



# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST. PETER'S CATHOLIC PRIMARY**  
**South West Sunshine**

**2018**

REGISTERED SCHOOL NUMBER: 1784



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## Contact Details

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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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Auditing the minimum standards immediately prior to the publication of this Annual Report
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

March 29 2019

St. Peter's Catholic Primary School audits its compliance with the Minimum Standards immediately prior to Publications of the Annual Report.

## Our School Vision



**United in community,  
Building on Foundations for life and faith,  
Unlocking potential in all.**



**2018 Eucharist and Confirmation Children**

## 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 a full and balanced development of 100% of the children 100% of the time.

While the school consistently focuses on all five spheres of the organisational key improvement strategy, in 2018 the school had a specific focus on improving Religious Education, Mathematics and Family School Engagement. 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. In Mathematics, the school continues to work in the School Improving Schools Cluster to ensure we build teacher capacity (specifically 1/2 teachers) to use data to inform our practice that leads to outstanding mathematical results for our children. In Family School Engagement we continued to investigate ways to use Family knowledge to improve student learning. In 2018 St. Peter's and the Family School Partnership Cluster (three Sunshine schools) continued to work with Mary Tobin on year two of the implementation of our three year strategic approach to Family School Partnerships.

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 2018, with 194 students allowing us to provide quality education in a boutique school setting. In 2018 there were 142 families enrolled at St. Peter's. We had 42 children begin their education in Prep. Our other class groupings were two Prep classes, 3x 1/2 classes, 2x 3/4 classes and 2x 5/6 classes.

A strength of St. Peter's continues to be our diverse cultural backgrounds, with 38 different cultural groups represented in our school. Our school has 37% 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 2018. We have an ICSEA of 969 based on Parent Information.

In 2018 we had a total staff of 24. We had nine classroom teachers and four specialist teachers (Physical Education, LOTE – Spanish, Information and Communication Technology and The Arts – Visual Art), a number of support staff and 5 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 2018, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist, while our Year 5/6 Catholic students celebrated the Sacrament of Confirmation with Bishop Mark Edwards OMI.

## Principal's Report

Dear Families,

It is with great honour that I present the 2018 Annual Report to our school community. 2018 has been an outstanding year at St. Peter's with our school been highlighted for the excellent work we are completing in Religious Education. The school was asked to work alongside Professor Reimund Bieringer from KU Leuven, Dr. Emmanuel Nathan and Dr. Janine Luttick both from Australian Catholic University (ACU) in presenting to educational leaders across Australia (Brisbane, Adelaide and Melbourne) in a Scripture Master Class. We continued to field requests from Sale, Hobart and Ballarat Diocesan schools to present our work in Religious Education. Much thanks and congratulations must go to Ms. Ide Garvey for her continued leadership in this area of our school.

At St. Peter's we focus on 100% of students, 100% of the time. All staff are dedicated to providing a learning environment that suit 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 2018 partnership with the Melbourne Zoo and Catholic Education Melbourne where our Year 5/6 students became fighting extinction school warriors and not only educated our own community on the plight of endangered species, but were invited back to the Zoo in November to the School Show Case Day where they could educate the public visiting the zoo on that day. Thanks to Ms. Sandy Skehan and the 5/6 teachers who led this partnership. This was just one example of the great learning that occurs at St. Peter's.

Another highlight in 2018 was the installation of our school Stations of the Cross, which take pride of place at every school Mass. I would like to thank Chris Sage and Regina Byrne for their work in designing this artwork that represent the Passion Narrative. The school also commissioned and furnished the Chapel which is now a centre place of prayer and celebration for our community.

Finally, I would like to congratulate our staff on all they have achieved in 2018 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 (first six months), Father Manuel Sunaz CMF, and our Parish Administrator (second part of the year) Father Rowan M Luza CMF, and the assistant priest, Father Luis Rey Fernandez CMF, for their support continued support during 2018.

