

St Peter's School Sunshine South West

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Karen Bergin, attest that St Peter's 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 2020 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.

20/04/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

Our School Vision



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

School Overview

St. Peter's Catholic Primary School is located in South West Sunshine, twelve kilometres west of the central business district. We were established in 1979 as the second school in the St. Paul's, West Sunshine Parish. While the parish was under the guidance of the Marist Fathers at this time, the school has only ever had lay Principals.

The school is on a large suburban site that is utilised to create a positive learning environment. The school has focused much effort in building a learning environment that is bright, fun and contemporary. St. Peter's has incredible facilities for such a small number of students. We have our own full-size gymnasium, football oval and two soccer pitches, as well as a cricket pitch. With multiple sandpits and adventure playgrounds, there is plenty of playground space for our children to play and explore.

St. Peter's relied heavily on our one to one Chromebook program which supported our children's learning during the COVID-19 lockdown in 2020.

Our 2020 Enrolment was 163 students (Feb census) as we had 20 children relocate to outer areas of Melbourne as their families were able to access affordable housing. This consisted of eight class groupings - 1 x Prep; 3 x 1/2; 2 x 3/4, 2 x 5/6. The school employed 16 full time staff and 10-part time staff (including 2 Learning Support Officers).

While classroom teachers focus on the main curriculum areas, our specialist programs offered at the school are Physical Education, Spanish, and The Arts including Music & Drama as well as Visual Art. Reading Recovery is offered to Year One children who need extra support, as well as articulation programs and teacher support across the school.

Wellbeing remains a strong focus within the school. An emphasis on strengthening peer relationships and social interactions for the students through Berry Street Education Model. The renaming of our 'houses' from colours to significant names of Catholics and locals (MacKillop, Goold, McKay and Marist) aimed to build a sense of togetherness and cross age relationships. This respect and tolerance for the rights and needs of others fosters the great community feeling that permeates the school.

In 2020 our Annual Action Plan clearly prioritises improvement in the areas of Coaching and Mentoring, Differentiation and Research Evidence Based Practice, which all relate to improved learning and teaching that will ultimately improve student outcomes.

Principal's Report

Dear Families,

It is with great honour that I present the 2020 Annual Report to our school community.

To say 2020 was not the year we expected would be the understatement of the century. As the staff returned to our homes from our staff conference on Friday March 6th, 2020 Australians had already begun to strip our supermarket shelves, clear out toilet paper and other non-perishable items we all thought we would need to survive this pandemic. Little did we know in early March that our children would be working from home on and off for the next six months and our families would be more important than ever in keeping our children safe and their learning supported as teacher's learnt how to video themselves to maintain the most supportive environment we could for our children.

Like all Victorian schools in 2020, St. Peter's flipped our learning. Fortunately, our progressive technology infrastructure, overseen by our amazing technician, Mr. Tim Buhagiar, meant that our children were already on learning platforms that would ensure a smooth transition to remote learning. Our one to one Chromebook Program from Years Three to Six and our bank of iPads loaned to our Prep to Year Two children resulted in every child having access to a device within days of going into lockdown. A special thanks to Mrs. Monica Miller and Ms. Maree McIntosh who oversaw the distribution of devices in a very safe and efficient manner during these early days of the pandemic.

Without doubt, the old saying 'it takes a village to raise a child' became even more pertinent from the beginning of this pandemic. Never before, was it more crucial for all stakeholders to partner in ensuring that every community member continued to reach their true potential. However, there are some stakeholders that I must draw special attention to. Firstly, to our children who were so flexible and adaptable to the changes in their learning practices and environments. Additionally, to our teachers who worked above and beyond the call of duty, contacting every child's family in their class each week to ensure all children were supported for the duration of remote learning. Furthermore, to our families who supported their children and our staff unconditionally through the uncertain times of the pandemic. Last but not least, to my Leadership Team who gave their time freely, including their holidays and weekends, putting plans in place from directives given by our Premier, Mr. Daniel Andrews to ensure that everyone in the St. Peter's community remained safe and continued to learn. The strength I gained from you all during this time will never be forgotten.

