



St Peter's School Epping

2022 Annual Report to the School Community



Registered School Number: 1383

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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 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.

27/04/2023

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

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

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Peter's is a faith filled and inclusive community that embraces diversity. We aspire to engage and empower all to think critically and act justly, guided by our Catholic values, on our journey as lifelong learners

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

It is my pleasure to present to you our Annual Report to the Community for the 2022 school year. This Report provides the school community with an overview of the key initiatives and events which have occurred throughout 2022. It provides an opportunity for the community to reflect on St Peter's achievements and experience a sense of collective pride. After a challenging 2021 school year, we entered 2022 full of optimism and hope. Building on our new chapter of learning, our school enrolments grew, and the community embraced the changes to our learning spaces and the flexibility to open and close rooms. We continued to empower our staff capacity in teaching and started the school year with a whole school SMART Spelling Professional Learning day. This ensured all staff were part of collaborative conversation and created a shared vision of how spelling is taught in the learning space.

The children of St Peter's are to be commended for their persistence and eagerness to be stretched and challenged in the learning spaces. Thank you to the teaching staff and Learning Support Officers (LSO) for their commitment to create engaging and data driven learning environments. Our goal in Learning and Teaching is to provide powerful teaching to develop deep learning. This includes commitment to achieving the highest standards, using data, research and evidence to ensure positive impact on student learning. Melissa Gatt and Erin Whitbread continued to lead our staff on The Learning Collaborative to improve high quality teaching and assessment processes. Together our teachers and leaders established data walls in literacy and numeracy. This is where we use an assessment tool and plot every student. The data walls continue to be an effective tool for teachers to discuss students' growth and ensure no one gets left behind.

Our STEM program grew in strength and student engagement was maximised. The STEM aviation project resulted in outstanding results for our students. Our senior students' involvement in STEM MAD was an opportunity to be involved in real world problems and demonstrate how catholic schools can take action that matters, by designing a service, product or innovation to make a difference to others or the environment. We were awarded Primary Finalist in the communications category. We were awarded first place in the STEM competition 'How Cool is Your School.'

Five senior school students represented St Peter's at the annual Kids Conference at Melbourne University. This invitation recognised the exceptional teaching and learning in the STEM space.

NAIDOC week began with a visit from Lelia Gurrawiwi. She worked with our students unpacking the 2022 theme - Get up! Stand up! And Show up! The students enjoyed ceremonial dances and the community wired with one of our indigenous families and created a collaborative piece of artwork.

Special thanks and gratitude to the administration staff, Claire, Sarina and Allison for being at the forefront and available for all members of our school community.

I would also like to extend a special thanks for St Peter's leadership team consisting of Daniela (Deputy Principal, Learning Diversity Leader) , Sara (Student Well-being and Education and Faith Leader) and Melissa (Learning and Teaching / Literacy Leader) and Erin (Numeracy Leader), who have been unending in their dedication, throughout our new chapter journey and worked to empower our teaching and learning support officer (LSO) teams.

Finally, thank you to our families for your support and trusting us with your children.

My vision for 2022 - was to create opportunities to celebrate together, continue to strengthen parish-school relationships, for our students to continue to grow as learners and believe in themselves and a culture of appreciation of one another which included random acts of kindness.

Our Catholic Identity permeates when developing powerful teaching within a professional learning culture to empower our students and engage them in their learning and involve parents and our community as partners in the learning.

Kindest regards

Angela Tonkin

Catholic Identity and Mission

Goals & Intended Outcomes

Aspiration:

- That every child will experience success

Goals:

To build teacher pedagogical practices

To empower our students to learn

To strengthen partnerships with families and the wider community.

Intended Outcomes:

- Teachers will effectively use assessment data to plan for and teach students at their point of need.
- Students will develop social, emotional and positive relationship skills to promote engagement and a growth mindset.
- Families will be engaging in their child's learning through ongoing, timely communication.

Achievements

Achievements:

Building Teacher Pedagogical Practices

Professional Learning:

- Staff engaged in professional learning to support the development of learning and teaching programs and as well as the strengthening of assessment in Religious Education. These sessions were facilitated by the Northern Region Learning Consultant in Religious Education from Melbourne Archdiocese Catholic Schools (MACS)
- Staff engaged in online professional learning on preparing Liturgy for students through Brisbane Liturgy
- Two staff members completed their theological learning and gained their Accreditation to Teach Religious Education through Australian Catholic University
- The Education and Faith Leader facilitated planning with level teams to plan for learning and teaching in Religious Education twice a term.
- Education and Faith Leader engaged in professional learning with the Northern Region Religious Education Leaders Network facilitated by MACS

To Empower Students to Learn

- Religious Education learning programs were designed to link to Inquiry learning programs to deepen student learning and make connections to our world today.
- The Education in Faith Leader and Learning and Teaching leader developed a Faith, Life, World Inquiry planner for the commencement of the 2023 school year to support teachers with making deeper connections between our faith and the world with their students.
- The promotion of multi faith dialogue was discussed with staff and encouraged in the classroom.

