



St Peter's School Epping

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Angela Tonkin, attest that St Peter's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

05/05/2021

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

Our School Vision

Vision Statement



Our learning journey enriches our Catholic faith and life.

Enlivened by the Holy Spirit we explore the possibilities of our world with hope and are called to make a difference; embracing challenges, seeking meaning and celebrating success.

School Overview

St Peter's is a Child Safe school promoting the safety, wellbeing and inclusion of all children. We are proud of our Catholic faith and tradition and this underpins all areas of school life as evidenced by relationships, language and rituals. The connection with our parish is strong and this reputation is highly valued in the wider community.

We have begun a new chapter at St Peter's Primary school led by a new Principal: Mrs Angela Tonkin.

St Peter's is large enough to offer exceptional grounds and learning facilities yet small enough to know each child individually. The school has four engaging learning spaces that enhance student learning independently and collaboratively with peers. Our vision for St Peter's is that students, staff and families work closely together and develop strong links that will enhance the learning for all of our students. We work together to ensure that our students are taught at the point of learning entry. Each student's learning journey will look different as each person is unique. When you enrol your child at St Peter's, it is the whole family who is welcomed warmly into our community.

At St Peter's Primary School we are a community dedicated to creating a collaborative culture of learning where students learn to problem-solve and think critically and creatively. Our teachers are passionate about children, learning and life, and we understand that forming sound good relationships are at the heart of good teaching. We are committed to maintaining the highest standards in Literacy and Numeracy whilst nurturing the wellbeing of each student.

The children are engaged cognitively, spiritually and relationally in their education. The needs of the student are central to everything that we do at St Peter's.

Principal's Report

Who would have thought that when we started our school year in late January, that 2020 would have unravelled the way it did.

The silver lining is that we have witnessed the amazing resilience of our school community. The way in which our students, teachers and parents adapted to Home Learning was incredible. Home Learning was something that was quickly thrown at us, and the ability of all involved to quickly adapt was staggering. I had never used Zoom or Google Meet, and to see how proficient our students and teachers quickly mastered this learning platform was incredible. I am most appreciative for the positivity in which this new learning was supported by our community.

It reinforces the fact that learning isn't done in isolation, and that we are all social creatures. It is said that *it takes a village to raise a child* - we have an incredibly dedicated and passionate village at St Peter's Epping.

I would like to express gratitude to our teachers. During remote learning I had the opportunity to watch some incredibly dedicated staff go well and truly beyond what was expected to do their best to make the best of a challenging situation to try to maximise the learning of our students. To listen to our teachers run group meetings and engage students online was inspiring. A number of teachers set up their offices or family rooms as classrooms. We will work to capture the positives from what we learnt during remote learning and embrace for future student engagement and growth.

Ms Geraldine Dalton began the year at St Peter's as Acting Principal for semester one. During this time Geraldine supported staff morale and made significant improvement to the outside of the school. Geraldine worked to improve the tiger turf basketball area and worked with landscape gardeners to repair the grass on our school oval and initiate a turf grass area in front of the football and soccer goals. She worked with contractors to improve the outside appearance of our school. Geraldine coordinated the repair to the outside timber work around the roofline and windows. She commissioned the outside of the school to be repainted. The improvements were outstanding and enhanced the appearance of the school. The community is very grateful for the contribution Geraldine made.

With a change in Principalship in Term 3 and a remote learning platform, it allowed the school to embark on a new chapter at St Peter's Catholic Primary School, Epping. Term 3 started with a focus to build teacher capacity in Literacy. By empowering teachers to be the best educators they can be; in turn improving student growth and engagement in the curriculum.

The school employed a well-respected Literacy Coach - Mrs Jane Plunkett. Jane worked with the staff once a week building capacity teaching reading and assisting teachers to understand the reading continuum. Jane also facilitated a review of our literacy assessment schedule and worked with staff to ensure their assessments were administered correctly and to understand the purpose of an assessment to drive teaching and learning. The teachers worked to establish a baseline entry point of student achievements.

Acting on community voice and student feedback the classroom structure changed in second semester and students were allocated a classroom teacher and a learning space. An additional teacher was employed to the junior school to enhance explicit teaching in numeracy and literacy. Smaller teaching groups was a welcome improvement. The school established a non-negotiable literacy and numeracy block every day.

The school took a direction to embed instructional leadership in classrooms by leaders and knowledgeable others building staff capacity in effective pedagogies and high impact teaching

strategies. Process such as learning walks, peer observation, coaching, mentoring and multiple sources of feedback were discussed to build a culture of learning across the school.

The school completed a four-year Annual Review process and valuable discussion took place reflecting on our journey to date and the direction of the school moving forward. The community is looking forward to the new chapter at St Peter's, Epping.