Karen Bergin

PRINCIPAL

## Education in Faith

### Goals & Intended Outcomes

#### GOAL

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

#### INTENDED OUTCOMES

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 2018, St. Peter's achieved the following:

- St. Peter's, in partnership with Australian Catholic University and KU Leuven, presented the school's success in the implementation of the Normativity of the Future approach to recontextualising scripture at an ACU Masterclass day in Brisbane, Adelaide and Melbourne.
- Karen Bergin and Ide Garvey then attended and presented at a Professional Learning planning day of a primary school in Maffra, to share St. Peter's story about recontextualising scripture in our school through the use of dialogical models.
- St. Peter's hosted the Western Zone Scripture Collective, where we show cased the remarkable efforts of staff, families and students in recontextualising our Catholic Tradition in a relevant, meaningful way.
- Karen Bergin and Ide Garvey, wrote a chapter in Paul Sharkey's book entitled 'From theory to practice; exploring religious education in the classroom', which will be published in 2019. This chapter documents the journey that St. Peter's has taken over the past four years in order to raise the Religious Education profile of the school.
- Teachers modelled religious pedagogy to Catholic Education Melbourne representatives, Religious Education Leaders and teachers from Tasmania throughout the year.
- The school completed the Enhancing Catholic Schools Identity survey with all Year Five and Six students, as well as families. The resulting data was then investigated at a whole school level and future goals were devised from these results.
- Teacher's successfully embedded the New Religious Education Curriculum Framework and are continuing to map/report student achievements against the new curriculum standards.
- Facilitated planning sessions with Ide Garvey (Religious Education Leader) and Karen Bergin 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 a Bibliodrama and Godly Play continued to be explored and practiced.
- Staff used student evidence to inform their planning of Religious Education lessons.
- A Mini-Vinnies society was established within the school with the Year Three to Sixes, acknowledging student voice and enhancing knowledge of Catholic Social Teachings.
- The Mini-Vinnies society then strengthened links within the local community and raised awareness levels of the local social justice issues. They ran a Mini-Fete and raised over \$900 that was donated to the St. Vincent de Paul Society, the Sunshine chapter.

- St. Peter's commissioned Chris Sage and Regina Byrne (Artists in Residence) to enhance the iconology of our school through the instillation of the stations of the cross in the school gym.
- St. Peter's also commissioned a Chapel space within the school, laying carpet and displaying iconology in order to enhance the Catholic Identity of St. Peter's.
- 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 and students 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.
- Whole school masses were also celebrated throughout the year on various church feast days.
- Sacramental families attended three separate evenings with Paul Spence (Religious Education Consultant) where they explored their understanding of the sacraments of Reconciliation and Eucharist.
- All Catholic Year 3 children celebrated the sacraments of Reconciliation and First Eucharist at Saint Paul's Church.
- All Catholic Year 5 children celebrated the sacrament of Confirmation at Saint Paul's Church.
- St. Peter's dramatised the Infancy Narratives, in an inaugural Nativity.
- The school also purchased new Religious Education materials such as prayer cloths, Godly Play resources and candles.

### VALUE ADDED

The new Religious Education Curriculum was successfully embedded in the school.

Karen Bergin, in partnership with Australian Catholic University and KU Leuven, presented the school's success in the implementation of the Normativity of the Future approach to recontextualising scripture at an ACU Masterclass day in Brisbane, Adelaide and Melbourne.

Karen Bergin and Ide Garvey presented how the school is using Normativity of the Future as a way to open up Scripture at a Catholic Primary School in Maffra.

St. Peter's hosted the Western Zone Scripture Collective, where we show cased the remarkable efforts of staff, families and students in recontextualising our Catholic Tradition in a relevant, meaningful way.

Karen Bergin and Ide Garvey, wrote a chapter in Paul Sharkey's book entitled 'From theory to practice; exploring religious education in the classroom', which will be published in 2019.

Teachers capacity was developed and enhanced upon through staff meetings, modelling and coaching in Religious Education.

St. Peter's teachers modelled religious pedagogy to Catholic Education Melbourne representatives, Religious Education Leaders and teachers from Tasmania throughout the year, with many providing feedback of how they adapted St. Peter's approach in their school.

