

# St Peter's School Sunshine South West

## 2021 Annual Report to the School Community



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 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 2021 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 Schools.

06/04/2022

**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](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision



### **St Peter's 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 utilized 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 sand pits 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 2021.

Our 2021 enrolment was 167 as we had 20 children relocate to outer areas of Melbourne as their families were able to access affordable housing. This consisted of nine class groupings - 2 x Prep; 2 x 1/2; 3 x 3/4, 2 x 5/6. The school employed 16 full time staff and 12-part time staff (including 4 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, and a strong emphasis is placed on strengthening peer relationships and social interactions among students through the use of the Berry Street Education Model. The renaming of our 'houses' from colours to significant names of Catholic and local figures (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 2021 our Annual Action Plan clearly prioritizes 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 honor that I present the 2021 Annual Report to our school community.

Sadly our year started with the death of one of our much loved family engagement team members, Ms Debbie Doviak. Deb's sudden passing was such a shock to our community as she has always been one of our biggest supporters and helpers whenever there was a need. We have continued to support her son Deegan in adjusting to his life without his mum, as well as Deb's Mum and Dad, Bianca and Andy, who have also always been an enormous support to our St. Peter's family. We thank Debbie for her years of service to our school family.

This year saw a new governance model with the leadership of the school moving from the responsibility of the Parish Priest to the Melbourne Archdiocese of Catholic Schools (MACS). This governance model change has increased the workload on our school community as we transitioned to ICON and the many, many policy documents that needed to be implemented. I thank all of the staff for the extra workload they have had to pick up during this governance transition.

Remote Learning continued for the majority of 2021 as COVID-19 continued to rule our lives. Melbourne remained one of the most locked down cities in the world, and so our staff, children and families showed the resilience we are renowned for as we continued to learn from home with the support of all around us. With our first lockdown coming in February and our last in October, there was no doubt we were all called to dig deep inside of ourselves to manage our physical and mental health as the challenges kept coming throughout the year.

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. We extended our one to one Chromebook Program from Prep to Year Six resulting in every child having access to their own device.

Without doubt, it was 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. A special thanks to my Leadership Team and especially, Ms. Grace Frazzica and Ms. Tamara Moravski for their leadership and support during the many lockdowns we endured in 2021. The strength I gained from you all during this time will never be forgotten.

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 for his continued support during 2021.

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 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 2021, 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) 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.

- Staff continued to gain a deeper understanding in relation to the different approaches to teaching scripture, approaches such as Bibliodrama and Godly Play continued to be explored and practiced.
- All new staff members were inducted into the St. Peter's approach to recontextualising scripture.
- The REL modeled religious pedagogy to staff in order to build teacher capacity.
- A beginning and end of year Mass for staff and students were celebrated, led by Fr. Renato Manubag our Parish Priest.
- The Feast Day of Ss. Peter and Paul was celebrated with a whole school mass, followed by a day of various religious learning experiences.
- Due to Covid- 19 restrictions, many whole school masses were celebrated through the use of digital technology.
- Sacramental families attended two separate evenings with Ide Garvey (REL) and Karen Bergin, where they explored their understanding of the sacraments of Reconciliation and Eucharist.
- All Catholic Year 3 students celebrated the Sacraments of Reconciliation and 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

##### VALUE ADDED

- The Learning Descriptors and Achievement Standards of the Religious Education Curriculum continue to be successfully embedded in the school.
- Teachers capacity was developed and enhanced through staff meetings and modeling 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 Sacraments of Reconciliation and Eucharist was held.
- Children received the Sacraments of Reconciliation and Eucharist.
- Whole school liturgies to celebrate church feast days were held.

## Learning & Teaching

### Goals & Intended Outcomes

#### Coaching and Mentoring

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### Achievements

In 2021, St. Peter's achieved the following:

- Due to the worldwide pandemic and subsequent lockdowns in Melbourne, St. Peter's was able to seamlessly pivot to online learning and teaching with the use of our 1:1 Chromebook program.
- Children who didn't have access to the Internet, vulnerable children and children of essential workers were provided with onsite learning.
- We continued with three 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 COVID-19 lockdowns in 2021, we were able to continue these conversations online, utilising Google Meets and booking phone interpreters to support families.