As Principal, I want each day to be one of excitement and new learning. As friendships develop and grow, minds become more inquisitive, full of questions and wonderings. Nothing is impossible and the life of the school is one where God's love is experienced, shared and celebrated. Our school values of respect, honesty, compassion and creativity shine in all our words and actions.

Kindest regards,

Angela Tonkin

Principal

School Education Board Report

Wow, what a year 2020 was! We had an acting Principal, the appointment of a new Principal as well as our St Peters community navigating as best we could through a worldwide pandemic that forced us into remote learning, keeping our students engaged and entertained in their learning. An absolutely amazing effort from all the teaching and support staff who went above and beyond in their quest to provide our children with the best education possible given the enforced restrictions placed upon all of us.

It is a huge credit to our school community as a whole, as we all just dug in and got the job done, supporting our children and the St Peters staff wherever and however we could. I know many people, including teachers, students and their families missed being a part of our tight-knit community during this time, but we look forward to getting our extended community back together.

We welcomed our new Principal, Mrs Angela Tonkin to our school community, and we have already seen the positive impacts of change. Thank you all for the ongoing support of the Advisory Board and I look forward to seeing you all around our wonderful school in the near future.

It's a new and exciting time for St Peters and I, for one, cannot wait to see what the future brings.

Regards

Mick Brancatisano

Education in Faith

Goals & Intended Outcomes

Further develop Parish approach to Sacramental season to engage families in the learning process of integrating faith and life.

Professional learning for all staff in the area of Catholic Identity through engagement in RE Framework and the Pedagogy of Encounter.

Actively support teachers to be accredited in teaching Religious Education in a Catholic School.

Partnering to Learn, RE Collective to support whole school moderation of rich assessment tasks and inclusion of general capabilities.

Build teacher capacity to engage in dialogue of encounter that supports deeper understandings of our Catholic Identity.

Make obvious links between our Catholic Identity, Excel Wellbeing project and Restorative Practices.

Promote the integration of faith and life through inquiry based approach.

Support professional learning for all teachers through involvement in RE Collective, partnering to learn.

Emily De Kort

Achievements

- Parish Sacrament team meeting to ensure Parish approach
- Booked in Fr Rob Galea for our family evening to lead into community conversation
- Created home learning programs to google slides for Reconciliation, Eucharist, Confirmation for staff to lead students/families through learning during remote learning.
- Staff PL at least once per term
- Facilitated planning
- Engaged in 2 meetings. Working with staff to identify understandings and descriptors for learning

VALUE ADDED

- Graduation mass was held at St Peter's church
- Prayer table placed in staff foyer to highlight our Catholic identity and liturgical seasons by the use of the coloured cloth
- Continual update of scripture resources for classrooms

Learning & Teaching

Goals & Intended Outcomes

To provide a learning environment that challenges, engages and empowers all to be confident and achieving learners in and beyond the classroom.

That student outcomes in Literacy and Numeracy reflect high levels of learning growth.

That all learners develop positive and risk taking dispositions, reflect on and articulate their personalised learning journey and see themselves as successful and capable learners.

Achievements

Living the Vision

- In 2020 the school continued to strengthen its focus on Religious Education (RE) being strongly embedded in the Learning and Teaching sphere. With the support of the Faith and Mission Leader and Learning and Teaching Leader, the staff focused on explicitly making links during RE learning and teaching where they integrated faith and life following an Inquiry model. Contemporary practices including emerging technologies supported students to investigate, problem solve and make authentic links to our lived Catholic faith story and traditions. All levels used the RE Assessment Standards to design pre and post assessments. These were moderated across the school at staff professional learning opportunities, resulting in authentic assessment of student learning in RE.
- Faith and life links have also been made during Christian Meditation and in first term all levels participated in weekly Parish masses.
- In Term One members of the Faith/Life team participated in professional learning as part of the Epping RE Collective that focused on implementation of the new RE Framework. Our focus question as a collective was "How can we better engage and empower learners in linking faith and life?"

Our three Parish schools- St Monica's Secondary College, Epping, St Mary of the Cross MacKillop, Epping North and St Peter's, Epping met in first term via Zoom as a collective of schools in the same parish.

Our RE Collective was supported by the Religious Education Learning Advisor from CEM. Pauline facilitated professional learning and dialogue focused on our shared collective question and we thank her for direction and support

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- Staff continued to share learning stories through the Story Park app to engage families in the learning experiences offered at school that support faith and life inquiry.
- The integration of faith and life through an inquiry based approach continued to be promoted through staff dialogue, facilitated planning led by both the Faith and Mission Leader and Learning and Teaching Leader, During Remote Learning Time, Sacramental Family Programs were developed to support Sacrament preparation and linked to our Faith/Life Inquiry

Literacy and Numeracy outcomes reflect high levels of learning growth.