Whole school masses to celebrate church feast days were held.

Sacramental Family Faith nights for the Sacraments of Reconciliation, Eucharist and Confirmation were held.

Children participated in the Sacraments of Reconciliation, Eucharist and 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 and the St. Vincent de Paul Society.

Awareness of social justice issues and Catholic Social Teachings was raised at St. Peter's through the Mini-Vinnies society.

The school has enhanced its efforts in reclaiming the Catholic Tradition by the erection of various iconology around the school.

The 2018 ECSI survey results indicate that St. Peter's efforts in recontextualising the tradition through a recontextualised and dialogical model have greatly enhanced the Catholic Identity of the school as the results lie well within the preferred ranges.



## Stations of the Cross by Chris Sage & Regina Byrne

## Learning & Teaching

### Goals & Intended Outcomes

#### GOAL

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

#### INTENDED OUTCOMES

That literacy and numeracy outcomes be improved across the school.

To build an understanding of the purpose of, and to develop a process for feedback to improve practice and student achievement.

### Achievements

In 2018, St. Peter has achieved the following:

#### LITERACY

- Teachers embedded the learning from our Reading to Learn Professional Learning (2017) into our daily literacy practice in Years 3-6 and we have begun to build a bank of professional video and planning exemplar resources to support the ongoing development of our senior literacy.
- We have maintained and embedded our approach to Spelling P-6, using the SMART Spelling program from Michelle Hutchinson. This has had a positive impact on our students' spelling and writing.
- In 2018 we have committed to continuing our Schools Improving Schools Collective for the next three years 2019-2021 with a focus on building teacher pedagogical knowledge and capacity and improving student outcomes in Reading Comprehension

#### INQUIRY BASED LEARNING

- In an ongoing commitment to provide real life opportunities for our students to engage with the interdisciplinary content of our Victorian Curriculum, as well as with the places, spaces and people in our local community, we once again established a partnership with Zoos Victoria. We worked together with the Zoo personnel to build a multi-disciplinary, Project Based Learning Inquiry focused on the plight of endangered species both local and global. The Inquiry also incorporated connections with the Arts, Technologies, English and all the General Capabilities. This project culminated with our students hosting an Expo for our school community as well as presenting their learning to the public at the annual Schools Showcase at Melbourne Zoo.

From our involvement with Zoos Victoria we were approached by a Zoo educator from San Diego Zoo about a potential partnership project with one of their local schools which we will pursue.



In a continued relationship with the Friends of Kororoit Creek, we were invited to create some environmental message bin wraps to be displayed around our local community of Sunshine.



As a culmination to learning about the Cultural Tapestry of our school community our Year 3/4 Team coordinated a whole school Multicultural Expo, Lunch and Entertainment for our families.

### MATHEMATICS

- During 2018, we continued to participate in the Schools Improving Schools Cluster, focused on continued commitment to consistency in professional learning, planning, implementation and assessment in our Mathematics programs across the four schools (St. Francis Assisi Tarneit, St. Martin de Porres, Laverton, Our Lady of the Southern Cross, Wyndhamvale and ourselves St. Peter's Sunshine South West).
- As part of this continued partnership with the Schools Improving Schools cluster, we refreshed and reintroduced the concept of Learning Walks within our own schools and Collaborative Network Rounds across schools focussing on building teacher capacity in the Year 1 and 2 Level. This took the form of an Instructional Round Model (Elmore) where a leader and staff member from each school take an objective walk through making observations on a Mathematics focus determined by the host school, followed by honest and open feedback session for the purpose of shared investment in improvement for all focusing on individual student needs.

### NATIONAL CONSISTENT COLLECTION OF DATA (NCCD)

During 2018 Staff were involved in Professional Learning around the new funding arrangements for students with additional learning needs and the levels of adjustment in line with the NCCD model. This enabled staff to use the model to make informed decisions about the level of adjustments that student required to access the curriculum and participate in Learning.