- Professional learning continued, even when staff were working from home, by connecting online. We embedded and maintained 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, we joined a PAT ART Community of Practice, where we worked in a collaborative partnership with three other schools, supported by MACS personnel. As part of the Community of Practice, we engaged with Professor John Munro and continued to embed strategies to support high potential learners. This work will continue in 2022. Staff continued to utilise the work of Simon Breakspear and used the evidence-based research practices which enabled them to refine and incrementally improve their teaching practices as part of the PAT ART project.
- Staff attended EAL professional learning facilitated by MACS personnel.

## 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 the appropriate referral processes.
- The Leadership Team engaged in professional learning focussing on the Intervention Framework facilitated by the Learning Diversity Team staff from MACS Western Region.
- Staff participated in professional learning facilitated by our MACS NCCD Consultant on composing ABCD goals and collecting data for NCCD purposes.
- Teachers refined student adjustments and documented these in planning documentation 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.
- Selected staff members engaged in the TEACCH Project, which was facilitated by Gail Preston and Team Around the Child, MACS. This supported our teachers to refine their classroom environments and teaching practices to optimise student learning.

- 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.
- St. Peter's employed a teacher to facilitate the Covid Tutoring Program. Students received targeted Literacy and Numeracy Intervention.

**Learning and Teaching Highlights in the second year of a worldwide pandemic:**

- Reading, Writing and Mathematics learning, in line with Catholic Education Melbourne directives, was the main focus for learning, with teachers taking small focus groups for targeting student needs.
- Wellbeing continued to be 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 continued to hold whole school online assemblies where we invited families and celebrated special events such as the AFL Grand Final.
- When we were back onsite, students went on excursions and camps to enrich their learning, reconnect with their peers and establish their connectedness to the St. Peter's community.

**STUDENT LEARNING OUTCOMES**

**Student Learning Outcomes**

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.  
 Our Year 3 NAPLAN data, whilst still below the State mean, demonstrates a consistent level of achievement and an upward trend in Reading, Writing, Spelling and Numeracy over past years.  
 Our Year 5 NAPLAN data, below the State mean, demonstrates a downward level of achievement in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

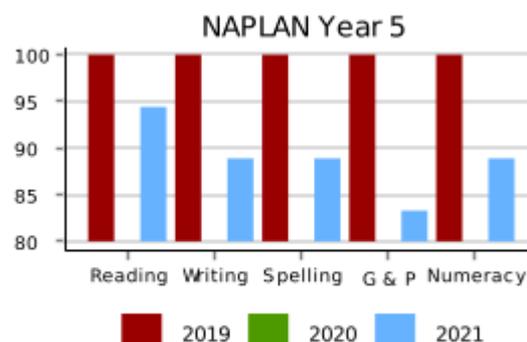
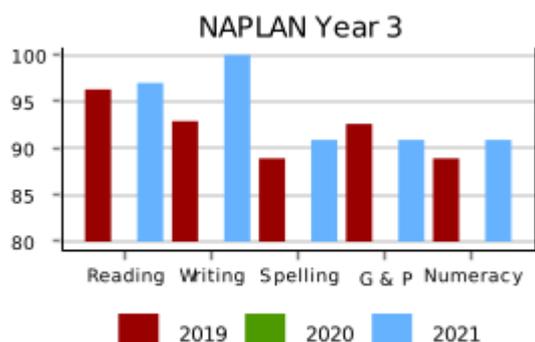
NAPLAN TESTS	2018	2019	2018-2019 Changes %	2021	2019-2021 Changes %
Year 03 Grammar and Punctuation	85.0	92.6	7.6	91.0	-1.6
Year 03 Numeracy	100.0	88.9	-11.1	91.0	2.1
Year 03 Reading	95.0	96.3	1.3	97.0	0.7
Year 03 Spelling	95.0	88.9	-6.1	91.0	1.1
Year 03 Writing	90.0	92.9	2.9	100.0	7.1
Year 05 Grammar and Punctuation	97.1	100.0	2.9	83.0	-17.0
Year 05 Numeracy	97.1	100.0	2.9	89.0	-11.0
Year 05 Reading	97.1	100.0	2.9	94.0	-6.0
Year 05 Spelling	100.0	100.0	0.0	89.0	-11.0
Year 05 Writing	100.0	100.0	0.0	89.0	-11.0