VALUE ADDED

To Strengthen Partnerships with Families and the Wider Community

- Sacramental programs for First Reconciliation, First Eucharist and Confirmation included faith formation evenings for families to attend and engage in the learning of the Sacraments with their child.
- Parish and school links were strengthened with all level planning and participating in Mass at St Peter's Parish church with parishioners. Families of students were invited to attend these masses.
- Families were invited to attend Mother's Day, Father's Day and Grandparents day celebrations, sharing in prayer learning activities within the classrooms.
- Year 6 Faith Leaders wrote a new school that embraces what it means to be a part of the St Peter's School community.
- Our Parish and Assistant Priests were welcomed into classrooms and supported some elements in Religious Education lessons throughout the year.
- There were opportunities for participation in liturgical celebrations for the whole school such as: Beginning and End of School Year Masses, St Peter's Feast Day Mass.
- Each year level prepared a display representing an event of Holy Week that was used as a reflection and as a display for Holy Week and Easter masses by the parish.

Learning and Teaching

Goals & Intended Outcomes

Aspiration:

- That every child will experience success

Goals:

- To build teacher pedagogical practices
 - By the end of 2022, teachers will effectively use assessment data to plan for and teach students at their point of need
- To empower students to learn
 - By the end of 2022, students will develop social, emotional and positive relationship skills to promote engagement and a growth mindset
- To strengthen partnerships with families and the wider communities
 - By the end of 2022, families will be engaging in their child's learning through ongoing, timely communication

Intended Outcomes:

- That all students are sustaining growth in literacy and numeracy
- That there is a whole school pedagogical approach
- That learning and teaching is enacted, lived, owned and articulated
- That the students are self managing their learning
- That families are actively engaged in their children's learning

Achievements

Learning and Teaching:

Student Learning Outcomes

A highlight throughout 2022 has seen a steady improvement in student academic growth within English and Mathematics. The impact of two years in remote learning and state lockdowns due to the Covid-19 pandemic has been considerable. As a staff we have focused this year on critically reviewing and developing a quality assessment schedule and a detailed data plan, so that the teaching staff have collective ownership on the assessments and data that we collect. The aim is for all teachers to know the purpose of each assessment administered to develop a clear learning progression profile on each student.

Our data informed pedagogical practice enables teachers to analyse our school data, which in turn, drives the teaching and learning within our English and Mathematics core business to ensure that all students are sustaining learning growth.

Literacy and Numeracy leaders support the analysis of both formative and summative data sets, including NAPLAN, PAT, MOI, BAS, OLA, Words Their Way as well as class based moderation tasks and pre- and post-tests, to inform future planning and priorities for our school.

During our weekly Professional Learning Team (PLT) meetings, teaching staff and curriculum leaders focus on data analysis, curriculum direction and change, high impact teaching strategies and additional staff professional development which places our students at the centre of our learning and teaching.

Learning Area: Literacy

Achievements:

- Consolidating reading strategies and reading hour
- A MACS representative facilitated a Phonics best teaching practice professional learning to Foundation and Junior teaching staff
- A MACS representative facilitated professional learning on how to understand and implement the English as an Additional Language (EAL) curriculum pathways
- A new EAL student curriculum pathway tracker was initiated to support assessment and reporting
- Whole school professional learning to Spelling instruction and growth by adopting the SMART spelling program
- Semester 2: initiated an improved pathway to writing: evaluating and refining the writing hour to include SMART spelling practice
- Developed and experimented with a Writing Teacher Focus Group (TFG) conference record sheet (to be actioned and implemented into 2023)
- Refined the Literacy assessment schedule
- Developed a Literacy Intervention and English as an Additional Language (EAL) co-teacher role to begin in 2023 due to the number of students accessing the EAL curriculum
- Offered Reading Recovery intervention to 8 Year One students
- Offered reading comprehension intervention utilising the Levelled Literacy Intervention (LLI) program to 27 Year One students, 13 Year Two students, 13 Year Three students and 10 Year Four students
- Middle school reading extension was offered to 13 students utilising the Literature Circles reading strategy
- Senior school: 18 students were offered literacy support and intervention
- Senior school reading extension 7 students utilising the Literature Circles reading strategy