Literacy and Numeracy

- The Learning Diversity Team engaged in Agile School Leadership, a Northern Region CEM initiative, to support collective improvement based on evidence informed practice. The first meeting took place at Moonee Valley Racecourse with the subsequent three meetings conducted by the facilitators, Simon Breakespeare and Ryan Dunn via Zoom. Each session was reflective of and responsive to the Remote Learning conditions and experiences for schools. Rapid Action Planning tools supported our ways of responding flexibly and with agility to the changing educational landscape provided by the COVID Pandemic. The Impact Thinking Tools enabled the Team to clarify the problem, the change agenda approach required and the impact expected as a result at a school level. The school focus was on improving reading comprehension for all students through a shared understanding and consistent approach to instructional reading strategies, focussing on a whole school literacy assessment schedule. The Learning Diversity Team was extended and embedded in levels to personalise learning for all students in Term One.
- In First Term students in Senior and Middle school set goals in literacy learning through teacher conferencing and the support of learning rubrics and feedback.
- Victorian Curriculum mapping identifies learning from Prep to Year 6 in all curriculum areas and informs our planning. These curriculum maps are displayed in all level planning areas
- Remote and flexible learning resources and online platforms were reviewed by teachers, identifying what has worked for our students and what will be continued into the future. A Learning Continuity Plan was implemented to support all teachers in planning explicit instruction during Remote Learning.
- Mathletics and Sunshine Online supported literacy and numeracy learning with teachers assigning specific tasks based on identified student learning needs during Remote Learning. These online resources continued to support both return to school and home learning.
- Formative assessments were implemented in reading, writing and maths for students as part of the return to school plan. In response, Sprint focused learning opportunities continued to support teachers when planning numeracy learning at level planning. 2020 PAT R and PAT M data reflected positive growth in reading comprehension and mathematics achievement for a majority of students.
- During remote learning teachers supported literacy and numeracy learning with instructional videos and online virtual teaching in real time. Small focus groups based on student pre assessment ensured teaching is explicit for identified learning needs at all levels.
- On Return to School, students continued the structured routine of literacy and numeracy blocks of learning with a focus on evidence of learning and data analysis. Learning for students is differentiated during small focus groups with teachers identifying appropriate instructional strategies matched to learning needs.

Explicit teaching in reading, writing and maths continued to occur daily (9am-12.30) in Prep- Year 6. All levels continued to support student learning in reading linked to phonological awareness that developed improved spelling strategies. A shared approach to Running Records was achieved through the implementation of Fountas and Pinnell Benchmarking Kits 1 and 2. to support identified reading levels and comprehension accuracy for each student.

- From Term Three, all level teachers participated in a newly structured facilitated team planning approach, supported by curriculum leaders. This included a Literacy, Numeracy, Faith/Life Inquiry and Student Wellbeing focus. Case Management meetings were a weekly focus with teachers bringing students to the 'table' on a rotational basis. Recommendations for learning and SEL support were made by the team and subsequently followed up with review meetings. Weekly agendas and minutes for all level team Facilitated Planning Meetings were documented and shared.
- Remote and flexible learning resources and online platforms were reviewed and restructured in line with staff feedback from Remote Learning 1.0. This was supported by the Rapid Capture Survey Data where parents, teachers and students were asked to reflect on 'what worked well' and 'even better if' during Remote Home. There was an overall very positive response by parents and students on the achievements of St Peter's during Remote Learning. In response, teachers made recommended changes to Google Classroom in Remote Learning 2.0 that included a whole school engagement in Google Meets and focused small group teaching opportunities based on learning data. Home learning packs supporting remote learning and digital devices for loan were organised and distributed to families in week one of Term Three. Google Classroom, Google Meets and Google Hangouts were established for continuing learning. In Remote Learning 2.0 explicit teaching in reading, writing and maths occurred daily (9am-12.30) via google meets in P- Year 6
- Staff professional learning via ZOOM supported best practice in STEM Inquiry learning and Literacy Instructional Strategies. Our Literacy Coach, Jane Plunkett, supported professional learning in literacy instructional strategies every Tuesday in Terms Three and Four. A focus on shared understandings of a whole school Literacy Assessment Schedule occurred at staff professional learning in Week Two and Eight, Term Three to review our schedule for assessments. Our Literacy Coach supported professional learning in literacy instructional strategies at weekly Team Leaders' PLT's. All staff were invited to participate in these sessions.
- A significant focus of our School Review Process was the engagement of all staff over two school closure days to analyse NAPLAN School Trend Data and identify achievements supported by evidence over the past four years in the five spheres of schooling- Education in Faith, Learning and Teaching, Leadership and Management, Student Wellbeing and School Community. The staff engaged in making recommendations for the next cycle of School Improvement. This process involved the whole staff in consultation with Catholic Education Melbourne leadership team.
- Student learning is tracked online and data updated in literacy and numeracy. In Semester One, the Learning Diversity team met fortnightly to update and review literacy and numeracy data. PAT R and M testing is administered each year and the data analysed by teachers at level planning meetings. SINE assessments and interviews support growth and progress in maths learning. The Learning Diversity leaders engaged in Case Management Studies where students' learning and social/emotional needs were identified, analysed and further recommendations implemented to support learning growth and progress. This focused approach to analysis of student data supported those students requiring additional assistance as well as those students requiring extension across all levels. As experienced practitioners, they supported other teachers at planning and through peer observation with strategies that work. In Semester Two, Case Management meetings were introduced at Facilitated Planning with a focus on the class teacher presenting the data for a particular student and the level team combining with the Wellbeing Leader and Learning and Teaching Leader to make recommendations to improve learning outcomes and social/emotional wellbeing.

