

# St Peter's School Sunshine South West

## 2022 Annual Report to the School Community



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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### 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, fifteen kilometres west of Melbourne's 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 sand pits and adventure playgrounds, there is plenty of playground space for our children to play and explore.

Our 2022 Enrolment was 172 students, which consisted of nine class groupings – one Year Prep class, three Year 1/2 classes, three Year 3/4 classes and two Year 5/6 classes. 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. An emphasis on strengthening peer relationships and social interactions for the students through Berry Street Education Model. Respect and tolerance for the rights and needs of others fosters the great community feeling that permeates the school.

In 2022 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,

I am pleased to report on the many accomplishments of our school over the past year. In particular, I would like to highlight the achievements we have made in our partnership with families, our work with experts on developing our approach to reading, and our efforts to strengthen relationships.

First and foremost, I am proud of the ways in which we have deepened our collaboration with families. In 2022, we continued to recognise that parents and guardians are essential partners in the education of their children, and we have worked hard to ensure that our school is a welcoming and supportive environment for all families. Through regular communication, 3 way learning conversations, and other initiatives, we have strengthened our relationships with families and ensured that they feel empowered to support their children's learning at home.

Additionally, we have made great strides in our approach to reading pedagogy across the school. We know that reading is a foundational skill that is critical to success in all areas of learning, and we have worked with Deb Sukarna (Literacy Expert) to develop a research-based approach to teaching reading that meets the needs of all our students. Through ongoing professional development for our teachers and targeted interventions we have seen significant gains in reading proficiency across all grade levels.

Finally, we have made a concerted effort to strengthen relationships among all members of our school community. We know that positive relationships are key to creating a supportive and nurturing learning environment, and we have implemented a variety of initiatives to foster connections and build a strong sense of community. These efforts have included regular team-building activities, school-wide events, and a renewed emphasis on social-emotional learning.

Overall, I am thrilled with the progress we have made over the past year, and I am confident that we will continue to build on these achievements in the years to come. Thank you to all of our families, staff, and students for your hard work and dedication to making St. Peter's a truly exceptional school.

Sincerely,

Karen Bergin

PRINCIPAL



## School Advisory Council Report

In 2022 St. Peter's established our inaugural School Advisory Council and held 3 meetings for the year. Thank you to the members of our first SAC.

Members: Stormy Brockbank (Chairperson) Vinnie Pham (Secretary), Arop Monkuyer, Criselda Centeno, Nam Nguyen, Martin Lee, Dennis Turk

Ex Officio Members: Fr. Renato (Rene) Manubag CMF (Parish Priest), Karen Bergin (Principal), Grace Frazzica (Deputy Principal - Staff), Tamara Moravski (Deputy Principal - Students), Gill Baxter (Family Engagement Cluster Leader & Assistant Secretary)



## Catholic Identity and Mission

### Goals & Intended Outcomes

#### **PRIORITY ONE GOAL**

To refine processes and documentation to embed a Performance & Development culture

#### **INTENDED OUTCOME**

- That teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.

#### **PRIORITY TWO GOAL**

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

#### **INTENDED OUTCOMES**

- That teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data's reliability.
- That teachers work collaboratively to plan additionally for students with identified learning needs.
- Teachers use student data as an assessment of their teaching.
- Teachers select strategies to meet the needs of cohorts of students.

#### **PRIORITY THREE GOAL**

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

#### **INTENDED OUTCOMES**

- Teachers attend professional learning connected to the school's improvement agenda and their own professional learning goals. Such goals are closely linked to evidence of student learning or achievement.
- Teachers access current research in teams, and critique and adapt this research to meet the local needs of students in context.

