

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St. Peter's Catholic Primary School
South West Sunshine

2017

REGISTERED SCHOOL NUMBER: 1784



Contents

Contact Details.....	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report.....	5
Education in Faith	6
Learning & Teaching.....	8
Student Wellbeing.....	11
Child Safe Standards.....	13
Leadership & Management	14
School Community	16
Future Directions.....	18
VRQA Compliance Data	19



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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2018

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

While the school consistently focuses on all five spheres of organisational key improvement strategy, in 2017 the school had a specific focus on improving Religious Education, Mathematics, and the implementation of the Child Safe Standards. In Religious Education, the school worked to strengthen and deepen the Catholic identity of the school and faith life of all members of the school community. Staff and students have used a Dialogical Model for Religious Education, which has enhanced their understanding of how Post-Critical Belief influences their behaviour. The school continued to cluster with three other schools to build a culture of feedback and coaching as a way of improving. In Mathematics, the school continues to work in the School Improving Schools Cluster to ensure we build teacher capacity to use data to inform our practice that leads to outstanding mathematical results for our children. Implementing the Child Safe Standards has remained an extremely high priority for our community.

St. Peter's continues to concentrate on Family-School Partnerships because education is a joint responsibility between families and school. Parents, families and friends form an integral part of our school community. In 2017 the annual family and community excursion included a visit to the Werribee Zoo, with an environmental focus for our families. The school continues to investigate ways to link student learning and family engagement. In 2017 St. Peter's and the Family School Partnership Cluster continued to work with Mary Tobin on year one of the implementation of our three year strategic approach to Family School Partnerships.

St. Peter's School is committed to providing innovative curriculum and encouraging all students to unlock their potential in all facets of their school life. Our enrolments remained steady in 2017, with 192 students allowing us to provide quality education in a boutique school setting. In 2017 there were 135 families enrolled at St. Peter's. We had 28 children begin their education in Prep. Our other class groupings were two 1/2 classes, three 3/4 classes and two 5/6 classes.

A strength of St. Peter's continues to be our diverse cultural backgrounds, with 20 different cultural groups represented in our school. Our school has 37% of students from a Vietnamese background, whilst 83% of students speak a Language Other than English at home. Of our families, 60% have access to a Health Care Card, which enabled them to benefit from the Camps, Sports and Excursions funding in 2017.

In 2017 we had a total staff of 26. We had eight classroom teachers and four specialist teachers (Physical Education, LOTE – Italian, Information and Communication Technology and The Arts – Visual Art), a number of support staff and 6 non-teaching staff.

As a Catholic School, we embrace our rich religious traditions and we provide families with many an opportunity to celebrate our Catholic heritage in sacramental and non-sacramental ways. Students participated in all aspects of the Mass, while parents, families and friends support liturgies by their attendance. In 2017, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist.

Principal's Report

Dear Families,

It is with great honour that I present the 2017 annual report to our school community. 2017 has been an outstanding year at St. Peter's with our school been highlighted for the excellent work we are completing in Religious Education. Professor Reimund Bieringer from KU Leuven visited the school to see how we have adapted his 'Normativity of the Future' approach to Scripture with our children. He was so impressed he asked us to present our work alongside him at a future ACU and KU Leuven Master Class in 2018. We presented this work at the Ballarat Diocese Southern Zone conference and since this presentation, we have had many requests from schools wanting to visit us and see this work for themselves. Much thanks and congratulations must go to Ms. Janine Luttick and Ms. Ide Garvey for their respective leadership in this area of our school.

At St. Peter's we focus on 100% of students, 100% of the time. All staff are dedicated to providing a learning environment that suit the needs of our students. Our families, staff and wider community work together to provide an engaging learning environment where students can stretch themselves to achieve more than they ever thought possible. An example of this was our 2017 partnership with the Royal Botanic Gardens, Catholic Education Melbourne and Friends of Kororoit Creek. Our Year 3/4 children and staff were able to visit the Royal Botanic Gardens fortnightly to learn about the environment and the impact we have on the environment at a local level, for example the health of Kororoit Creek which is located at the back of our school. The children planted trees, designed artwork and had a truly engaging learning experience. Thanks to Ms. Sandy Skehan and the 3/4 teachers who led this partnership. This was just one example of the great learning that occurs at St. Peter's.