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	92.6	-	-	90.9	-
YR 03 Numeracy	88.9	-	-	90.9	-
YR 03 Reading	96.3	-	-	97.0	-
YR 03 Spelling	88.9	-	-	90.9	-
YR 03 Writing	92.9	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	83.3	-
YR 05 Numeracy	100.0	-	-	88.9	-
YR 05 Reading	100.0	-	-	94.4	-
YR 05 Spelling	100.0	-	-	88.9	-
YR 05 Writing	100.0	-	-	88.9	-

\* 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.

#### 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

That research evidence-based approaches to learning and teaching are well documented and enacted in a consistent way.

### Achievements

In 2021, 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 continued to include more support for Graduate Teachers in the area of whole school approach to positive behaviour management.
- Due to continued COVID-19 lockdowns, the Student Wellbeing Leader provided 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 Leadership Team supported classroom teachers with at risk and vulnerable students during COVID-19 lockdowns and remote learning.
- Wellbeing was a major focus of remote learning with daily class morning meets and Fun Friday activities to check in and continue to support and build relationships.

- The Student Wellbeing Leader supported classroom teachers with the transition back to onsite learning with activities that promote relationship building, belonging and connectedness.
- 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 our whole school approach to behaviour management.
- Positive Behaviour Management and processes continued to be reviewed and strengthened through professional development and staff induction.
- 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.
- 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.
- 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.
- 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 has continued to promote child safety education and awareness days with our students and families, such as Bullying! No Way!, R U OK? and Day for Daniel.
- 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.
- Office Staff and the Student Wellbeing Leader collected and analysed data from Sick Bay to investigate any underlying social and emotional needs.
- 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 Deputy Principal - Students, investigating ways to promote child safety within the classrooms, school environment and at home.
- The Student Representative Council and House Captains worked with the Deputy Principal of Students, to promote student voice in the design of our new playground and our new school furniture.
- With a return back to onsite learning the Wellbeing Leader, in partnership with classroom teachers, organised excursions as a way of reconnecting with the community.

## VALUE ADDED

After COVID-19 lockdowns, St. Peter's ensured all students were able to safely re-engage in extra-curricular activities. These included:

- Bundoora Farm (Year Prep)
- Enchanted Maze (Year 1/2s)
- Sovereign Hill (Year 5/6s)
- Doxa Camp (Year 3/4s)
- CERES (Year 5/6s)
- Big Day Out - Adventure Park Geelong (Year 6s)

## STUDENT SATISFACTION

At St. Peter's, through the MACSSIS 2021 survey, students continue to show a strong satisfaction towards their education and clearly state that their needs are being met. Students have expressed that they feel respected and valued by all staff at St. Peter's. 93% of students surveyed reported that if they walked into their class upset, their teachers would act swiftly, with empathy and compassion to ensure their needs were met. While, 96% of students also noted that the staff are supportive, have high expectations and genuinely care about their future.

## 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	95.3%
Y02	94.0%
Y03	95.3%
Y04	95.1%
Y05	95.8%
Y06	96.0%
Overall average attendance	95.3%

## Child Safe Standards

### Goals & Intended Outcomes

Annual Child Safety Goals:

To continue to embed a culture of Child Safety across the school in order to comply with 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 2021 St. Peter's 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 always considered the safety of all children and recognised 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 Deputy Principal of Students 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.
- St. Peter's recognised '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.