- Writing progress walls and shared success criteria allowed teachers to assess student writing samples against Victorian Curriculum outcomes and then set learning goals that reflect the next step in student learning. In Prep- 2 data tracking walls continued to support reading progress of students with Oral Language and Reading Levels tracked and analysed.
- Maths vocabulary and displays are evident in learning spaces. A variety of materials support thinking in maths. These include counters, dice, games, playing cards, strategy cards, measuring materials, number boards and abacus and digital devices. Students solve problems independently, with a partner or in small groups

Personalised learning opportunities that develop self-assessment capable learners

- Discovery Play Based Inquiry in Prep and Junior levels continued in 2020 during the first term as an opportunity for purposeful play/inquiry that is strategically shaped by teachers. It is an opportunity for students to learn more about themselves, how to work with others and to explore the world they live in. During Discovery the focus is on developing oral language, social and personal management, curriculum-specific skills and learning dispositions. Some positive dispositions for this approach to learning include: Enthusiasm, Curiosity, Commitment, Persistence, Confidence, Cooperation, Reflexivity and Creativity. In 2020, Term 1, Years 3 and 4 teachers continued the Discovery Approach through their participation in the Make, Know, Do, Act Cluster to extend this project into Middle School. Masterminds became an integral aspect of engaging student learning at this level.
- The implementation of whole school learning dispositions through Mindfulness activities continued throughout both Remote Learning and Return to School. These activities were posted weekly on the Google Classroom by the Wellbeing Leader with many families engaging in the activities and uploading their responses online.
- STEAM (Science, Technology, Engineering, Arts, Mathematics)- a Specialist approach to student learning and engagement continued in 2020. All students have 4 hours per week with the STEAM specialist team working collaboratively on project based investigations. Whole school STEAM challenges included- Face Mask designs, Spoonville Community Project and RUOK Day.
- A review of STEAM learning using Agile Schools Impact Cycle took place during Term Two with the Leadership Team and STEAM teachers. As a result, in Semester Two, a newly appointed STEM Leader, Melissa Gatt, was appointed and led the staff through a series of professional learning modules focussed on developing a whole school understanding of the STEM approach to learning. As a result of the review, a STEM approach as well as Specialist Teachers in Performing Arts, Visual Arts and Physical Education will be introduced in 2021.
- The Autonomous Language Learning Team continues to support Japanese language acquisition across the school. Zoom meetings with our language coaches supported remote flexible learning in Japanese. The Autonomous Language Learning Team continues to support Japanese language acquisition across the school. Online modules for vocabulary practice with gestures have been implemented. Michiko, our Japanese LSO, had a weekly google meet with all levels during Remote Learning. On Return to School, Michiko supported teachers with Japanese instructional videos, use of the Speak Up app to track language learning and during STEAM learning and small focus groups to introduce vocabulary and gesture. The introduction of a Japanese lunchtime club in Term Four further supported the acquisition of Japanese language at St Peter's. The ELLA apps continued to support engaging Japanese language learning for Preps and Juniors in Term One.

STEAM is an educational approach to learning that uses



- Science
- Technology
- Engineering
- Arts (including Visual, Performing Arts and Japanese) and
- Mathematics
- These areas provide access points for guiding student inquiry, investigation, dialogue, and critical thinking. The end result is students who are curious thinkers, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!
- Inquiry Learning continued to support animated learners through development of critical thinking, collaboration, curiosity and creativity for all of our students. Provocations and immersion learning experiences continued this year to provide the impetus for the students to wonder and explore the concepts of Expressions and Interactions, Our World, Our Responsibility and Journeys, Stories and Voices. Children used design thinking principles to investigate, build their understanding and take actions on their learning. During Remote Learning students were engaged in community projects such as RUOK Day and Spoonville Characters and Create a Mask Challenge. Senior students participated in a school camp at Sovereign Hill, Ballarat in the first term that supported their Inquiry Unit focused on Australian history. During Term Three, students captured the 'living history' they were part of during COVID Lockdown. Middle students created a time capsule. Senior students recorded their family experiences as a reflective journal. On Return to School they used Maker Space technologies to showcase their learning. Prep and Junior students explored mindfulness in times of challenge and initiated random acts of kindness for others noting these as moments of sacramentality.
- Technology facilities at the school include fully networked learning spaces, over 300 devices including laptops, ipads, chrome books and large all in one touchscreen computers which are available for student use. There are interactive whiteboards in every learning area. All learning areas and shared spaces have access to a wireless network which allows for the use of mobile digital devices. Students also use digital microscopes, Green Screen for movie making, a school radio station for podcasting, hovercams, 3D printers and scanner, digital cameras, virtual reality headgear and robotics/coding to enhance and support contemporary learning. Students learn how to be responsible users of technology and the internet through their daily use of their online educational learning spaces. The newly created Makers' Space area engaged students on return to school by providing multimedia opportunities to showcase their Inquiry learning.
- A Physical Education teacher was appointed in Term One to support Senior and Middle school students in developing skills in major games. He continued supporting Prep- Year 6 students during remote learning to develop movement skills by posting online activities. Our

