

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St. Peter's Catholic Primary School
South West Sunshine**

2019

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:

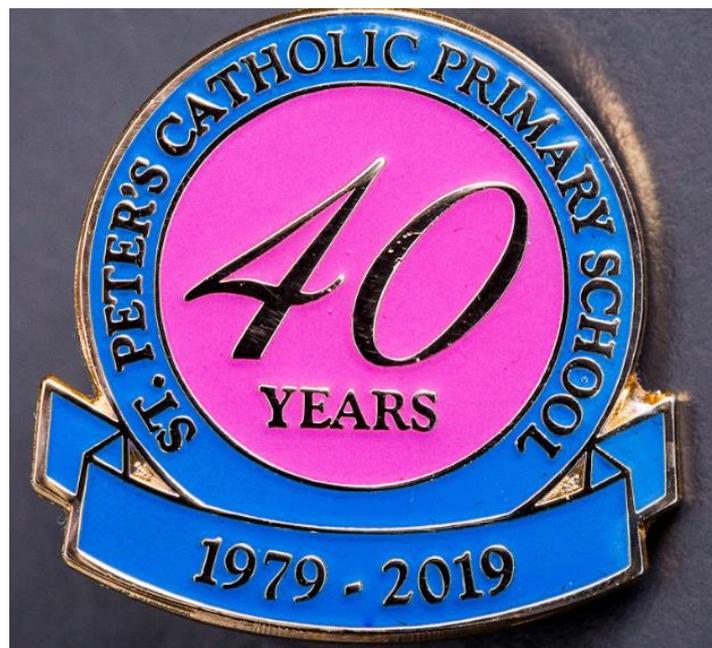
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 20 2020

Our School Vision



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



School Overview

Having been established in 1979, this year we celebrated our 40th Anniversary in style. On Sunday March 24th, we invited all past and present families, staff and community to join us for mass led by Bishop Mark Edwards, OMI. Following this very special service we then moved outside to enjoy our 40th birthday party! The community shared in food from many cultural backgrounds including Ethiopian, Burmese and Sudanese, representing some of the nationalities of our families. The children and families also enjoyed the callisthenic concert, the adventurous jumping castle, a petting Zoo and so much more. A highlight of our day was the memorabilia that families enjoyed reminiscing over.

Another highlight to our year was our entire school family excursions to the Royal Botanic Gardens. On Friday February 22nd, 2019 180 children, over 20 staff and at least 60 family members journeyed together to the Royal Botanic Gardens where we created natural mandalas, read books in the gardens, visited the children's garden and listened to our favourite harpist, Michael Johnson. We were certainly blessed with delightful weather on the day and the excitement on the children's faces made all of the organisation so worthwhile.

2019 also was our review year, where we undertook the ACER NSIT School Review. We were very proud to pass our review with a score of high in 5 areas, which included,

1. *An explicit improvement agenda;*
2. *Analysis and discussion of data;*
6. *Systematic curriculum delivery;*
7. *Differentiated Learning and Teaching and*
8. *Effective Pedagogical practices.*

We were very proud to receive a score of outstanding in four areas including,

3. *A culture that promotes learning;*
4. *Targeted use of school resources;*
5. *An expert teaching team;*
9. *School-community partnerships.*

Our Child Safety Officer Ms. Grace Frazzica and our Deputy Principal Ms. Maree McIntosh must be commended as their work ensured we passed our VRQA requirements with 100% accuracy on our first attempt, which is a very rare feat in any school.

From our 2019 review, the community has established our 2020-2023 School Improvement Plan which will focus on three priorities as detailed in future directions.

Principal's Report

Dear Families,

It is with great honour that I present the 2019 Annual Report to our school community. 2019 has been an outstanding year at St. Peter's with the celebration of our 40th anniversary and the completion of the NSIT Review.

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 2019 partnership the Royal Botanic Gardens when our entire school was able to visit the Gardens to celebrate our 40th Anniversary as part of our ongoing partnership over many years.

Another highlight in 2019 was the installation of our school 40th Anniversary Reflective Garden. I would like to thank Ms. Chris Sage and Ms. Regina Byrne from Hullabaloo Studio for their work in designing the garden and artwork in our commemorative sacred space. A bronze statue of Jesus now welcomes children as they enter school each day and Saint Mary of the Cross, looks over our garden as a place of retreat. A mural of St. Peter fishing for disciples boards the garden. Special thanks also to Mr. Brett Huxtable and the team from Your Space Landscapes for building this very sacred place.