### THE ARTS – VISUAL AND PERFORMING ARTS

- In 2018, we hosted our second Visual Arts Exhibition, showcasing the learning and teaching in the Visual Arts Specialist Area as well as classroom artworks in all learning areas. From our art show five pieces of artwork were selected, entered and successfully accepted into the Catholic Education Week Art Exhibition.
- We also held our first whole school Production linked to a Wellbeing theme which reflected our whole school learning focus on understanding our emotions and managing our social and emotional interactions and reactions.
- Both community events were well attended and most successful celebrations of our learning in the Arts.



**STUDENT LEARNING OUTCOMES**

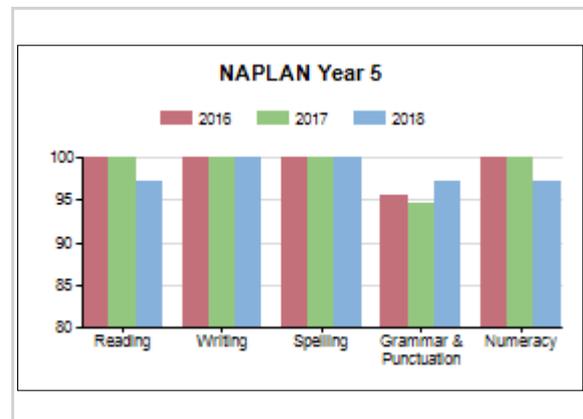
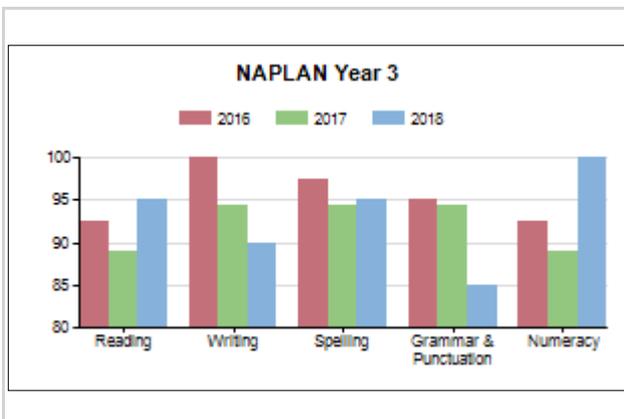
*Our Year 3 NAPLAN data, whilst still below the State mean, demonstrates a consistent level of achievement in all areas of learning, Reading, Writing, Spelling, Grammar & Punctuation and Numeracy over the past three years*

*Our Year 5 NAPLAN data, whilst below the State mean, demonstrates a consistent level of achievement in all areas of learning over the past three years.*

*In the period 2016-2018 St Peter's experienced above State growth in the areas – Writing, Spelling, Grammar and Punctuation and Numeracy*

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.0	94.4	-0.6	85.0	-9.4
YR 03 Numeracy	92.5	88.9	-3.6	100.0	11.1
YR 03 Reading	92.5	88.9	-3.6	95.0	6.1
YR 03 Spelling	97.5	94.4	-3.1	95.0	0.6
YR 03 Writing	100.0	94.4	-5.6	90.0	-4.4
YR 05 Grammar & Punctuation	95.5	94.7	-0.8	97.1	2.4
YR 05 Numeracy	100.0	100.0	0.0	97.1	-2.9
YR 05 Reading	100.0	100.0	0.0	97.1	-2.9
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



Growth Comparison 2016 - 2018

	Reading		Writing		Spelling		G & P		Numeracy	
State Mean for Growth	82		43		80		64		89	
St Peter's Mean School Growth 2015-2017	74 Below 8		64 Above 21		89 Above 9		67 Above 3		82 Below 7	
St Peter's Matched School Growth 2015-2017	76 Below 6		69 Above 26		92 Above 12		72 Above 8		90 Above 1	
<b>1 Vic Curriculum Level 78 = 2 yrs of learning</b>	2016 Yr3	2018 Yr5	2016 Yr 3	2018 Yr 5	2016 Yr3	2018 Yr5	2016 Yr3	2018 Yr 5	2016 Yr3	2018 Yr5
State Mean	439	521	436	479	428	508	448	512	415	504
School Mean	416	490	416	480	403	492	421	488	394	476
Matched School Mean	424	500	417	486	408	500	420	492	393	483