school approach to PE aims to improve and maintain the health, wellbeing and fitness of all children. The six key elements to our PE sessions are: Coordination and Agility, Skill Activities, Movement Challenges and Games, Dynamic Movement Control, Moving in the Environment and Core Movement.

Julie Percy

STUDENT LEARNING OUTCOMES

St Peter's worked collaboratively with our Literacy Coach to establish a literacy assessment schedule. The literacy coach has also worked to up skill staff on literacy assessment techniques and using the data to drive the teaching.

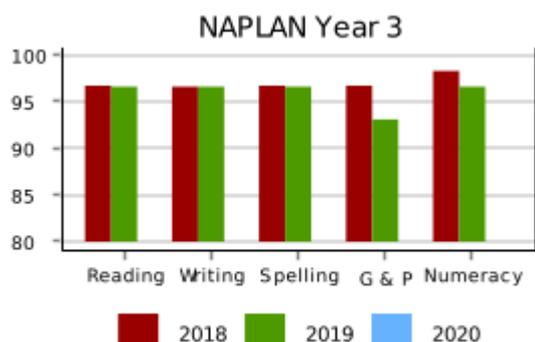
The staff are working on a literacy and numeracy assessment schedule that will use a triangulation of data to assess student growth.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.7	93.1	-3.6		
YR 03 Numeracy	98.3	96.6	-1.7		
YR 03 Reading	96.7	96.6	-0.1		
YR 03 Spelling	96.7	96.6	-0.1		
YR 03 Writing	96.6	96.6	0.0		
YR 05 Grammar & Punctuation	88.2	97.3	9.1		
YR 05 Numeracy	98.0	100.0	2.0		
YR 05 Reading	90.0	100.0	10.0		
YR 05 Spelling	96.1	100.0	3.9		
YR 05 Writing	90.2	97.3	7.1		

* 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

Continue to build capacity of staff around Restorative Practices

Use SWIS behaviour data to ensure consistent approach for minimising challenging behaviours

Develop individual learning plans for students with additional needs (support and extension).

Implement the Victorian Curriculum - Personal and Social Capability framework.

Focus on whole school approach to dispositional learning.

Document and further develop whole school approach to outdoor education camp experiences

Develop processes to collect and implement NCCD data. Participate in audit of data.

Promote student voice through House Spirit initiatives for the whole school

Achievements

Restorative Practices and School Wide Positive Behaviour for Learning

Learning Diversity Leader participates in to planning conversations

The school community are given tools for the start of the year - emojis, Restorative Practice script

Restorative Practice conversations happening with children to assist them to understand situations

New staff had a Professional Learning version at the start of the year

Team has been created looking at trends and patterns.

Levels are implementing recommendations to limit/reduce challenging behaviours

Slips are collected fortnightly

Sharing the data at staff PL keeps it real

Enabling and Extending Learners

We have PLPs for students that require them

Using support staff to enhance program development

Individual needs are monitored and recorded in one way or another.

Adjustments are being documented and added to planners.

Staff are flexible and know the students' needs and adjust accordingly.

Providing tasks for students to enter at own level.

Circle time

Empower me

Reporting on the capabilities

Discovery stations based
Inquiry and MasterMinds
Faith and Life - Catholic Social Teachings
Making connections to their real world.
Faces of St Peter's

Email fortnightly disposition to name and notice
Language being used by staff and students.
Highlighting when students are using the dispositions
Children using language "I've noticed that..."
Storypark focusing on dispositions

Seniors camp to Arrabri
Middle camp to Urban Camp'
Prep 50 days' longer day
Junior camp experience till after dinner
KTK conference
Yr 6 fun day/evening

Student Voice

House points collected based on dispositions
Walk a thon
Walk to school day
Level activities - disco and colouring competition
Sports Day

VALUE ADDED

- Student Wellbeing Google Meet check-ins during remote learning Term 2 and 3.
- Student buddy program Term 1 and 4 (Foundation and Year 6 students).
- Student wellbeing lessons implemented into remote learning grids (Google Classrooms and Seesaw).
- Positive parent engagement Google Classrooms to track student learning goals and feedback.