### Achievements

**In 2022, St. Peter's achieved the following in the Religious Education sphere:**

- Staff engaged in professional learning with Dr. Rose - Marie Prosser centering on the topic 'Jesus in the context of First Century Judaism - religious and political.
- Through the use of biblical exegesis, staff were provided with the opportunity to uncover meanings within scripture, which in turn built their capacity to lead their students in the meaning-making process of Religious Education lessons.
- 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 continued to use student evidence to inform their planning of Religious Education lessons.
- Staff continued to experiment with and 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.
- The Sacrament of Reconciliation and Eucharist were celebrated with all our Catholic Year 3 students.
- The Sacrament of Confirmation was celebrated with all of our Year 5 Catholic students.
- All students in years 3-6 reflected on the Church's teachings of the Sacraments by engaging in a variety of reflection days throughout the year.
- Year 3 and Year 5/6 Sacramental families attended two separate evenings with Ide Garvey (REL) and Karen Bergin, where they explored their understanding of the sacraments of Reconciliation, Eucharist and Confirmation.
- Numerous whole school masses were celebrated throughout the year, 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.
- The school also purchased new Religious Education materials such as prayer cloths, Godly Play resources and candles.
- St. Peter's staff presented the 'St. Peter's way of Religious Education' to MACS in the form of a video. This video will be used as a training tool for future school reviewers.
- St. Peter's Mini-Vinnies society continues to go from strength to strength. They raised both awareness and funds for people in need.
- The Religious Education Leader (REL) continued to develop her professional knowledge by attending numerous religious education professional learning opportunities throughout the year.
- Staff, students and families completed the Enhancing Catholic Schools Identity (ECSI) survey.

## VALUE ADDED

- Teachers capacity was developed and enhanced through professional learning, facilitated planning, staff meetings and modelling in Religious Education.
- The Learning Descriptors and Achievement Standards of the Religious Education Curriculum continue to be successfully embedded in the school.
- Links with the parish were strengthened through our Mini-Vinnies Society and the Legion of Mary Rosary Session. St. Peter's Mini-Vinnie society raised over \$1000 for people in need.
- Whole school masses to celebrate church feast days were held within the school.
- Sacramental Family Faith Nights were held for all students who were receiving their sacraments this year.
- Students received the Sacraments of Reconciliation, Eucharist and Confirmation.

## Learning and Teaching

### Goals & Intended Outcomes

#### PRIORITY ONE GOAL

To refine processes and documentation to embed a Performance & Development culture

#### INTENDED OUTCOME

- That teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.

#### PRIORITY TWO GOAL

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

#### INTENDED OUTCOMES

- That teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data's reliability.
- That teachers work collaboratively to plan additionally for students with identified learning needs.
- Teachers use student data as an assessment of their teaching.
- Teachers select strategies to meet the needs of cohorts of students.

#### PRIORITY THREE GOAL

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

#### INTENDED OUTCOMES

- Teachers attend professional learning connected to the school's improvement agenda and their own professional learning goals. Such goals are closely linked to evidence of student learning or achievement.
- Teachers access current research in teams, and critique and adapt this research to meet the local needs of students in context.

### Achievements

**In 2022, St. Peter's achieved the following:**

- St. Peter's worked with Paul Spence to create a St. Peter's approach to team mentoring. We then implemented this team mentoring program throughout the year.
- Staff created team charters and mantras in order to ensure that they collaborate effectively when planning engaging learning experiences for students.
- All staff engaged in professional development centred on the topic of feedback and how feedback is used to enable further growth both professionally and in their students.
- St. Peter's continued to embed strategies that enable feedback.
- St. Peter's appointed a Mathematics leader to ensure the consistent teaching of Maths across the school.

- We continued to implement our process of facilitated planning in order to ensure that teachers are supported when planning engaging lessons for students.
- St. Peter's continued to embed the 'St. Peter's Way' in all curricular areas to ensure that we have a cohesive approach to Learning and Teaching from Year Prep - Year Six.
- St. Peter's engaged a Literacy Consultant, Ms. Deb Sukarna, to act as a critical friend and to provide professional development for staff centering on how a person learns to read.
- 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.
- Selected staff engaged in professional learning delivered by MACS, centering on the EAL curriculum.

### **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.
- 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.
- 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) this year.
- St. Peter's continued to employ a teacher to facilitate the Covid Tutoring Program. Students received targeted Literacy and Numeracy Intervention.

### **Learning and Teaching Highlights this year:**

- St. Peter's were featured in The Age newspaper, highlighting the innovative and outstanding work that we have achieved in the area of Abstract Reasoning and Mathematics.
- Our social justice club raised over \$1,000 for our local St. Vincent de Paul chapter.
- St. Peter's have presented our work in EAL learning to other teachers internationally and nationally.
- We have created various videos for MACS detailing our outstanding efforts in Religious Education and recontextualising the Tradition.