Another highlight in 2017 was the installation of our school bronze Crucifix, which takes pride of place at every school Mass. I would like to thank Chris Sage and Regina Byrne for their work in designing this sculpture which depicts a Triumphant interpretation of Christ. He is triumphant over death (darkness) and He is seen not attached to the cross but with one hand directing our gaze to His Father, to a world beyond ours. The school wished for a Jesus that the children should feel comfortable and drawn to the image, that Jesus is welcoming to a younger audience and accessible to all cultures. That the image be devoid of fear but at the same time respecting the suffering of the Passion and giving witness to Christ's wounds, enabling deeper reflection. His look is gentle, welcoming, and compassionate but most of all reflects His love for us, Chris was able to deliver this with her design.

Finally, I would like to congratulate our staff on all they have achieved in 2017 with their students. The staff at St. Peter's are always looking for ways to improve student learning as they aim to provide outstanding education for all children. I would personally like to thank Ms. Maree McIntosh (Deputy Principal) for her professionalism and dedication to school improvement. Thanks also to our Parish Priest, Father Manuel Sunaz CMF, and the assistant priest, Father Luis Rey Fernandez CMF, for their support continued support during 2017.

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 2017, St. Peter has achieved the following:

- Teachers successfully implemented the New Religious Education Curriculum Framework and began to map/ report student achievements against the new curriculum standards.
- St. Peter's presented our school's success in the implementation of the Enhancing Catholic Schools Identity data at a Catholic Education Melbourne Planning Day.
- Karen Bergin, Ide Garvey and Janine Luttick then attended the Ballarat Diocese Southern Zone Conference of teachers in Warrnambool to share St. Peter's story about recontextualising Scripture in our school with dialogical models.
- 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. During staff meetings, staff built up a critical understanding of scripture and used biblical commentaries to inform their teaching and practice.
- Staff continued to gain a deeper understanding in relation to the different approaches to teaching scripture, approaches such as Bibliodrama and Godly Play continued to be explored and practiced.
- Staff used student evidence to inform their planning of Religious Education lessons.
- St. Peter's commissioned Chris Sage and Regina Byrne (Artists in Residence) to enhance the iconology of our school through the instillation of bronze crucifix in the school gym.
- Students and families had many opportunities to attend and actively participate in school, class and community liturgies. Many Feast Day masses were also celebrated throughout the school year. The senior school leaders attended the annual Catholic Education Saint Patrick's Mass at the Cathedral.
- A beginning and end of year Mass for staff were celebrated led by the Parish Priest. The feast of Ss. Peter and Paul were celebrated with Parish schools sharing mass, lunch and a concert.
- Sacramental families attended 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 was involved in raising money and awareness for social justice projects such as Catholic Care.
- St. Peter's investigated the possibility of establishing a Mini Vinnies society in the school the following year.

VALUE ADDED

- The new Religious Education Curriculum was successfully implemented in the school.
- Karen Bergin and Ide Garvey presented on our school's success in the implementation of the Enhancing Catholic Schools Identity data at a Catholic Education Melbourne Planning Day.
- Karen Bergin, Ide Garvey and Janine Luttick presented how the school is using Normativity of the Future as a way to open up Scripture at the Southern Zone Conference of teachers in Warrnambool.
- Whole school liturgies to celebrate church feast days were held.
- Sacramental Family Faith Nights for the Sacraments of Reconciliation and Eucharist.
- Children participated in the Sacraments of Reconciliation and Eucharist.
- The Feast of Ss. Peter and Paul were celebrated by both parish primary schools in the West Sunshine Parish.
- Student led Social Justice Activities, such as the mini fete to raise money for Catholic Care.



Learning & Teaching

Goals & Intended Outcomes

GOAL

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

INTENDED OUTCOMES

That literacy and numeracy outcomes be improved across the school.

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

Achievements

In 2017, St. Peter has achieved the following:

Literacy

- Invested in Literacy Professional Learning, specifically, Reading to Learn for our Literacy Leader and Years 3-6 teachers.
- In an effort to commit to a whole school, consistent approach to Spelling P-6, all classroom teachers, LSOs and leaders participated in a one day Professional Learning in the SMART Spelling program with Michelle Hutchinson. This has had a positive impact on our students spelling and writing.