In the midst of the pandemic we said goodbye to our Deputy Principal Ms. Maree McIntosh who was appointed to a Principal position at the beginning of Term Three. Maree has worked tirelessly in our community for the past six years, supporting me in my role as principal and our community during this time. I thank her for all she has done for our community.

Finally, I am proud that we continue to dream big, keeping children at the heart of all decisions and ensuring continued improvement occurs here at St. Peter's. I feel privileged to work in such a dedicated and energetic community. I congratulate all for their willingness to continually focus on improving student outcomes. I remain very confident that St. Peter's will continue to be a place of innovation, ready to meet the changing needs of our students and the families who are our community. Thanks also to our Parish Priest Fr. Renato Manubag CMF and Assistant Priest, Father Luis Rey Fernandez CMF, for their continued support during 2020.

Karen Bergin

PRINCIPAL

Education in Faith

Goals & Intended Outcomes

Coaching and Mentoring

PRIORITIES

To refine, document and embed our performance and development culture and process.

ANNUAL ACTION PLAN GOALS

That induction process for new staff, all teachers and graduate teachers are well known, understood and part of our practice.

Research Evidence Based Practice

PRIORITIES

To clarify a shared understanding of research evidence-based teaching practices, while embedding these across the school.

ANNUAL ACTION PLAN GOALS

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.

Achievements

In 2020, St. Peter's achieved the following:

- We continued to embed a whole school approach to recontextualising scripture in order to promote a culture where post-critical belief, symbolic thinking and dialogical learning prevail.
- Facilitated planning sessions with Religious Education Leader (REL) and the 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 used student evidence to inform their planning of Religious Education lessons.
- All new staff members were inducted into the St. Peter's approach to recontextualising scripture.
- The REL modelled religious pedagogy to staff in order to build teacher capacity.
- The Mini-Vinnies society, comprising 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.
- A beginning and end of year Mass for staff and students were celebrated, led by Fr. Renato Manubag our Parish Priest.
- Due to Covid- 19 restrictions, many whole school masses were celebrated through the use of digital technology.
- Sacramental families attended a family night where they explored their understanding of the Sacrament of Reconciliation.

- All Catholic Year 3 students celebrated the sacrament of Reconciliation at Saint Paul's Church.
- All Catholic Year 5 and Year 6 students celebrated the sacrament of Confirmation 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 continue to be successfully embedded in the school.

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

Whole school masses to celebrate church feast days were held, both digitally and in person.

A 'Sacramental Family Faith Night' for the Sacrament of Reconciliation and Confirmation was held.

Children received the Sacraments of Reconciliation and Confirmation.

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 iconography around the school.

Learning & Teaching

Goals & Intended Outcomes

Coaching and Mentoring

PRIORITIES

To refine, document and embed our performance and development culture and process.

ANNUAL ACTION PLAN GOALS

That coaching processes are well known and understood by staff and are incorporated into their practice.

That induction process for new staff, all teachers and graduate teachers are well known, understood and part of our practice.

Differentiation

PRIORITIES

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

ANNUAL ACTION PLAN GOALS

That adjustments to learning are documented in planning and enacted in practice.

That particular attention is given to the growth of middle and high achieving students in addition to low achieving students.

Research Evidence Based Practice

PRIORITIES

To clarify a shared understanding of research evidence-based teaching practices, while embedding these across the school.

ANNUAL ACTION PLAN GOALS

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.

Achievements

In 2020, St. Peter's achieved the following:

- Due to the worldwide pandemic and subsequent lockdowns in Melbourne, St. Peter's quickly pivoted to an online model of learning and teaching with the use of our 1:1 Chromebook program.
- Children who didn't have access to the internet were provided with dongles supplied by Catholic Education Melbourne.
- We continued with 3 way Learning Conversations to share student learning data with families in a more personalised manner. This made information more accessible for our families, especially those with Language Backgrounds other than English. During the COVID19 lockdown in 2020, we were able to continue these conversations online, utilising Google meets and booking phone interpreters to support families.