I would also congratulate and thank two long serving staff members on their retirements. Mrs. Sofia Mazur had taught at St. Peter's for over 30 years and Mrs. Kay McKenner had worked in the office for nearly 38 years. It was lovely they were both able to work until the school's 40th Anniversary, as they have been part of our community for such a long time.

Finally, I would like to congratulate our staff on all they have achieved in 2019 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 Fr. Renato Manubag CMF and assistant priest, Father Luis Rey Fernandez CMF, for their support continued support during 2019.

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 2019, St. Peter's achieved the following:

- St. Peter's presented the school's success in the implementation of the Normativity of the Future approach to recontextualising scripture at a Professional Learning day for Catholic Education office Melbourne
- Karen Bergin and Ide Garvey then presented a webinar to the Sale Dioceses, to share St. Peter's story about recontextualising scripture in our school with dialogical models.
- Karen Bergin and Ide Garvey, had a chapter published in Richard Rymarz and Paul Sharkey's book entitled 'From theory to practice; exploring religious education in the classroom'. This chapter documents the journey that St. Peter's have taken over the past five 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.
- Teachers 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 (Principal) 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 began to model religious pedagogy to one another in order to build teacher capacity.
- Staff used student evidence to inform their planning of Religious Education lessons.
- The Mini-Vinnies society, comprising of Year Three to Year Six students, continued in their efforts of acknowledging student voice and enhancing knowledge of Catholic Social Teachings within the school this year.
- 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 \$500 that was donated to the St. Vincent de Paul society, the Sunshine chapter.
- St. Peter's unveiled the school's 40th Anniversary reflective garden.

- St. Peter's commissioned Chris Sage and Regina Byrne (Artists in Residence) to enhance the iconography of our school through the instillation of a whole school mural based on the Disciples of Jesus, a life size statue of Jesus and a statue of Mary MacKillop in the school reflective 40th Anniversary garden.
- 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 special 40th Anniversary mass was celebrated by Bishop Edwards, which saw many past and present families attend.
- 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 two 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.
- The school also purchased new Religious Education materials such as prayer cloths, Godly Play resources and candles.

VALUE ADDED

The new Learning Descriptors and Achievement Standards of the Religious Education Curriculum were successfully embedded in the school.

Karen Bergin and Ide Garvey, presented the school's success in the implementation of the Normativity of the Future approach to recontextualising scripture at a professional learning day held by CEM Melbourne, which was also attended by my biblical scholars Dr. Pollyfet and Dr. Bowens.

Karen Bergin and Ide Garvey presented how the school is using Normativity of the Future as a way to open up Scripture through a webinar to the Sale Diocese.

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

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 were held and Children participated in for the Sacraments of Reconciliation, and Eucharist.

Bishop Edwards celebrated St. Peter's 40th Anniversary mass.

St. Peter's commissioned and unveiled a 40th Anniversary Reflective Garden in the school, enhancing our Catholic Identity.

Student led Social Justice activities, such as the mini fete, were held to raise awareness and 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.

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

St. Peter's has achieved the following:

Data Literacy

- We committed to building our knowledge and understanding of Data Literacy, the four specific types of data and the significance of both big and small data in gathering as much information as possible about each of our students and their families to inform the intentional customisation of student learning.
- We introduced three x 3 way Learning Conversations to share student learning data with families in a more personalised manner to make this information more accessible to our families with Language Backgrounds other than English.

Inquiry Based Learning

- In response to our ongoing partnership with Zoos Victoria, we were invited to take a small group of students to an audience with Dr Jane Goodall and to share their learning from their Project Based Learning Inquiry focused on the plight of endangered species both local and global.
<https://www.cem.edu.au/News-Events/May-2019/Save-our-species.aspx>
- We continue our 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. Earlier in the year, we were invited by the 'Friends of Kororoit Creek' to create environmental messages to be showcased as bin wraps around the local Sunshine community.
- As a springboard for our whole school Wellbeing Inquiry and to celebrate our 40th Anniversary, we harnessed our connections with the Royal Botanical Gardens personnel to build an incredible successful, whole school community day of wellbeing, which involved our families, students and friends in such experiences as; meditation, team building games, mandala making, storytelling, cubby building, nature walks and concluding with a performance by the RBG's resident harpist.

Literacy

- Our Schools Improving Schools Collective Cluster began our focus on Reading Comprehension. We determined a base measure in each of our schools of teacher confidence, content knowledge and pedagogical expertise through staff surveys. As a collective we committed to using the Fountas and Pinnell resources - Benchmark Assessment System (BAS) and Literacy Continuum as our professional content reference.

At Peter's, we committed to familiarising ourselves with the Fountas and Pinnell Benchmark Assessment System (BAS) and the purchase of Fountas and Pinnell Literacy continuums for all teachers.