Inquiry Based Learning

- In an ongoing commitment to provide real life opportunities for our students to engage with the interdisciplinary content of our Victorian Curriculum, as well as with the places, spaces and people in our local community, our submission was successful in gaining a partnership with the Royal Botanic Gardens. We worked together with the RBG personnel and our Visual Arts Specialist to build an Inquiry focused on the biodiversity of the natural environments within the Royal Botanic Gardens as well as within our local neighbourhood Kororoit Creek. We continued our relationship with the Friends of Kororoit Creek, and also engaged with the Brimbank Council and were involved in tree planting in the reserve neighbouring our school. The Inquiry also incorporated connections with the Arts as well as with Personal Wellbeing and Mindfulness and the associated benefits of spending time engaging with nature. The RBG Partnership took place over the duration of Term Two, with students visiting the Gardens every fortnight



School Holiday Showcase off our learning and products

Mathematics

- We continued to participate in the Schools Improving Schools Cluster, focused on continued commitment to consistency in professional learning, planning, implementation and assessment in our Mathematics programs across the four schools (St. Francis Assisi Tarneit, St. Martin de Porres, Laverton, Our Lady of the Southern Cross, Wyndhamvale and ourselves St. Peter's Sunshine South West).
- Thanks to our work in this project, we are very proud to have received a letter from ACARA acknowledging the Growth in our Numeracy results from Year 3 in 2014 to Year 5 in 2016.
- As part of this continued partnership with the Schools Improving Schools cluster, we refreshed and reintroduced the concept of Learning Walks within our own schools and Collaborative Network Rounds across schools. This took the form of an Instructional round model (Elmore) where a leader and staff member from each school take an objective walk through making observations on a Mathematics focus determined by the host school, followed by honest and open feedback session for the purpose of shared investment in improvement for all.
- Maree McIntosh (Deputy Principal/Maths Leader) and Sandy Skehan (Learning & Teaching /Literacy Leader) were interviewed by Craig Cummings CEM for the Western Region Learning and Teaching Network, sharing our strategies and learning journey to achieve the success in our Mathematics growth which resulted in our letter from ACARA.

Reporting 2017

- St. Peter's introduced a new model for reporting student achievement to our families, with an adaptation to our combination of three way Learning Conversations and Written reports. In response to the CECV minimum requirement recommendations for reporting, we established a simplified written report focusing on Personal and Social Learning. We developed a more comprehensive oral reporting model where three way Learning Conversations in now occur in Term One (February), Term Two (June) and Term Four (December). This has afforded our families the opportunity to have interpreters present to assist them in understanding their child's achievement, which was not possible with a full written report. To date the feedback has been exceptionally positive from our families, students and teachers.

ART SHOW

- In 2017, we hosted our first Visual Arts show, showcasing the learning and teaching in the Visual Arts Specialist Area as well as classroom artworks in all learning areas. From our art show five pieces of artwork were selected, entered and successfully accepted into the Catholic Education Week Art Exhibition.

STUDENT LEARNING OUTCOMES

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

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

In the period 2015-2017 St Peter's experienced above State growth in all areas – Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy

Growth Comparison 2015 - 2017

	Reading		Writing		Spelling		G & P		Numeracy	
State Mean for Growth	75		54		84		62		92	
St Peter's Mean School Growth 2015-2017	90 Above 15		69 Above 15		90 Above 6		84 Above 22		104 Above 12	
St Peter's Matched School Growth 2015-2017	97 Above 22		69 Above 15		86 Above 2		79 Above 17		118 Above 26	
1 Vic Curric Level 78 = 2 yrs of learning	2015 Yr3	2017 Yr5	2015 Yr 3	2017 Yr 5	2015 Yr3	2017 Yr5	2015 Yr3	2017 Yr 5	2015 Yr3	2017 Yr5
State Mean	441	516	432	486	420	504	444	506	411	403
School Mean	405	495	415	484	399	489	412	496	386	490
Matched School Mean	401	498	414	483	405	491	415	494	376	494



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 2017, St. Peter's achieved the following:

- St. Peter's has continued to work on a whole school approach to Child Safety using the 'The Victorian Registration and Qualifications Authority' (VQRA) guidelines.
- St. Peter's has established a staff Wellbeing Core Team and attended the Positive Schools conference in Melbourne. The Wellbeing Core Team engaged with the Berry Street Organisation and secured their services to work alongside all staff for 2018.
- St. Peter's teachers implemented brain breaks within their lessons to re engage students back into their learning and build 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 (SEL), absenteeism, loss and grief.
- Positive Behaviour Management and processes were reviewed and strengthened. New staff were inducted through Professional Learning – Restorative Practices.
- Classroom teachers continued to use Restorative Practices and circle time to support positive classroom behaviour.
- The Prep/Grade 5 Buddy Program was 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 6 two-day Transition to Secondary School program. St. Peter's held a Family Community Conversation Transition night which saw over 50% of our families attend and engage with local Catholic and State Secondary schools.
- St. Peter's continued to use the Student Wellbeing Assessment Tool; ACER Student Emotional Wellbeing (SEW) to gain data and plan strategic activities 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.
- Staff continued to develop a shared understanding of the integration of SEL into the curriculum recording this in their weekly work programs.
- Staff examined the 2017 SIF data to explore student needs in the area of SEL.
- The Wellbeing Leader supported staff, students and families in promoting success in relation to student resilience, decision making and connectedness to the school community.
- The Wellbeing Leader established a 'Family Tip' column in the school newsletter providing helpful hints for families promoting positive relationships and child safety.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.97
Y02	94.91
Y03	94.15
Y04	95.22
Y05	94.13
Y06	94.26
Overall average attendance	94.44

If families fail to contact the school to notify the school of a student absence, the school will make a phone call 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.

VALUE ADDED

- Curricular and extra-curricular activities that have been a major focus in 2017 included:
- The Year 6 to Year 7 Cluster Transition Program with St. Paul's and St. Bernadette's.
- The Kinder to year Prep transition program.
- Prep to 6 Outdoor Education Program – Including camps to Doxa (3/4s) and YMCA Lady Northcote (5/6s).
- Improved Student Leadership Program, including school leader's participation in the Halogen Young Leader's Day and local leadership programs.
- Year 5/6s participant in interschool sport.
- Year Prep to 6 Swimming Program at Maribyrnong Aquatic Centre.

STUDENT SATISFACTION

- The 2017 Insight SRC Data, St. Peter's Student Wellbeing Aggregate Index currently sits at 77.3, which is within the state mean.
- This is an increase of 4% since 2013.
- Student survey actual scores have continued to remain steady across all areas in 2017; however, there was significant increase in *Teacher Relationships* and continued growth in *Engagement in Learning* and *Student Behaviour* when compared with the scores from to the All Schools Comparison data.
- The student data showed a marked improvement in *Teacher Empathy*, *Purposeful Teaching* and *Student Behaviour*.
- Student data remained in the middle 50% in all areas.

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.

Achievements

In 2017 St Peter's has achieved the following;

- The Principal, Deputy Principal and Student Wellbeing Leader attended CEM Child Safety briefings throughout the year in order to maintain established requirements set out by the Ministerial Order 870.
- The Leadership Team was responsible for continuing to embed a culture of Child Safety by creating openness, inclusiveness and awareness so that all children and adults know what to do if they observe or are subjected to abuse or inappropriate behaviour. All staff and volunteers must always consider the safety of all children and recognise the importance of cultural safety for Aboriginal children, cultural safety for children from culturally and linguistically diverse backgrounds, and the safety of children with a disability.
- The Leadership Team continued to brief all staff on their legal obligations when handling child abuse allegations and the appropriate course of action to be taken when reporting abuse to Police and/or Child Protection Services.
- The Principal briefed all staff in relation to the Reportable Conduct Scheme so staff were aware of procedures and policies relating to this.
- Martin Tennant (OH&S Advisor) continued to be engaged to develop Risk Management Strategies to assist in identifying, assessing, reducing and removing child abuse risks within our setting.
- All staff, volunteers and contractors continue to adhere to and sign the Child Safety Policy and Code of Conduct. This Policy and Code of Conduct continue to be shared with all members of the St. Peter's community via Child Safety staff briefings, newsletters, school website and 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 reference checks to ensure a rigorous screening process remains in place.
- The Student Wellbeing Leader continued to work with the Student Representative Council (SRC) to ensure the Student Code of Conduct was adhered to and understood by all students. This continues to be a priority at St Peter's so all children are aware of their rights in relation to child safety in line with the United Nations Convention on the Rights of the Child.