## STUDENT LEARNING OUTCOMES

**In 2022, St. Peter's implemented the following programs to enhance the learning outcomes of our students:**

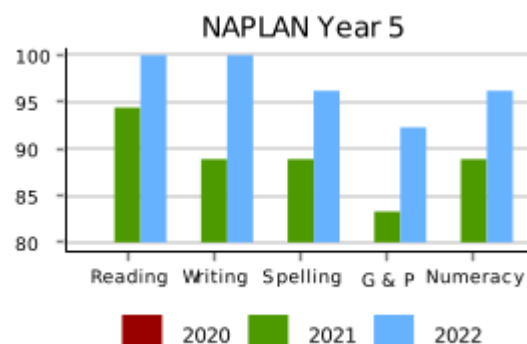
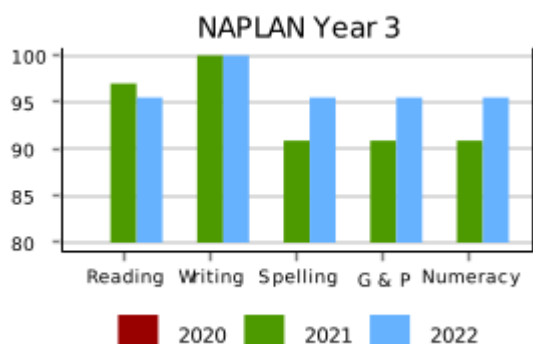
- Covid Tutoring
- Reading Recovery
- Literacy Intervention Support
- Numeracy Intervention Support
- Pastoral Care Support

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	90.9	-	95.5	4.6
YR 03 Numeracy	-	90.9	-	95.5	4.6
YR 03 Reading	-	97.0	-	95.5	-1.5
YR 03 Spelling	-	90.9	-	95.5	4.6
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	83.3	-	92.3	9.0
YR 05 Numeracy	-	88.9	-	96.2	7.3
YR 05 Reading	-	94.4	-	100.0	5.6
YR 05 Spelling	-	88.9	-	96.2	7.3
YR 05 Writing	-	88.9	-	100.0	11.1

\* 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

#### PRIORITY ONE GOAL

To refine processes and documentation to embed a Performance & Development culture

#### INTENDED OUTCOME

- That teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.

#### PRIORITY TWO GOAL

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

#### INTENDED OUTCOMES

- That teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data's reliability.
- That teachers work collaboratively to plan additionally for students with identified learning needs.
- Teachers use student data as an assessment of their teaching.
- Teachers select strategies to meet the needs of cohorts of students.
- That teachers plan learning experiences that include students making decisions, sharing opinions and respectfully contributing to group discussion.

#### PRIORITY THREE GOAL

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

#### INTENDED OUTCOMES

- Teachers attend professional learning connected to the school's improvement agenda and their own professional learning goals. Such goals are closely linked to evidence of student learning or achievement.
- Teachers access current research in teams, and critique and adapt this research to meet the local needs of students in context.

### Achievements

**In 2022, St. Peter's achieved the following in the Student Wellbeing sphere:**

- St. Peter's has continued to work on a whole school approach to Child Safety using the Victorian Registration and Qualifications Authority (VQRA) guidelines.
- We have also 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.
- Building strong relationships with both students and families continued to remain a priority at St. Peter's. Three Way learning conversations at the beginning of the year

were utilised to gain parent knowledge in order to strengthen relationships between the teachers, students and families.

- Staff were provided with professional learning in the areas of behaviour management, relationship building and wellbeing promotion.
- All staff continued to implement a consistent approach to behaviour management across the school.
- St. Peter's Graduate Mentoring Program continued to include more support for Graduate Teachers in the area of whole school approach to positive behaviour management.
- All new staff members were inducted into whole school wellbeing practices - the Student Wellbeing Policy as well as our programs and frameworks.
- St. Peter's continued to teach explicit wellbeing lessons to students.
- We continued to embed the St. Peter's non-negotiables of Chill Out Zones, Entry Circles, Exit Circle and Ready to Learn Plan and Scales in order to provide students with skills to enhance their Wellbeing.
- 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.
- 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.
- 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.

#### VALUE ADDED

- Teachers capacity was developed and enhanced through professional learning, facilitated planning and modelling.
- Students are increasing in their ability to track and manage their emotions, using strategies taught to them by their teacher.
- Strategic, well thought lessons are planned for Wellbeing and implemented across the school.
- St. Peter's has a consistent approach to Wellbeing across the school.