### Achievements

In 2021 St. Peter's has achieved the following:

- We welcomed 36 new Preps and ten new staff to our community, including: Jessica Rajski (Learning Diversity Leader), Les Butler (Year Prep), Marian Cabamongan (Year 1/2), Natalie Duma (Year 3/4) and Natalie Nguyen (Year 5/6), Elise Carlson (3/4), Leah Stringer and Cora Bernales (Administration), Fitri Azril and Angela Beasley (Learning Support Officers)
- Staff Conference was led by Paul Spence focussing on Team Mantras to bring a closer unity in team planning, as well as refining our documentation to embed our performance and development culture and processes.
- Ms. Grace Frazzica (Deputy Principal Staff) introduced an outstanding graduate teacher induction program to ensure all practices are well known, understood and part of our everyday practice at St. Peter's.
- We continued to adapt and support our students, families and staff when COVID-19 pandemic caused the closure of our school. Our one to one Chromebook and technology infrastructure continues to be the vehicle that supports all of our families and students to continue with their learning during remote learning. Further, children of essential workers were supervised at school, while staff taught lessons online in small groups as well as whole class groups.
- With the introduction of State COVID Tutoring Program, St. Peter's employed a full time teacher to work across P-6. The program supported students who needed extra support in Literacy and Numeracy due to COVID-19. All students who participated in the program showed growth in their learning.
- With the continuous changes to protocols and processes around being safe with COVID-19, St. Peter's purchased personalised face masks for every individual at the school. Further, major improvements were implemented for example outdoor learning and air purifiers for every classroom.
- Staff wellbeing became paramount for the Leadership Team resulting in a variety of support avenues being implemented.
- The Leadership Team continued to work with Simon Breakspear around 'Agile Leadership' and as well as Bradley Geise 'Data Data Everywhere' to build professional knowledge in the area of using data to improve Learning and Teaching.

- The Sunshine Family School Partnership Cluster continued our work as we continued to work with St. Bernadette's and we welcomed St. Monica's Footscray as an associate school to our cluster.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

The staff have undertaken the following professional learning activities:

- Facilitated planning of religious provocations with all teachers
- PAT - ART Numeracy collective
- EAL Professional Learning
- Data Literacy
- Leadership attended Agile Leadership Professional Learning
- Child Safety Professional Learning
- OH&S Professional Learning
- Wellbeing Termly Professional Learning
- Learning Diversity Termly Professional Learning
- Mandatory Reporting Professional Learning
- Family School Partnerships Cluster
- Weekly Literacy and Numeracy Professional Learning

Number of teachers who participated in PL in 2021

19

Average expenditure per teacher for PL

\$1873

### TEACHER SATISFACTION

At St. Peter's 95% of staff have expressed, through the MACSIS survey, that they have strong collegial relationships with one another. While also indicating that their work environment is positive and supportive of their own future professional development. Furthermore, 100% of staff reported that they feel comfortable to approach members of the school leadership for support. Finally, staff also feel strongly (100% in agreeance) that students treat them with respect.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

82.7%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	76.0%

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

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	22.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	8.1
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 2021, St. Peter's achieved the following:

#### Partnering with Families during COVID

- St. Peter's continued to respond to the conditions of remote learning by adapting our approach to family engagement. For example, teachers facilitated on-line GoogleMeets 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 continued to respond 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 Leadership Team 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 Leadership Team also worked with outside agencies such as Onpsych consultation and Case workers.

#### 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.
- 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

At St. Peter's, 100 % of families have expressed that their child is strongly connected to the school community. Furthermore, a 100% of families feel that the school embraces and celebrates diversity, creating a welcoming environment for all. 100% of families also indicated that they are extremely comfortable in approaching staff when the need arises. Lastly, families have reported that they would highly recommend the school to perspective families as staff do a great job in partnering with them in their child's learning.

## Future Directions

### 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 evidencebased teaching practices, while embedding these across the school.

#### Maintaining

Enhancing Catholic Identity Pedagogical Practices

Family School Partnerships Sunshine Cluster

Social and Emotional Learning Focus