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 2017 St Peter's has achieved the following;

- The school has achieved outstanding results in the Insight SRC data this year and this has been due to a systematic and inclusive approach to school improvement, where staff voice is prominent in achieving success in Learning and Teaching.
- The school appointed three new staff members to commence in the 2017 school year and welcomed 28 new Preps into our community.
- Professional Learning for the 2017 focussed on Peer Coaching, facilitated by Dave Vinegrad. This led to an ongoing whole school approach in the way professional relationships are built and staff capacity improved. Staff continued to peer coach each other throughout the year with outstanding gains.
- Staff Learning Walks were introduced throughout the school and this has provided positive and beneficial feedback to staff improvement.
- Staff also continued their ongoing commitment to Mandatory Reporting, First Aid and Emergency Management Procedures by attending professional learning relating to occupational health and safety standard requirements.
- St. Peter's continued our commitment to the Schools Improving Schools Initiative (SIS) in order to build teacher capacity in the understanding of mathematical concepts and how to best use student data to improve results.
- St. Peter's places the highest priority on the care, wellbeing and protection of the children in our school. St. Peter's worked alongside Catholic Education Melbourne (CEM), the Victorian Registration and Qualifications Authority (VRQA) and the Department of Health and Human Services (DHHS) to improve child protection and implementation of the Victorian compulsory minimum Child Safe Standards. St. Peter's has ensured that school policies and procedures reflect any changes relating to managing child safety.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

Whole School Approach to Spelling – SMART Spelling (Michelle Hutchinson)
 Year 3-6 classroom teachers attend 8 days of Professional Learning focussed on Reading to Learn (Dr. Sarah Jane Culican & Dr David Rose)
 Scripture Approach to Religious Education – Normativity of the Future (Janine Luttick & Ide Garvey)
 Principal & Deputy Principal Network & Conference
 Principal attended the VACPSP Conference
 Principal & Deputy Principal attended Return to work OHS PL and the Law Conference
 Religious Education Leader, Student Wellbeing Leader, Student Services Leader, Learning and Teaching Leader, Literacy Leader, Maths Leader, ICT Leader and Reading Recovery Teacher all attended their respective network meetings.
 Sunshine District Sports Association Network
 First Aid, Anaphylaxis, Asthma Training (JEROKI)
 Emergency Management Training (Dynamiq)
 Staff Conference – Peer Coaching (Dave Vinegrad)
 Positive Schools Conference
 Mandatory Reporting Module was completed by 100% of staff
 Child Safety briefings with the whole staff.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

26

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ \$2,567

TEACHER SATISFACTION

The 2017 Insight SRC *Organisational Climate Aggregate Index* increased dramatically to 95.4. This was an increase of 15.5 since 2014. While the *Teaching Climate Aggregate Index* increased to 97.9, an increase of 14.7 since 2014.

School (Staff) Climate actual scores have continued to increase in *Staff Wellbeing, Empathy, Clarity, Engagement, Learning, Outcomes, Team Based Practice and Teaching and Learning*, affirming the approach to learning and teaching the Leadership Team has implemented during previous years.

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

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

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

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 2017, 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.
- FSP Advisory group was established to bring a learning and teaching lens to connect families to children's learning. The FSP Advisory Group established a three year strategic plan to engage families with their child's learning.
- The Schools Improving Schools Cluster was ongoing with a continued focus on building teacher capacity and content knowledge in the areas of Mathematics and improving student outcomes by using data to target teaching.
- Staff actively engaged families focusing on building relationships during school celebrations, events, information nights, excursions and after school.
- A Multicultural Family Day was established to celebrate the school's rich diversity.

Community Partnerships

- St. Peter's continued to partner with Brimbank Council to establish and host the Early Years conversations for the Prep/Kindergarten Transition program.
- The St. Peter's School Choir continue to perform at various community events.
- A number of students were supported by the West Sunshine Community Homework Club.
- St. Peter's engaged in a number of community partnerships through the Inquiry Curriculum and Community Services. St. Peter's are proud partners of 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.
- Weekly school assemblies were held to promote learning and school events.
- Staff and students marketed St. Peter's at local kindergartens through visits and network meetings.
- Staff and students visited local kindergartens to support the St. Peter's Transition Program.
- Year 6 students attended Transition Partnership Cluster activity days with St. Paul's and St. Bernadette's to promote social connections across the cluster.
- Year 6 students attended Secondary School Orientation Programs to support their transition into these settings.
- St. Peter's continued to partner with Marian College by hosting the Marian Community Service Students to promote healthy relationships during playtime.