- We explored and familiarised ourselves with the new Department of Education Literacy Toolkit and the Literacy Learning Progressions as a part of our fortnightly Literacy Professional Learning Team meetings
- Teachers continued to embed 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 continued to consistently maintain and embed the SMART Spelling approach to spelling (Michelle Hutchinson). This has continued to have a positive impact on our students' spelling and writing.

Mathematics

- We continued to embed and maintain our focus on continued commitment to consistency in professional learning, planning, implementation and assessment in our Mathematics programs.
- Mathematics Assessment Probes were introduced as another approach to diagnostic assessment. These specifically elicit prior understandings and commonly held misconceptions that may or may not have been uncovered during an instructional unit. This elicitation allows teachers to make instructional choices based on the specific needs of students.

Intervention Framework

- We established an Intervention Team (comprising Principal Deputy Principal, Learning Diversity and Learning & Teaching Leaders) participated in CEM professional learning and set up a structured referral process to identify pathways for students with additional needs.

The Arts – Visual and Performing Arts

- We hosted our Production, 'This is Me' linked to a Wellbeing theme which reflected our whole school learning focus around Cyber safety and Bullying showcasing the fabulous learning and teaching in the Performing Arts.

Growth Comparison 2017 - 2019

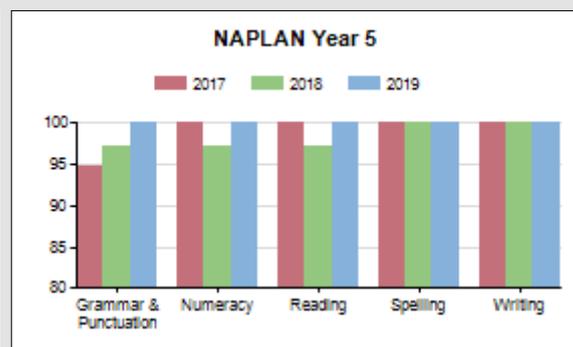
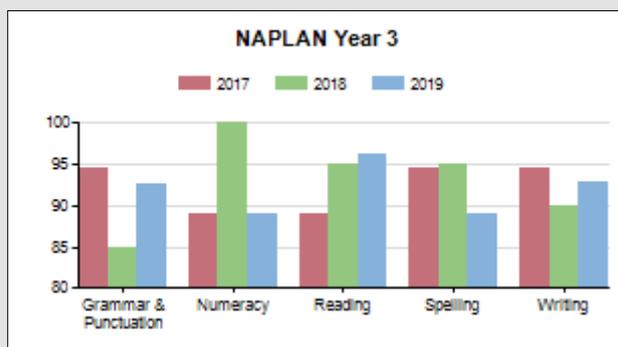
	Reading		Writing		Spelling		G & P		Numeracy	
State Mean for Growth	70		59		83		57		86	
St Peter's Mean School Growth 2017-2019	98 Above 28		90 Above 31		127 Above 44		84 Above 27		114 Above 28	
St Peter's Matched School Growth 2017-2019	73 Above 3		78 Above 19		98 Above 15		62 Above 5		90 Above 4	
1 Vic Curric Level 78 = 2 years of Learning	2017 Yr3	2019 Yr5	2017 Yr 3	2019 Yr 5	2017 Yr3	2019 Yr5	2017 Yr3	2019 Yr 5	2017 Yr3	2019 Yr5
State Mean	446	516	428	487	423	506	450	507	421	507
School Mean	414	512	405	495	405	532	416	500	379	493
Matched School Mean	440	513	426	504	434	532	452	514	402	492

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 in Reading, Grammar and Punctuation and Numeracy, we were above the State mean in Writing and Spelling. This demonstrates a consistent level of achievement in all areas of learning over the past three years. In the period 2017-2019 St Peter's experienced above State growth in the areas – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	94.4	85.0	-9.4	92.6	7.6
YR 03 Numeracy	88.9	100.0	11.1	88.9	-11.1
YR 03 Reading	88.9	95.0	6.1	96.3	1.3
YR 03 Spelling	94.4	95.0	0.6	88.9	-6.1
YR 03 Writing	94.4	90.0	-4.4	92.9	2.9
YR 05 Grammar & Punctuation	94.7	97.1	2.4	100.0	2.9
YR 05 Numeracy	100.0	97.1	-2.9	100.0	2.9
YR 05 Reading	100.0	97.1	-2.9	100.0	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



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 2019, St. Peter's achieved the following:

- A Student Wellbeing Core Team was established at St. Peter's. As a result, the Student Wellbeing Core Team devised a 'Wellbeing Strategic Plan' highlighting processes needed to build capacity, student engagement, student behaviour and to ensure common understandings amongst staff.
- All new staff members were informed of the Student Wellbeing Policy as well as our programs and frameworks.
- Continued our implementation of Restorative Practices. This is enabling all staff to have a consistent way of dealing with challenging behaviours and help restore relationships throughout the school.
- Professional learning relating to the collection on analysis of data around student engagement, student behaviour, BSEM strategies and continued our implementation of Berry Street Education Model (BSEM). All new staff participated in a four day workshop ensuring they had a common understanding to BSEM.
- We continued to implement our whole school approach to behaviour management.
- St. Peter's staff participated in a one day workshop to evaluate and reflect the first stage of a whole school approach to Berry St. Education Model (BSEM). As a result, staff implemented four non-negotiables BSEM strategies within their classrooms such as 'Entry and Exit Circles', 'Ready to Learn' scales, 'Chill Out Zone' and 'Focus Plans'.
- All students participated in a whole school production. The whole school production story was linked to a wellbeing theme, centring on 'This is Me', a character who learns it's always best to have a growth mindset to achieve anything that life may present in front of you.
- St. Peter's has continued to work on a whole school approach to Child Safety using the Victorian Registration and Qualifications Authority (VQRA) guidelines. As a result, St. Peter's achieved 100% satisfaction from 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 and House Captains participated in a whole day workshop at the Halogen Leader's Day to develop their skills and understanding around leadership.
- 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.

VALUE ADDED

Curricular and extra-curricular activities that have been a major focus in 2019 included:

- Celebrated the school's 40th Anniversary
- Whole school student and family excursion to Royal Botanic Gardens
- School held a Production titled 'This is Me'.
- The Kinder to year Prep and Year 6 to Year 7 Cluster Transition Program with St. Paul's and St. Bernadette's.
- 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 Prep to 6 Swimming Program at Sunshine Aquatic Centre.
- Year 5/6 students met Dr. Jane Goodall and presented their ideas for animal protection.



STUDENT SATISFACTION

- The 2019 CEM SIS Data, St. Peter's Student Overall School Positive endorsement was 79% which is above CEM average.
- 100% of CEM SIS Student Survey Data was above Catholic Education Melbourne Average:
 1. Rigorous Expectations – 89%
 2. School Engagement – 73%
 3. School Climate – 82%
 4. Teacher-Student Relationships – 88%
 5. School Belonging – 69%
 6. Learning Disposition – 81%
 7. Student Safety – 69%
 8. Student Voice – 73%
 9. Catholic Identity – 83%

STUDENT ATTENDANCE

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.1
Y02	92.5
Y03	93.9
Y04	95.2
Y05	94.0
Y06	94.3
Overall average attendance	93.6

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 2019 St. Peter's has achieved the following;

- Child Safety VRQA requirements were met with 100% accuracy.
- 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 induct all staff in 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.
- All staff were required to attend Child Safety professional learning briefings conducted by the Student Wellbeing/Child Safety Officer in conjunction with CEM presenters.
- 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, the school website and the school app.
- 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 annually updated and 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.
- The Brimbank Proactive Policing Unit conducted a Year 3 to 6 Cyber Safety evening focusing on online child safety.

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 2019 St Peter's has achieved the following;

- The school celebrated our 40th Anniversary in 2019 with Mass with Bishop Mark Edwards OMI, and a shared community day and a whole school family excursion to the Botanic Gardens.
- St Peter's successfully passed our VRQA requirements with 100% accuracy.
- The school also received high to outstanding results in our school review using the National School Improvement Tool (NSIT), where we received high in 8/9 areas of school improvement and outstanding in 5/9 areas with 100% outstanding in *School Community Partnerships*. We are very proud of these achievements as they acknowledge the strategic work of the leadership team for a number of years.
- Once again St. Peter's annual results in feedback from the community (CEMSIS data) has been outstanding 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 one new teacher and two new administration staff members in the 2019 and welcomed 25 new Preps into our community.
- We farewelled two long serving staff members Ms Sofia Mazur (32 years) and Ms Kaye McKenner (37 years) during the year.
- Professional Learning was focussed on Berry Street Education Model, facilitated by Michele Sampson, as well as the school review.
- Learning Walks 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 reading comprehension 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 2019**

Principal & Deputy Principal Network & Conference
 Religious Education Leader, Student Wellbeing Leader, Student Services Leader, Learning and Teaching Leader, Literacy Leader, Math 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 – NSIT School Review
 Principal attended Pilgrimage to Jerusalem as part of the Wester Zone Principal Network
 Mandatory Reporting Module was completed by 100% of staff Child Safety briefings with the whole staff.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

22

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,942

TEACHER SATISFACTION

Overall School Positive endorsement was 94% which is above CEM average.