**STUDENT SATISFACTION**

At St. Peter's, through the MACSSIS 2022 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. 92% of students surveyed reported that teachers have high expectations for learning and that they encourage them to do their best at all times. While, 92% of students also noted that the staff are supportive 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.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	87.7%
Y02	89.2%
Y03	88.6%
Y04	85.7%
Y05	90.4%
Y06	90.3%
Overall average attendance	88.7%

## Child Safe Standards

### Goals & Intended Outcomes

#### St. Peter's Annual Child Safety Goals:

- To continue to embed a culture of Child Safety across the school in order to comply with Ministerial Order 870.
- To 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 2022 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- 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

### Goals & Intended Outcomes

#### **PRIORITY ONE GOAL**

To refine processes and documentation to embed a Performance & Development culture

#### **INTENDED OUTCOME**

- That professional learning enables all staff to access regular and effective feedback on performance, and improve professional practice through individual and collaborative learning.

#### **PRIORITY TWO GOAL**

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

#### **INTENDED OUTCOMES**

- That the school has a documented plan for delivering a high-quality curriculum, with evidence that teaching and learning are inclusive of the individual learning needs of students.
- That the school leaders actively seek ways to effect positive change for learners in their schools, drawing on research, data and professional networks to develop proposals for addressing challenges and opportunities to improve student outcomes.

#### **PRIORITY THREE GOAL**

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

#### **INTENDED OUTCOMES**

- The school engages staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning.

### Achievements

**In 2022 St. Peter's has achieved the following in the Leadership and Management Sphere:**

- We welcomed new Preps and new staff members to our community.
- Staff Conference was led by Paul Spence focussing on Peer Mentoring and Staff 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) spearheaded the introduction of a staff mentoring and feedback model to build staff capacity.
- We continued to implement our one to one Chromebook and technology infrastructure in order to ensure that our students are best equipped for future endeavours.
- St. Peter's continued to employ a full time teacher to work across P-6 running the COVID Tutoring Program. 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.

- The Leadership Team worked with Deb Sukarna, a Literacy Consultant, in order to build professional knowledge in the area of Reading Comprehension.
- St. Peter's continued to work with St. Bernadette's in The Sunshine Family School Partnership Cluster with an aim to develop teacher capacity in the area of Family School Partnerships.
- We implemented the process of Podcasting as a vehicle to increase student voice in the school.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

**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
- Reading Professional Development- Deb Sukarna
- 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 2022

21

Average expenditure per teacher for PL

\$2070

### TEACHER SATISFACTION

At St. Peter's 100% 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	71.9%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	73.1%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	35.3%
Graduate	23.5%
Graduate Certificate	11.8%
Bachelor Degree	70.6%
Advanced Diploma	17.6%
No Qualifications Listed	5.9%

### STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	20.4
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	8.8
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### 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 2022, 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. 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.
- St. Peter's continued to partner with local kindergartens to support the transition of Prep/Kindergarten program.
- School assemblies were held 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.
- St. Peter's continued community conversations in relation to Prep Transition.
- The Sunshine cluster won a Schools Plus grant to support a school-wide investigation of how to approach equity focussed family engagement.
- Teachers and staff continued to build on what they learnt from perception data from students and families throughout COVID times, regarding families' engagement in their children's learning. Teachers developed their own inquiry approach and set a goal which was supported within cluster professional learning team meetings.
- The Cluster Engagement in Learning Leader established the Student Research Group. A small group of Year 5 & 6 students were supported to lead a research inquiry into

what children do and don't enjoy about talking with their families about their school learning.

- An Equity Focussed Family Engagement Community of Practice was created to partner with other local schools (Catholic and government), community agencies and MACS staff who share a passion for supporting students and families from language backgrounds other than English, to engage in their children's learning.
- The Cluster Engagement in Learning Leader partnered with Deakin University to lead a research project to better understand the experiences of parents from language backgrounds other than English and their engagement in their children's learning.
- The Sunshine Cluster presented at the National Catholic Education Commission Conference about how student, family and staff perception data throughout COVID informed an school-wide investigation of how to approach equity focussed family engagement.
- The Sunshine Cluster collaborated with a small group of other Catholic schools to facilitate an online webinar with international speaker Professor Janet Goodall. The webinar drew together a range of professionals across Australia including primary, secondary and tertiary educators and community agencies.

### **Democratic Principles Statement**

At St. Peter's School we recognise that the school plays a vital role in advancing democratic ideals and principles. For democracy to continue to thrive, children must be taught democratic ideals and principles and to value its way of life. We will explicitly and implicitly support and promote the principles of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Through our curricular and extracurricular programs, St. Peter's School will prepare our children to become citizens who will preserve and shape democracy in the future. Democratic values will be taught explicitly in the curriculum and implicitly in the child's experience of the school, from classroom practice, and from what is taught to how it is taught.

## 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

### **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

Reading Professional Development

Social and Emotional Learning Focus