2018 Art Show

## Student Wellbeing

### Goals & Intended Outcomes

#### GOAL

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

#### INTENDED OUTCOMES

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 2018, St. Peter's achieved the following:

- St. Peter's staff participated in a four-day workshop to undertake a whole school approach to Berry St. Education Model (BSEM). As a result, staff started to implement some of the BSEM strategies within their classrooms such as 'Ready to Learn' scales, 'Chill Out Zone' and 'Focus Plans'.
- St. Peter's held a Wellbeing Family Night facilitated by BSEM expert Ms. Michele Sampson, which saw 60% of our families attend the night.
- A whole school production was introduced at St. Peter's to provide students with an avenue to connect with peers through the use of Performing Arts. Further, the whole school production story was linked to a wellbeing theme, centring on 'Mr Grump', a character who learns that it's not always a good idea to hold onto your worries as they can overtake your life.
- St. Peter's has continued to work on a whole school approach to Child Safety using the Victorian Registration and Qualifications Authority (VQRA) guidelines.
- St. Peter's teachers continue to implement brain breaks within their lessons to re-energise and engage students with their learning, while also building positive relationships with each other.
- 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, absenteeism, loss and grief.
- Positive Behaviour Management and processes are continued to be reviewed and strengthened through professional development and staff induction.
- Classroom teachers continued to use Restorative Practices and Circle Time to support positive classroom behaviour.
- The Prep/Grade Five Buddy Program continues to be revised and strengthened to support student transition to school.
- St. Peter's continued to cluster with St. Paul's, West Sunshine and St. Bernadette's, North Sunshine in the Year Six, 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 continued to use the Student Wellbeing Assessment Tool; ACER Student Emotional Wellbeing to gain data and plan strategic activities in order to target the needs of the students.
- Student Representative Council and House Captains continued to work with the Student Wellbeing Leader, investigating ways to promote child safety within the classrooms, school environment and at home.
- Student Representative Council planned and facilitated three 'Wellbeing Days' to promote mindfulness, child safety and positive wellbeing.
- House Captains planned and facilitated four House Colour Days throughout the year to promote teamwork, sportsmanship and positive growth mindset.

- 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 2018 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.

**VALUE ADDED**

- Curricular and extra-curricular activities that have been a major focus in 2018 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 Doxa (3/4s) and YMCA Lady Northcote (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 interschool sport.
- Year Prep to 6 Swimming Program at Sunshine Aquatic Centre.

**STUDENT SATISFACTION**

- The 2018 Insight SRC Data, St. Peter's Student Wellbeing Aggregate Index currently sits at 74.2, which is within the state mean.
- Student survey actual scores have continued to remain steady across all areas in 2018.
- Student data remained in the middle 50% in all areas.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.1
Y02	94.6
Y03	95.2
Y04	92.7
Y05	95.7
Y06	93.6
Overall average attendance	94.2

If families fail to contact the school to notify the school of a student absence, the school will make a phone call by 9.30am to ascertain why the child is absent.

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.

The School Attendance Guidelines are followed by all staff at St. Peter's.

## Child Safe Standards

### Goals and Intended Outcomes

To continue to embed a culture of Child Safety across the school in order to comply with the Ministerial Order 870.