Engaging Families

- A community bus tour to Werribee Zoo was held to link in with children's learning for the Term.
- Nominations were called for Community Liaisons members to represent the different cultures within the community. Vietnamese, Other and Sudanese Liaisons were established.
- 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.
- Staff actively partnered with families during Learning Conversations through a three way conversation with the classroom teacher, parents/carers and student. These Learning Conversations are held in Term One with a relationship building focus, Term Two and Four with an academic achievement focus.
- Continued Community Conversations in relation to Prep Transition.
- Continued Year 6 and families Community Conversations in relation to the Secondary School Transition Program.
- Families and friends were invited to St. Peter's annual Volunteer's Morning Tea to recognise the amazing work they have added to the school's learning. This day also recognise one particular volunteer for their dedication throughout the year.

PARENT SATISFACTION

The 2017 Insight SRC Data, in relation to Parent Catholic Culture, has remained steady over the past four years, with a score of 85.8 in 2017, indicating the school's efforts in reclaiming the charism of St. Peter has been successful.

The Community Engagement Aggregate Index has steadily increased over the past four years, increasing by 5.3 since 2014 to 85.0 in 2018, enabled by the commitment to maintaining a connectedness with families.

Parent Opinion Data has increased significantly across all key indicators in 2017 with scores of 99 in Parent Partnerships and Quality Teaching.

Future Directions

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

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

In 2018, the school will engage Berry Street and 100% of staff will participate in the four day professional learning as a way of improving student engagement.

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

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

St. Peter's will collaborate with the Melbourne Zoo in 2018 and continue to collaborate with the Friends of Kororoit Creek to ensure our students become active stewards of our local environment.

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

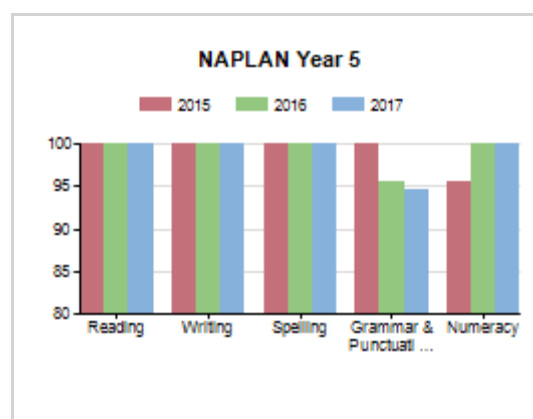
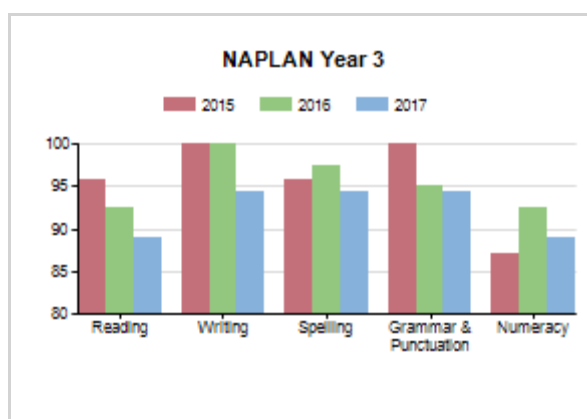
In 2018, St. Peter's will continue to work with the SIS cluster of schools and have Mathematics as a major focus.

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

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

School Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	95.0	-5.0	94.4	-0.6
YR 03 Numeracy	87.0	92.5	5.5	88.9	-3.6
YR 03 Reading	95.7	92.5	-3.2	88.9	-3.6
YR 03 Spelling	95.7	97.5	1.8	94.4	-3.1
YR 03 Writing	100.0	100.0	0.0	94.4	-5.6
YR 05 Grammar & Punctuation	100.0	95.5	-4.5	94.7	-0.8
YR 05 Numeracy	95.5	100.0	4.5	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
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



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	93.97
Y2	94.91
Y3	94.15
Y4	95.22
Y5	94.13
Y6	94.26
Overall average attendance	94.44

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.46%

STAFF RETENTION RATE	
Staff Retention Rate	80.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	23.53%
Graduate	17.65%
Certificate Graduate	17.65%
Degree Bachelor	88.24%
Diploma Advanced	35.29%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	26
FTE Teaching Staff	18.022
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	3.369
Indigenous Teaching Staff	0

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