- Professional learning continued, with staff working from home and connecting online. We continued to embed and maintain our focus on continued commitment to consistency in professional learning, planning, implementation and assessment.
- Participation in the Schools Improving Schools Collective Cluster continued with a focus on Data Literacy. This supported teachers in building their knowledge of student and family data and how to utilise this effectively to enhance student learning. This data became particularly relevant when teachers found themselves teaching online and being present in the homes of our families.
- To support our intended outcome of differentiating and catering for our high achievers, staff participated in some online webinars with Professor John Munro and developed strategies to support high potential learners. This work will continue in 2021.
- Staff engaged in the work of Simon Breakspear and used evidence-based research practices to run Teaching Sprints which enabled them to refine and incrementally improve their teaching practices.
- The Leadership Team attended EAL professional learning.

Intervention

- We continued the work of the Intervention Team (comprising the Leadership Team) and held structured Intervention team meetings to identify pathways for students with additional needs and initiate appropriate referral processes. The Intervention team engaged in professional learning in the new implemented referral system ROSAE (Record of Student Adjustment and Evaluation).
- Teachers refined student adjustments and documented these in planning documents and PLPs (Personalised Learning Plans).
- The Learning Diversity Leader, classroom teacher and Principal met termly with families of students that were currently receiving adjustments to their learning. These meetings were held virtually during the lockdown period and when COVID workplace restrictions were in place.
- The whole staff engaged in the NCCD (National Consistent Collection of Data) moderation process to ensure that each student was receiving the appropriate level of adjustment for the identified category of disability.
- Learning Support Officers and support teachers continued to implement their programs (Reading Recovery, Articulation and targeted intervention groups in Reading and Maths) online with students during remote learning.

Learning and Teaching Highlights in a pandemic year:

- Reading, Writing and Mathematics learning, in line with Catholic Education Melbourne directives, was the main focus for home learning, with teachers taking small focus groups for targeting student needs.
- Wellbeing was also a major focus. St. Peter's staff held online Fun Friday Google meets, where grades had online dressup events, dance parties, engaged in cooking together and checked in on each other.
- St. Peter's had whole school online assemblies and celebrated special events such as the AFL Grand Final.

- Once we returned onsite, each year level went on an excursion to rebuild their interpersonal connections and enrich their learning. The Year 5/6 students went on camp to build their independence and resilience and were able to reconnect as a group.

STUDENT LEARNING OUTCOMES

NAPLAN was cancelled due to the COVID 19 global pandemic, and the CEMISIS surveys were also cancelled.

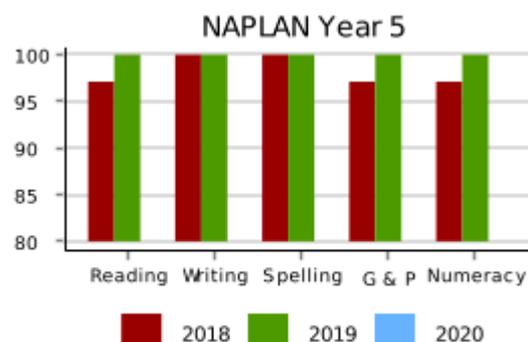
Instead, Catholic Education Melbourne provided School Innovation Rapid Capture surveys twice over 2020. One question was: What did you enjoy the most about remote learning? (Wordle 1) Another question was: What two digital platforms/tools/apps helped your learning the most? (Wordle 2)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	85.0	92.6	7.6		
YR 03 Numeracy	100.0	88.9	-11.1		
YR 03 Reading	95.0	96.3	1.3		
YR 03 Spelling	95.0	88.9	-6.1		
YR 03 Writing	90.0	92.9	2.9		
YR 05 Grammar & Punctuation	97.1	100.0	2.9		
YR 05 Numeracy	97.1	100.0	2.9		
YR 05 Reading	97.1	100.0	2.9		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Coaching and Mentoring

PRIORITIES

To refine, document and embed our performance and development culture and process.