Continue to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. St. Peter's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

That our school further embed its Child Safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries continue to be reinforced with all staff members and volunteers, regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

In 2018 St. Peter's has achieved the following;

- The Principal, Deputy Principal and Student Wellbeing Leader attended CEM Child Safety briefings throughout the year in order to maintain established requirements set out by the Ministerial Order 870.
- The Leadership Team was responsible for continuing to embed 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 subjected 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 continued to brief all staff on their legal obligations and the processes to be followed when handling child abuse allegations and the appropriate course of action to be taken when reporting abuse to Police and/or Child Protection Services.
- The Principal briefed all staff in relation to the Reportable Conduct Scheme so staff were aware of procedures and policies relating to this.
- All staff were required to attend Child Safety professional learning briefings conducted by the Student Wellbeing/Child Safety Officer in conjunction with CEM presenters.
- The Student Wellbeing/Child Safety Officer in conjunction with staff conducted an audit in relation to the Child Safety Standards to ascertain areas for improvement.
- Martin Tennant (OH&S Advisor) continued to be engaged to develop Risk Management Strategies to assist in identifying, assessing, reducing and removing child abuse risks within our setting.
- All staff, volunteers and contractors continue to adhere to and sign the Child Safety Policy and Code of Conduct. This Policy and Code of Conduct continue to be shared with all members of the St. Peter's community via Child Safety staff briefings, newsletters, school website and the school app.

- The Student Wellbeing/Child Safety Officer conducted several Working With Children Check workshops in partnership with translators to ensure parents/carers had the opportunity to comply with requirements in order to successfully apply for a Working with Children Check.
- The Leadership Team continued to implement recruitment practices to ensure St. Peter's engaged the most suitable and appropriate people to work with children. These include police record and identity checks, Working with Children Checks, face-to-face interviews and detailed documented reference checks to ensure a rigorous screening process remains in place.
- The Student Wellbeing Leader continued to work with the Student Representative Council (SRC) to ensure the Student Code of Conduct was adhered to and understood by all students. This continues to be a priority at St Peter's so all children are aware of their rights in relation to child safety in line with the United Nations Convention on the Rights of the Child. The Student Representative Council organised a 'Day for Daniel' to raise awareness of child safety within the community.



### Fire brigade visit to Preps

## Leadership & Management

### Goals & Intended Outcomes

#### GOAL

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

#### INTENDED OUTCOMES

To improve Staff Wellbeing, Engagement and Professional Growth.

### Achievements

In 2018 St Peter's has achieved the following;

- The school has achieved outstanding results in the Insight SRC data this year and this has been due to a systematic and inclusive approach to school improvement, where staff voice is prominent in achieving success in Learning and Teaching.
- The school appointed two new staff members to commence in the 2017 school year and welcomed 42 new Preps into our community.
- Professional Learning for the 2018 focussed on Berry Street Education Model, facilitated by Michele Sampson. This led to an ongoing whole school approach to improving student wellbeing.
- Staff Coaching and Learning Walks were continued throughout the school and this has provided positive and beneficial feedback to staff improvement.
- Staff also continued their ongoing commitment to Mandatory Reporting, 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 any changes relating to managing child safety.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2018**

Scripture Approach to Religious Education – Normativity of the Future (Dr. Janine Luttick & Ide Garvey)  
 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 (JEROKI)  
 Emergency Management Training (Dynamiq)  
 Staff Conference – Whole School Approach to Berry Street Education Model (Michele Sampson)  
 Positive Schools Conference – Sir Ken Robinson (All staff)  
 Mandatory Reporting Module was completed by 100% of staff  
 Child Safety briefings with the whole staff.

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	24
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$2,942

**TEACHER SATISFACTION**

The 2018 Insight SRC *Organisational Climate Aggregate Index* was maintained at to 95.2. This was an increase of 10.4 since 2015. While the *Teaching Climate Aggregate Index* increased to 95.6, an increase of 7 since 2015.

School (Staff) Climate actual scores have maintained a high level in *Staff Wellbeing, Empathy, Clarity, Engagement, Learning, Outcomes, Team Based Practice and Teaching and Learning*, 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 recognised and their capability is being developed through appropriate learning and development opportunities.

100% of staff indicators are in the top 25% of the actual scores, which is pleasing considering the continued focus on school improvement.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	84.0%
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<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	77.3%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	28.6%
Graduate	21.4%
Graduate Certificate	14.3%
Bachelor Degree	85.7%
Advanced Diploma	35.7%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	18.2
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.6
Indigenous Teaching Staff (Headcount)	0

## School Community

### Goals & Intended Outcomes

#### GOAL

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

#### INTENDED OUTCOMES

That students, staff and families are partners in learning.