100% of CEM SIS Staff Survey Data was above Catholic Education Melbourne Average:

1. Student Safety – 94%
2. School Climate – 98%
3. Staff-leadership relationships – 98%
4. Instructional Leadership – 90%
5. Feedback – 76%
6. School Leadership – 96%
7. Staff Safety – 93%
8. Psychological Safety – 86%
9. Professional Learning – 99%
10. Collaboration around an improvement agenda – 95%
11. Collaboration in teams – 92%
12. Support for Teams – 95%
13. Collective efficacy – 100%
14. Catholic Identity – 99%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	95.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	18.8%
Graduate Certificate	12.5%
Bachelor Degree	87.5%
Advanced Diploma	31.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	16.3
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	6.2
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 2019, 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 and the use of social media to engage families.
- In partnership with Deakin University, St. Peter's was involved in an action research project which focussed on enhancing current use of social media for family engagement.
- 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 continued to embed the three-year strategic plan to engage families with their child's learning.
- Staff actively engaged families focusing on building relationships during school celebrations, events, information nights and excursions.
- The St. Peter's Family Engagement Leader and Cluster Engagement Leader presented at the Family Engagement Conference in Reno, Nevada to share the Cluster's achievements over the past 10 years in the area of family engagement.
- Attracted attention from media agencies to highlight the achievements and work of St. Peter's and the Sunshine Cluster.
- The St. Peter's Family Engagement Leader and Cluster Engagement Leader presented at the Australia's Catholic Bishops 'Making it Real: Genuine human encounter in our digital world' launch, highlighting the usage of social media to engage families.

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, Doutta 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.
- The St. Peter's annual pancake breakfast was held to mark Shrove Tuesday and 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.
- Staff, students and families of local kindergartens visited St. Peter's to support the 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 family 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.
- St. Peter's celebrated its 40th Anniversary with staff, students and families, both past and present.
- Staff, students and families attended a whole school excursion to the Royal Botanical Gardens to celebrate St. Peter's 40th Anniversary.

PARENT SATISFACTION

Overall School Positive endorsement was 87% which is above CEM average.

- 100% of CEM SIS Staff Survey Data was above Catholic Education Melbourne Average:
 1. Family Engagement – 71%
 2. Barriers to engagement – 89%
 3. School fit – 92%
 4. School Climate – 94%
 5. Student Safety – 90%
 6. Communication – 88%
 7. Catholic Identity – 82%

Future Directions



St. Peter's South West Sunshine Strategic Improvement Plan 2020-2023

Priority 1
Coaching and Mentoring
 To refine, document and embed our performance and development culture and process.

Priority 2
Differentiation
 To develop and refine staff expertise and practice to positively impact upon student outcomes.

Priority 3
Research Evidence Based Practice
 To clarify a shared understanding of research evidence-based teaching practices, while embedding these across the school.

Annual Action Plan 2020

That coaching processes are well known and understood by staff and are incorporated into their practice.
 That induction processes for new staff, all teachers and graduate teachers are well known, understood and part of our practice.



That adjustments to learning are documented in planning and enacted in practice.
 That particular attention is given to middle and high achieving students in addition to low achieving students.



The school improvement agenda is communicated and known by staff, students and families.
 That research evidence-based approaches to learning and teaching are well documented and enacted in a consistent way.



Actions for 2020

Provide formal opportunities for collegial sharing of knowledge and expertise.
 Develop shared and clear expectations about teamwork and role expectations.
 Helen Goode to lead 2020 Staff Conference in developing Team Charters and Myers - Briggs Personality Indicators and coaching.
 Ensure appropriate induction and protocol procedures are in place and communicated to all staff in accordance with Induction Policy timelines and expectations.

Professional learning addresses teacher knowledge of evidence-based high-impact strategies and processes of differentiation.
 Continue to train all new staff in the Berry Street Education Model.
 Induct all new staff in whole school approaches to learning and teaching and student wellbeing.
 SIS team focus on building comprehension strategies through Learning Sprints.
 Leadership Team to attend Learning Sprints Conference.

Devise visual representation that communicates the school improvement agenda to staff, families and students.
 Develop clear statements that express whole school understanding of pedagogical approaches, assessments and curriculum plans.



Maintaining



Enhancing Catholic Identity Pedagogical Practices
Family School Partnerships Sunshine Cluster
Social and Emotional Learning
Schools Improving Schools Cluster