ANNUAL ACTION PLAN GOALS

That induction process for new staff, all teachers and graduate teachers are well known, understood and part of our practice.

Differentiation

PRIORITIES

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

ANNUAL ACTION PLAN GOALS

That adjustments to learning are documented in planning and enacted in practice.

Achievements

In 2020, St. Peter's achieved the following:

- We continued to embed a whole school approach to building relationships between student to student and teacher to student.
- The Graduate Program was refined to include more support for Graduate Teachers in the area of whole school approach to positive behaviour management.
- The Student Wellbeing Core Team continued to work through the '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 inducted into whole school wellbeing practices- the Student Wellbeing Policy as well as our programs and frameworks.
- We continued to implement Restorative Practices and Circle Time to support positive classroom behaviour. This has enabled all staff to have a consistent way of dealing with challenging behaviours and help restore relationships throughout the school.
- Professional learning related to the collection and analysis of data around student engagement, student behaviour, Berry Street Education Model (BSEM) strategies and continued implementation of BSEM.
- We continued to implement our whole school approach to behaviour management.
- 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.
- The Prep/Grade Five Buddy Program continues to be revised and strengthened to support student transition to school.
- The 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.
- Due to COVID 19, the Student Wellbeing Leader provided ample resources regarding the promotion of online safety, wellbeing at home and with family members and using effective strategies to deal with triggers that may arise during lockdown.
- The Student Wellbeing Leader supported classroom teachers with at risk and vulnerable students during COVID 19.
- The Student Wellbeing Leader and Principal visited vulnerable students once a week during COVID 19.
- The Student Wellbeing Leader supported classroom teachers with the transition back to onsite learning.
- St. Peter's employed a Psychologist to work with students.

VALUE ADDED

St. Peter's ensured all students were able to safely engage in extra-curricular activities. These included:

- Whole school online assemblies during remote learning
- Introduced 'Friday Fun Days' during remote learning
- Positive Primers were a daily focus during remote learning
- Whole school wellbeing week was conducted after students returned to onsite learning
- All year levels participated in their outdoor education programs which were held in the final weeks of the school year.

STUDENT SATISFACTION

What was the best thing your teacher(s) did to help you with remote learning?

Support, Preparation, Videos, Emails, Workshops, Feedback, Challenges, Tutorials

What further support would have helped you with remote learning?

I'm not sure because the teachers handled this situation really well.

Which parts of remote learning should we keep now that we are back at school?

1. Trivia

- 2. Hapara
- 3. Teacher videos

STUDENT ATTENDANCE

Non-attendance is managed at St. Peter's by contacting parents /guardian about any unexplained absences on the same day, as soon as practicable.

During Remote Learning, all students were expected to be online at 9.00am for a class meeting. Any students who were absent received a follow-up phone call from a staff member on that day.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.6%
Y02	93.0%
Y03	95.1%
Y04	95.2%
Y05	97.3%
Y06	96.8%
Overall average attendance	95.2%

Child Safe Standards

Goals & 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 2020 St. Peter's has achieved the following:

- 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 Department of Health and Human Services.
- All staff were required to attend Child Safety professional learning briefings conducted by the Child Safety Officer.
- 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 documentation of three 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.

Leadership & Management

Goals & Intended Outcomes

Coaching and Mentoring

PRIORITIES

To refine, document and embed our performance and development culture and process.

ANNUAL ACTION PLAN GOALS

That coaching processes are well known and understood by staff and are incorporated into their practice.

That induction process for new staff, all teachers and graduate teachers are well known, understood and part of our practice.

Research Evidence Based Practice

PRIORITIES

To clarify a shared understanding of research evidence-based teaching practices, while embedding these across the school.