Strengthen outward facing connections with local and global communities.

### Achievements

In 2018, St. Peter's achieved the following:

- St. Peter's continued our commitment to the Sunshine Family School Partnership (FSP) Cluster by maintaining a strong relationship with St. Paul's, West Sunshine and St. Bernadette's, North Sunshine to improve the engagement of families in learning with a focus on parent knowledge.
- FSP Advisory group continues to work on bringing a learning and teaching lens to connect families to children's learning. The FSP Advisory Group has begun to embed the three-year strategic plan to engage families with their child's learning.
- The Schools Improving Schools Cluster continued to focus on building teacher capacity in content knowledge in the area of differentiation of Mathematics tasks in order to meet the learning needs of individual students.
- Staff actively engaged families focusing on building relationships during school celebrations, events, information nights and excursions.

### Community Partnerships

- St. Peter's continued to partner with Brimbank Council to host Early Years conversations for the Brimbank Prep/Kindergarten Transition program.
- The St. Peter's School Choir continues to perform at various community events.
- St. Peter's engaged in a number of community partnerships through Inquiry Curriculum and Community Services. St. Peter's are proud partners of Royal Botanical Gardens Victoria, Friends of Kororoit Creek, Planet Ark, Dousta Galla Aged Services, Sunshine Bunnings, Bulldogs Friendly Schools Partnership and the Sunshine Plaza.
- Mother's Day and Father's Day breakfasts were offered to continue to develop relationships with families.
- Weekly school assemblies were held to promote learning and school events.
- Staff and students marketed St. Peter's at local kindergartens through visits and network meetings.
- Staff and students visited local kindergartens to support the 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.
- St. Peter's continued to partner with Marian College by hosting the Marian Community Service Students to promote healthy relationships during playtime.

## Engaging Families

- 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 to support connectedness to school.
- Staff actively partnered with families during Learning Conversations through a three way conversation process involving the classroom teacher, parents/carers and students. Learning Conversations were held in Term One with a focus on building school and family relationships and again in Term Two and Four with a focus on academic achievement based on individual student data.
- Staff were involved in a teacher outreach project in order to investigate successful ways of engaging families in their child's learning.
- Continued community conversations in relation to Prep Transition.
- Continued Year 6 and families community conversations in relation to the Secondary School Transition Program.
- Families and friends were invited to St. Peter's annual Volunteer's Morning Tea to recognise and celebrate the wonderful contribution they have made to improving the learning outcomes of their children. This day also recognises one particular volunteer for their dedication throughout the year.

## PARENT SATISFACTION

The 2018 Insight SRC Data, in relation to Parent Catholic Culture, has remained steady over the past four years, with a score of 85.3 in 2018, indicating the school's efforts in reclaiming the charism of St. Peter has been successful.

The Community Engagement Aggregate Index has steadily increased over the past four years, increasing from 80.4 in 2015 to 84.5 in 2018, enabled by the commitment to maintaining a connectedness with families.

Parent Engagement Data actual scores remain high across all key indicators in 2018 with scores of 95 in Parent Partnerships and 100 Quality Teaching.



## Future Directions

In 2019, St. Peter's will turn 40. Much organisation for this will be in 2018 in preparation for the 2019 celebration for our community past and present.

In 2019, the school will participate in an organisational review in line with their four-year review cycle. 2018 will help the school to prepare for the 2019 school Review using the National School Improvement Tool (NSIT) conducted by an ACER.

In 2019, the school will continue to work with staff from Berry Street to embed our wellbeing practice.

St. Peter's will continue 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.

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 and Mathematics.

In 2019, St. Peter's will continue to work with the SIS cluster of schools focussing on improving Literacy.

The school will continue to support staff in further education at Masters Level.

St. Peter's will build a 40<sup>th</sup> Anniversary Reflective Garden.



## 2018 Graduates