dave Vinegrad)

Some of the Leadership Team attended the Positive Schools Conference

Mandatory Reporting Module was completed by 100% of staff

The school continued to work with the Schools Improving Schools Cluster focusing on Maths and working with Michael Ymer.

Child Safety briefings with the whole staff.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

19

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,274

TEACHER SATISFACTION

While the 2016 Insight SRC Data, the Organisational Climate Aggregate Index has remained steady. While the Teaching Climate Aggregate Index has increased by 2.4% to a high of 90%.

School (Staff) Climate actual scores have increased in Teaching and Learning, Team – based Practice and Engagement have remained strong in 2016, affirming the approach to learning and teaching the Leadership Team has implemented during previous years.

It is pleasing that student behaviour both in classroom and school has remained steady.

Both Appraisal & Recognition and Professional Growth have remained high, leading to improvements in Role Clarity and continue to prove that staff members feel their efforts are being recognized and the capability is being developed through appropriate learning and development opportunities.

The majority of staff indicators are now in the top 25% of the actual scores, which is pleasing considering the continued focus on school improvement at present.



School Community

Goals & Intended Outcomes

To deepen the partnership with families and the wider community in children's learning.

That students, staff and families are partners in learning.

Strengthen outward facing connections with local and global communities.

Achievements

In 2016, St. Peter's achieved the following:

St. Peter's continued our commitment to the Sunshine Family School Partnership Cluster by maintaining our strong relationship with St. Paul's, West Sunshine and St. Bernadette's, North Sunshine to improve the engagement of families in learning.

Through the Family School Partnership Review, the Sunshine Family School Partnership Cluster employed consultant Mary Tobin to establish an Advisory Group to strategically target student learning with family engagement.

The Schools Improving Schools Cluster was ongoing with a continued focus on building teacher capacity and content knowledge in the areas of Mathematics and improving student outcomes by using data to target teaching.

Community Partnerships

St. Peter's continued to partner with Brimbank Council to establish Early Years conversations for the Prep/Kindergarten Transition program.

A number of students were supported by the West Sunshine Community Homework Club.

St. Peter's engaged in a number of community partnerships through the Inquiry Curriculum and Community Services. St. Peter's are proud partners of Melbourne Zoo, Friends of Kororoit Creek, Planet Ark, Dousta Galla Aged Services, Sunshine Bunnings, Bulldogs Friendly Schools Partnership and Sunshine Plaza.

Staff and students marketed St. Peter's at local kindergartens through visits and network meetings.

Staff and students visited local kindergartens to support St. Peter's Transition Program.

Year 6 students attended transition partnership cluster activity days with St. Paul's and St. Bernadette's to promote social connections across the cluster.

Year 6 students attended Secondary School Orientation Programs to support their transition into these settings.

With the support of Brimbank City Council, the school held a walk to school breakfast.

Engaging Families

In partnership with Caroline Chisholm Catholic College, St. Peter's provided an opportunity for students and families to participate in a Science Robotic workshop at the secondary school.

A community bus tour to the Royal Botanical Gardens, followed by a boat cruise through Southbank and to the Historic Seaport of Williamstown, was held to link in with children's learning for the Term.

The Family Engagement Team continued to meet twice a term to provide a forum to discuss educational initiatives, communication strategies, fundraising opportunities and social engagements.

Annual Learning Conversations were held in June.

Continued Community Conversations in relation to Prep Transition.

Continued Year 6 and families Community Conversations in relation to the Secondary School Transition Program.



PARENT SATISFACTION

The 2016 Insight SRC Data, in relation to Parent Catholic Culture, has shown an increase over the past two years which indicates the school's efforts in reclaiming the charism of St. Peter.

The Community Engagement Aggregate Index has steadily increased over the past two years enabled by the commitment to maintaining a connectedness with families which is reflected in the growth of Parent input and Approachability in the Parent Input Data.

Parent Opinion Data has increased across all key indicators.

Future Directions

In 2017 the school will continue to implement the recommendations and goals that were set in the 2015 Catholic Education Office Review.

St. Peter's will explore ways to work more formally with KU Leuven and ACU to ensure their approach to learning Religious Education through Scripture and Dialogue continues.

The school will continue to look for opportunities to improve school family partnership in relation to improving student learning.

St. Peter's will partner with the Royal Botanic Gardens in 2017 and continue to partner with the Friends of Kororoit Creek to ensure our students become active stewards of our local environment.

The school will continue to focus on building teacher capacity through a coaching and feedback culture as well as a targeted professional learning focus in Literacy.

In 2017 St. Peter's will continue to work with the SIS cluster of schools and have Mathematics as a major focus.

The school will continue to support staff in further education at Masters and Doctorate level.

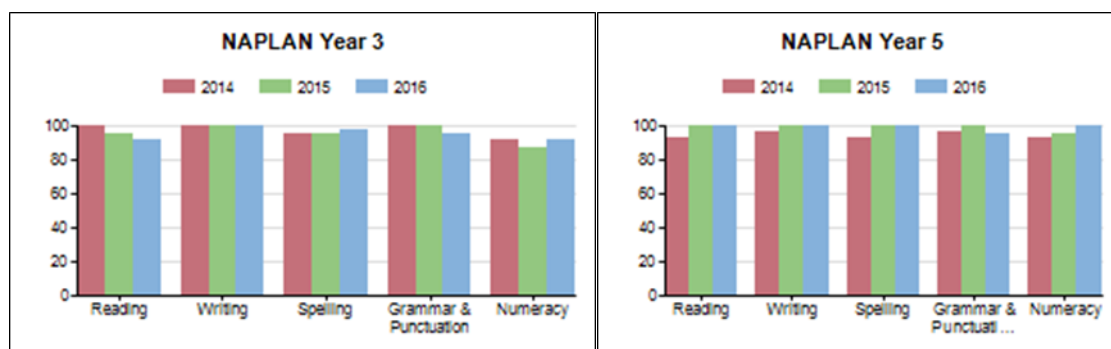
St. Peter's will investigate ways to complete the next stage in the school Master Plan.



VRQA Compliance Data

E1308

St Peter's School, Sunshine South West



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	95.7	-4.3	92.5	-3.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	96.0	95.7	-0.3	97.5	1.8
YR 03 Grammar & Punctuation	100.0	100.0	0.0	95.0	-5.0
YR 03 Numeracy	92.0	87.0	-5.0	92.5	5.5
YR 05 Reading	92.6	100.0	7.4	100.0	0.0

YR 05 Writing	96.3	100.0	3.7	100.0	0.0
YR 05 Spelling	92.6	100.0	7.4	100.0	0.0
YR 05 Grammar & Punctuation	96.3	100.0	3.7	95.5	-4.5
YR 05 Numeracy	92.6	95.5	2.9	100.0	4.5

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y05	96.58
Y01	92.77
Y02	93.73
Y03	93.94
Y06	96.28
Y04	94.52
Overall average attendance	94.64

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.7%

STAFF RETENTION RATE	
Staff Retention Rate	75.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	20.00%
Graduate	20.00%
Certificate Graduate	13.33%
Degree Bachelor	86.67%
Diploma Advanced	40.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	15
FTE Teaching Staff	10.400
Non-Teaching Staff (Head Count)	3
FTE Non-Teaching Staff	1.712
Indigenous Teaching Staff	0