Achievements

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.

In 2020 St. Peter's has achieved the following:

- We welcomed 26 new Preps and five new staff to our community, including: Rachel Giuffrida (Year 3/4), Adrian Platek (Year 1/2), Sasha Sant (Year 5/6), Bernard Mogg (Physical Education), Karina De Giusti (Spanish).
- Staff Conference was led by Helen Goode focussing on Myers Briggs Personality framework and how this impacts on collegiality.
- We flipped our learning when the COVID-19 pandemic caused the closure of our school. Fortunately, as we were already a one to one Chromebook school, our Year 3-6 students were in a prime position to transition to remote learning. Our technology infrastructure was extended to all families in order to support learning by providing all Prep to Year 2 children with an iPad to use during remote learning.
- Staff wellbeing became paramount for the Leadership Team resulting in a variety of support avenues being implemented.
- A Rapid Data survey was conducted in Term Two. Once again, St. Peter's results in feedback from the community have been outstanding due to a systematic and inclusive approach to school improvement, where student, family and staff voice is prominent in achieving success in learning and teaching.
- Staff participated in Teaching Sprints with Simon Breakspear, as well as Data Data Everywhere with CEW staff to build our professional capacity in the area of using data to improve Learning and Teaching.

- The Leadership Team participated in the Agile Leadership PL with Simon Breakspear and Ryan Dunn.
- After lockdown one, Year Prep - 2 children returned to onsite learning on May 26th, 2020, while on June 9th, 2020 the Year 3-6 children returned to onsite learning.
- June 26th, 2020 we said farewell to Ms.Maree McIntosh (Deputy Principal) after nearly 6 years of service to St. Peter's, as she took up a Principalship in East Brunswick.
- Ms. Grace Frazzica (Staffing) and Ms. Tamara Moravski (Students) were appointed Deputy Principals at St. Peter's starting on August 3rd, 2020.
- After being in lockdown for all of Term 3, all students and staff returned to onsite learning on Monday 12 October and COVID-19 safe Plan was implemented by all staff and families.
- After 10 years of success in the Sunshine Family School Partnership Cluster agreed that we would transition to a new model in 2021 with St. Paul's leaving the Cluster. However, St. Peter's and St. Bernadette's remained in the cluster and invited St. Monica's Footscray to come on as an associate school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Helen Goode - Understanding personality types using Myers-Briggs and effectively as a team.

Simon Breakspear - Teaching Sprints (Whole Staff)

Simon Breakspear - Agile Leadership (Leadership Team)

Department of Education - EAL Curriculum (Leadership Team)

Network Meetings specific to leadership areas

Number of teachers who participated in PL in 2020

26

Average expenditure per teacher for PL

\$1500

TEACHER SATISFACTION

While not all staff completed the Rapid Data survey, the 8 classroom teachers did and this is some of their feedback in relation to remote learning.

Effective teaching

The power of engaging through the use of technology.

The importance of partnering with families to enhance student learning

Family knowledge and support is key. Allowed to cater for children with diverse learning needs.

Differentiation is essential

Visual and oral communication, developing strong relationships, creating engaging content, good questioning to ascertain parent and student voice, two way communication & feedback. Observations and Perceptions

Ensuring parent engagement promotes student learning outcomes.

I always understood this but I have an even clearer understanding now: that clear, honest communication between students, families and teachers is key to students success. Students also perform much better when they have the support of both their families and their teachers.

The sense of connectedness, the ability to be flexible and focussed and explicit teaching.

What was surprising about the students during remote learning?

How engaged they were.

How much they have grown in their own learning, becoming independent and in charge of their learning, how quickly they adapted to the 'new' learning, becoming more resilient due to the change, taking pride when sharing their learning with their families and how much they truly enjoy being connected to school.

Adapting to new way of learning.

Their level of motivation towards their learning.