- Focus on cyber safety with the continued reinforcement of the cyber safety policy and student contacts.
- Students with Special Needs (both funded and unfunded) continued to be a high priority, with strong connections being encouraged between home and school. We saw evidence of this again providing effective learning outcomes and strong inclusive practices benefitting the whole school community.
- Students with Special Needs attended some onsite learning with teachers and LSO support during the remote learning periods of Term 2 and 3.
- The work with students requiring adjustments for their learning to occur formed part of our data/evidence gathering exercise for the National Consistent Collection of Data (NCCD) which will inform our funding to support these students for 2020 onwards
- All staff engaged in Professional Development completing the Disability Standards for Education in Primary School modules, Level 1 and 2.
- Staff engaged in weekly Wellbeing Chats during remote learning to stay in touch with each other and support where required.
- Celebrating School & Individual Achievements, Birthdays/Anniversaries etc. (Term 1 only)
- Continued development of Intervention Team to discuss all elements of student development and wellbeing.
- PSG meetings conducted onsite and remotely for teachers, parents and leadership to discuss the goals and achievements of students with Special Needs or challenges around their wellbeing.

STUDENT SATISFACTION

During 2020 to embraced student voiced and listened to the thoughts of our students to engage and challenge them each day

The students were seeking change in the STEAM learning space requesting greater structure in the space.

During COVID the students worked online in learning groups with one teacher — the student and teacher relationship was strengthened and the teachers gained more clarity around the strengths and challenges of each child. Student feedback indicated their preference to work with one teacher.

STUDENT ATTENDANCE

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary.
- Parents must contact the school either by the school website or call the school office on the school phone system if their child is going to be absent. If the school office has not been contacted by 9:30am regarding a student's absence, then a phone call will be made to parents notifying them that their child is absent from school with no reason given.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded in both the morning and the afternoon by teachers or the administration office, utilising the NFORMA Electronic Roll.
- Attendance records are submitted to CEM and Government bodies as required.
- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.
- The Principal or Deputy Principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised.
- Student attendance and absence figures will appear on student half year and end of year reports.

ATTENDANCE ROLLS ON NFORMA

All attendances are to be marked on the school computer network attendance register. It is to be marked twice daily; morning and afternoon. This is a LEGAL DOCUMENT and is kept in the school archives. The Deputy Principal will check it during First Term and again a few times during the year. Teachers are required to keep a hard copy in their room for use during Emergency Evacuations.

If children are away for more than two days and contact has not been made with the school, the teacher or administration staff will contact the family. Teachers need to advise the Principal of any unexplained or regular absences so that contact can be made with the family and an attendance meeting convened.

Teachers are to take the roll twice daily

- Morning Roll - Between 8:50-10:00 (Roll print at 10:10)
- Afternoon Roll - Between 12:00-1.00 (Roll Print at 2:30)

Office will contact classrooms if the roll print indicates they have not checked the roll.

If a child arrives:

8:50 - 10:00 - Late Arrival 10:00-12:00 - Morning Absence

If a child leaves:

12:00-2:00 - Afternoon Absence 2:00-3:10 - Early Dismissal

If a child leaves for an appointment and returns- Out temporarily

When absenteeism notes come in via email, the Office will print and send these up to the classrooms in the tubs. Teachers will also be notified by Office Staff if a message is left on the school answering machine or a phone call.

The office will mark children in and out, as they come through the office where they are aware, but teachers need to also check this. Where a reason for absence is rung through to the office or recorded on the answering machine the office will enter the reason into NFORMA. Teachers need to keep all written notes as a record; these will be collected and archived at the end of the year.

Offsite - This is to be used when a student is offsite but involve in a school/educational activity e.g. sports that do not involve the whole grade, transition sessions etc. These do not count when the system counts absentees, as the students are still involved in school activities.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.8%
Y02	92.3%
Y03	94.5%
Y04	93.1%
Y05	94.0%
Y06	94.5%
Overall average attendance	93.4%

Child Safe Standards

Goals & Intended Outcomes

At St Peter's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel

Purpose of the Policy

The purpose of this policy is to demonstrate the strong commitment of St Peter's to the care, safety and wellbeing of all students at our school.

It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870.

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

Principles

St Peter's has a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe.

The following principles underpin our commitment to child safety at St Peter's:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and holistic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.

- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

- St Peter's Primary School has always been committed to the highest standards of child safety and has a zero tolerance for child abuse. Every member of the school community, including staff, parents, volunteers, contractors and students have an important role in helping children be safe.
- As a School we have used the introduction of the new Victorian Child Safe Standards as an opportunity to review all the School's policies and practices regarding the School's care, safety and welfare of children. The new Child Safe Standards go further than previous child protection arrangements and apply to all School community members including volunteers and contractors, visitors and students' family members as well as students over 18 years of age.
- The Child Safe Code of Conduct and Child Protection Risk Management Strategy were presented to the School Advisory
- A new Code of Conduct for all members of the School Community and Child Safety Code of Conduct, have been introduced which are available on the school website and a hard copy in the office. All staff have signed the new Code of Conduct and we are implementing a process whereby all contractors and volunteers will be required to agree to the Code of Conduct on entry to the school at the visitor sign in located next to the office. Parents, volunteers and contractors can read our Child Safety Code of Conduct and Child Protection Risk Management Strategy on our school website or a hard copy in the school foyer area.
- All volunteers will be required to have a Working With Children Check (WWCC) before they assist at School, even if they are working with their own child's class. Volunteers who are currently working in our school will be required to sight and sign this code of conduct.

Leadership & Management

Goals & Intended Outcomes

Staff Collaboration

- Develop and support team leaders' in level planning through facilitated planning opportunities, further supporting professional learning.
- Coaching to support teachers' professional growth based on AITSL standards.
- VRQA compliance
- External School Review.
- Embed OHS and Child Safety requirements.

Performance Data

- Develop a culture of creativity and innovative practice that engages all students and strengthens the learning community.
- Staff initiated professional learning based on school based surveys,
- Innovation tools and School Improvement data as evidence of performance.
- Professional Learning Community
- GROWTH Coaching continues as a way of being to support staff goal setting and professional learning.
- Build the capacity of teachers by providing learning opportunities through individual and team coaching, mentoring and peer observation.
- Induction of new staff and returning staff to be facilitated by well-developed plans.

Achievements

- Coaching staff
- Development of the ability to use Data to inform teaching
- Continued participation in North Central Zone Network Meetings
- Review of Assessment schedule
- Review of class structure

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Teaching staff worked with Jane Plunket - Experienced Literacy Coach

Jane Plunkett is a highly effective literacy consultant and educator who has worked extensively with students, teachers, principals and parents in both Australia and the United States. Since returning to Australia in 2007, Jane has focused extensively on leadership and literacy reform

in primary schools. She empowers potential in leaders, teachers and their students. Prior to that she worked for Mondo Publishing in New York City where she has written and contributed to a number of teacher guidebooks on oral language, shared reading and modelled and shared writing. Jane was also a primary school teacher for nine years in the Victorian Catholic Education System. Jane is passionate about engaging children in reading and writing and strongly believes that "happy kids learn."

"Jane Plunkett is an outstanding communicator who has inspired and guided our staff in the provision of a more enriching, challenging and effective literacy environment! A change agent of the highest quality!"

Jane worked with the staff to build teacher capacity in the area of literacy. Jane planned with the teachers online during the COVID remote learning period and in term 4 she planned and working in the classroom with teaching staff.

Number of teachers who participated in PL in 2020	30
Average expenditure per teacher for PL	\$500

TEACHER SATISFACTION

Teacher Satisfaction: Feedback from school review

- School structures are in place for staff to meet weekly with their team leader in their levels for planning. Facilitated planning with school leaders is also a feature of this structure.
- The implementation of daily two-hour literacy and one-hour maths blocks are enabling more focussed time for explicit teaching of skills and differentiated learning for students.
- Restructuring of open learning spaces to single classroom spaces with a designated teacher is supporting learning and connectedness for students. The option to open classrooms into shared learning spaces is enabling collaboration and ownership of all students.
- The introduction in Term 3 this year of a Literacy Coach is providing professional learning at teacher point of need through modelling, coaching and scaffolding learning in the classroom. Coaching and Professional Learning Team Meetings are building teacher skills and confidence in using high impact teaching strategies to improve student learning.
- Effective NCCD practices and additional supports for students with diverse needs are in place.
- The school is well resourced in a range of digital and audio- visual technologies, that support both student self-directed learning and learning across the curriculum.
- Involvement in the Family Partnerships collective has supported community conversations particularly in the Sacramental program.
- Remote learning has enhanced collaboration, built staff capacity in the use of digital tools for learning and further engaged parents in their children's learning.
- The Autonomous Language Learning Japanese program is most effective, providing students with 15 minutes of Japanese language learning each day. It is supported by the Japanese Language Assistant and the classroom teachers.

Student Feedback

I missed being at school. The teaches were really helpful, and they were on the Google Classroom every day in the second lock down. We had lots of opportunities to talk with our teacher. I was really happy to be back at school

Remote Learning was really different. Our teachers tried to make it fun, and they always had different activities for us to complete. I liked it when we worked online in groups and I could see my friends.