Their enthusiasm for learning and their adaptability as well as the importance of strong and supportive teacher student relationships

The all generally put in effort and remained engaged- intrinsically motivated!

That some of them are incredibly self-motivated and independent

How well they coped (resilience)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 88.7%

ALL STAFF RETENTION RATE

Staff Retention Rate 72.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	29.4%
Graduate	23.5%
Graduate Certificate	11.8%
Bachelor Degree	88.2%
Advanced Diploma	29.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	16.0
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	3.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Research Evidence Based Practice

PRIORITIES

To clarify a shared understanding of research evidence-based teaching practices, while embedding these across the school.

ANNUAL ACTION PLAN GOALS

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.

Achievements

In 2020, St. Peter's achieved the following:

Partnering with Families during COVID

- St. Peter's responded to the conditions of remote learning by adapting our approach to family engagement. For example, teachers facilitated on-line Google Meets with parents/carers (1:1 and larger groups) to support the academic and wellbeing needs of our students. Teachers phoned families once a week in order to maintain close relationships and so that parents and teachers could work alongside each other to support student learning. Additionally, more formal learning conversations were facilitated on-line so that students, parents/carers and teachers could discuss student learning progress.
- St. Peter's staff responded to ongoing feedback from parents/carers in order to best support student learning. For example, teachers recorded videos of learning strategies, which families could utilise at home.
- St. Peter's staff looked to learn more about family engagement through remote learning by gathering perception data from students, families and staff about their experiences and insights. Parent/carer feedback informed decision-making about how best to support students during and after remote learning conditions.
- Staff actively engaged families focusing on building relationships during school celebrations, events, information nights and online assemblies.
- The Principal and Student Wellbeing Leader supported vulnerable families during online remote learning. Some support consisted of weekly check in on Google Meets, home visits and daily phone calls. The Principal and Student Wellbeing Leader also worked with external agencies.

Family School Cluster Partnerships

- 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.

- The FSP Advisory group continued 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.

Community Partnerships

- St. Peter's continued to partner with local kindergartens to support the transition of Prep/Kindergarten program.
- The St. Peter's annual pancake breakfast was held to mark Shrove Tuesday and continue to develop relationships with families.
- School assemblies were held remotely to promote learning and school events.
- Staff, students and families of local kindergartens visited St. Peter's to support the Transition Program.
- Year 6 students attended Secondary School Orientation Programs to support their transition into these settings.
- 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.
- Continued community conversations in relation to Prep Transition.
- Family School Partnerships Leader contacted local kindergartens to see if they needed any support from the school during COVID 19.
- Family School Partnerships Leader presented 'What you can do to support your child with their transition to Prep' at many local Kindergartens.

PARENT SATISFACTION

Families Feedback to the school through the Rapid Survey (12 families responded)

Potentially have more interaction activity online rather than you tube driven learning...

Thanks to teachers and school, they did very hard and helpful

The school was very well organised

Teachers stayed focussed on their education

I would like to thank all the teachers for the support and effort they have done.

Well done to all the teachers

I think they have done a fantastic job with the overall layout of remote learning. It was easy to understand, if you had any issues you could email the teacher and get a quick response. The virtual learning was not done too much which was good, but the three to four catchups per week enough. I as a parent found it challenging at times but enjoyable as well. I could spend time with my child and really explain things thoroughly.

In the beginning, it was a challenge to meet the expectations of home schooling, however once the home schooling was implemented and was put into practice it wasn't as daunting as it was originally perceived to be because of the educational content and the teacher's support given.

The teachers at St. Peter's have done a good job in rising to the occasion in making sure the children were kept engaged in learning in all subjects.

This was a new territory for us all, so hard to say what can be changed, but lots of appreciation for the teachers and the work they put in to adapt and continue teaching.

It was a good experience, but school is better place for learning.

Future Directions

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.

Maintaining

Enhancing Catholic Identity Pedagogical Practices

Family School Partnerships Sunshine Cluster

Social and Emotional Learning Focus