I like our school. I am really happy that we have new chairs and table in our classrooms. Mrs. Tonkin is a good Principal. The teachers make learning fun.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.6%

ALL STAFF RETENTION RATE	
Staff Retention Rate	76.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	20.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	22.4
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	8.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

A culture of welcome and hospitality permeates the school. Across the community, students, staff and families feel known and valued. Diversity is considered integral to the identity of the community, whose collective voice informs and supports the culture and educational approach of the school. Trusting relationships and positive regard form the foundation for learning, and enable the school to work through challenge and adversity.

Achievements

- The school has been involved in a Family Partnership collective with other Catholic schools in the northern region. In 2019 parents had the opportunity to engage in community conversations with families, particularly in preparation for the sacraments. Community conversations could also be extended to offering parents a non-threatening opportunity to engage in understanding what learning looks like in our classrooms today.
- Changes in school leadership, the different structures in staffing and in the physical learning spaces, require open and deliberate communication to all in the community, including opportunities for parents to ask questions and provide feedback.
- Parent perception data in CEMSIS aligned with the focus group discussion, indicating that most parents are optimistic that the new structures will enable a greater emphasis on individual student learning needs and improve learning outcomes.
- St Peters is a welcoming community, but the changing demographic suggests that the school needs to consider a range of ways to include and engage the school community in the vision of the school as a centre of learning and as a hub of community life, where culture is valued, listened to and utilized to enhance community participation.
- At St Peter's remote learning provided a positive opportunity to engage parents actively in their children's learning. Consideration should be given to exploring and capturing the digital learning and initiatives teachers used, that positively impacted parent engagement, and embed them into school practice. The Story Park platform is currently being used to provide parents with ongoing information about their children's learning.

PARENT SATISFACTION

Parent Feedback

My experience with remote learning during COVID was extremely daunting as I had 4 primary school kids at home.

I was starting to panic when the staff at St Peters reached out to offer assistance

They allowed the families who needed to borrow technology devices to come in one day and collect all required equipment.

This was a huge help to our family.

The online presence of the teacher was second to none and this showed in the kids' faces each morning when they could see and talk to the classroom teacher

Thanks, St. Peter's for such a great experience during a hard uncertain time

I was thankful for the support the staff at St Peter's offered my children. In Term 3, the students were greeted each day by their teachers. The teachers were well-prepared and made the children's experience a positive one. The school improved their remote learning as the teachers became more familiar with the teaching remotely.

The teachers were great assisting my children during lock down. All my questions were answered with an email. The new Principal sent out updates each week and included information about family wellbeing. The school communication improved during COVID, and it has remained strong. I was really happy with the way the school looked after everyone returned. My children were really happy to get back to school.

Walking into the school grounds in Term 4 there was a real sense of happiness. The children were settled and my children were happy to have a teacher and the group of students in their classroom. I am very happy with the changes. My daughter's report at the end of the year told me about her learning. I felt like the teacher knew her. I like furniture in the Prep and Junior space.

Future Directions

2021 promises to be another exciting year for St Peter's Catholic Primary School. We look forward to embedding the skills and strategies developed this year into our practices in the classroom, as well as building on existing skills to further improve our outcomes in student learning.

Next year we will continue to work with an experienced Literacy Coach to improve our learning outcomes in the area of Reading. This promises to raise the bar, and assist our teachers to challenge our students to achieve at a high level. This will involve extensive coaching and mentoring, and will assist in building a collaborative culture within our school, where the learning of all students becomes the responsibility of all teachers, not just the particular classroom teacher. Part of this process will include the upskilling of our school leaders to enable them to assist teachers to improve their teaching practice and pedagogy.

St Peter's will be part of an Agile School project. This will be based on Learning Collectives, and will focus on developing highly effective learning practices to drive student improvement. It will also assist in more effective use of student data to maximize student learning.

Coaching and mentoring will continue to be a priority with our staff. Each Leadership Team member will work with a level within the school to work on an agreed focus. This will build on the capacity of our teachers to improve their teaching practice and become reflective learners. It will also enable teachers to visit other grades and levels to observe best practice in action.

Drive our practice with data

- To document a data plan for the annual collection, communication, analysis and use of student performance and wellbeing data to monitor student progress.
- To ensure that this plan includes an analysis of the performance of identified priority groups, cohorts, classes and individuals to build shared ownership.
- To ensure teachers have ready access to such data, that it is maintained centrally and rigorously monitored.
- To further develop the capacity of all teachers to use data and associated evidence as starting points to tailor activities to levels of readiness and need.
- To continue to build a shared understanding of the qualities of assessment capable learners and ensure that it is a feature of every teachers' classroom practice.

Our connection to our parish and Catholic faith continue to be strong, along with our relationship with our sister school in the parish, St Peter's Epping. We proudly acknowledge our Catholicity.

We are looking forward to continuing to develop St Peter's to be an exceptional school catering for the whole child.