- Reading Eggs subscription; online digital platform for all Prep, Year One and Year Two students focusing on word recognition, phonics and reading
- Year 3-6 PAT-R data analysis
- Year 3 snapshot data
- National mean score = 113.0. St Peter's Mean score = 117.2
- 11 students below the national mean
- 22 students above the mean with 7 of those well above the national mean
- The expected national 12 month growth between Year 2 and Year 3 is 10.4 with St.Peter's average growth score being 14.6
- Year 4 snapshot data
- National mean score = 120.9. St Peter's Mean score = 120.9
- 23 students below the national mean
- 26 students above the mean with 8 of those well above the national mean
- The expected national 12 month growth between Year 3 and Year 4 is 7.8 with St.Peter's average growth score being 9.2
- Year 5 snapshot data
- National mean score = 125.8. St Peter's Mean score = 122.0
- 15 students below the national mean
- 13 students above the mean with 8 of those well above the national mean
- The expected national 12 month growth between Year 4 and Year 5 is 5.8 with St.Peter's average growth score being 8.8
- Year 6 snapshot data
- National mean score = 128.8. St Peter's Mean score = 128.4
- 12 students below the national mean
- 12 students above the mean with 6 of those well above the national mean
- The expected national 12 month growth between Year 5 and Year 6 is 4.3 with St.Peter's average growth score being
- Word accuracy and fluency continues to be a focus. High Frequency word sight word practise is encouraged as Home Learning study
- Decodable books were purchased for Middle and Senior students
- Middle school guided reading texts purchased with a focus on texts offering different perspectives to support persuasive writing
- Junior Big Books, evaluated, sorted and new purchases
- Middle and senior classic and quality novels for literature circles and reciprocal reading strategies were purchased with a real extension focus moving into 2023
- A parent information session on 'How to Read to your Child at Home' was offered to both existing families and newly enrolled families

- The school library continues to build
- Parent/Carer helpers were reintroduced into learning spaces with a small group of consistent and dedicated attendance

Learning Area: Mathematics

Achievements:

- Maths engagement night
- All classroom spaces were equipped with new concrete materials to support students' engagement in mathematics. Shared resources for specific content in mathematics, such as clocks and scales, were also purchased.
- A shared space - the maths hub, was established. This learning space provides an area for intervention and extension break out groups to be facilitated and a space for shared resources to be housed.
- St Peter's became an accredited Getting Ready in Numeracy (G.R.I.N) school. G.R.I.N is an intervention program conducted prior to the normal daily mathematics lesson, involving three students with a trained tutor. The GRIN sessions ran 3-4 mornings a week, for 20 minutes. The purpose of the program is to prepare students for their subsequent mathematics lesson, familiarise students with the relevant language and terminology that they will hear during the classroom lesson and model what students can expect to see and/or do in the lesson. A team of 5 St Peter's educators attended the professional development sessions at Monash University. 35 students from middle and senior school engaged in this supplementary support program.
- Highly able students from the senior school participated in the Australasian Problem Solving Mathematical Olympiads. Students engaged in weekly challenging problem solving tasks, working collaboratively to solve complex problems. Students also sat 5 contests individually.
- Intervention teachers in the middle and senior school were employed to support the growth of all students. Targeted learning plans were collaboratively devised with classroom teachers, intervention teachers and the Mathematics leader. Student assessment data was used to identify students current needs in mathematics.
- P-2 teachers implemented the Mathematics Online interview on each student at the beginning, middle and end of the school year to track students' points of need and growth on the growth points. This data was used to set individual goals in counting and place value. The Mathematics Online interview was also used to track the progress of students who participated in the GRIN program.
- 3-6 teachers implemented the PAT Maths Adaptive assessment with all students in the middle and end of the school year. This data supported teachers to identify students' next steps in learning, plan for intervention and support groups and track their growth over the year.
- Teachers created yearly overviews and unit planners to collaboratively plan for the teaching and learning experiences in mathematics. During planning and professional learning team meetings, teachers unpacked the Victorian curriculum, the numeracy

learning progressions and the key ideas for conceptual understanding in mathematics documents to develop rich and thorough planners to support student learning.

- During professional learning team meetings and job embedded learning cycles, teachers developed effective teaching strategies in order to improve the fluency and reasoning of all students in mathematics. Teachers trialled and embedded the pedagogical approach of number talks to engage students in daily mental computation with a focus on developing collaborative learning cultures. Students were supported to explain and justify their thinking while also respectfully listening to, and responding to other students with different thinking.

Teaching and Learning Embedding STEM

Achievements:

St. Peter's has continued to lead in the area of STEM integration across the curriculum.

- Our Learning and Teaching leader was invited to present at the National Education Summit on STEM pedagogies at Melbourne Convention Centre
- A grant received enabled our Senior students to participate in an aviation project
- 2 groups of Senior students entered into the STEM MAD showcase
- We were finalists in the showcase which enabled us to enter in STEM MAD NATIONALS
- We entered the SHE MAPS 'How Cool is Your School' competition and we were awarded state winners receiving the major prize of over \$3000 worth of drone technology
- We were invited to participate and present at the annual Kids Conference at Melbourne University
- We have been featured in Catholic Education Quarterly magazine as a model school embedded STEM across the curriculum
- We are constantly receiving visitors to our school who are keenly interested in how we integrate STEM across the curriculum, including master teachers from the Victorian Academy of Learning and Teaching, as well as professors from Brisbane Catholic Education.
- Continuing our partnership as co-researchers with Monash and MACS investigating Principles of Problem Based Learning within a STEM approach

STUDENT LEARNING OUTCOMES

Value Added:

Responding to the diverse and wide scope of learning entry points of our students, this year we offered intervention and extension in both Literacy and Numeracy.

Through data analysis, our key priority focus will be on improving Numeracy standards across the school. Moving into 2023, we will embark on 'The Year of the Mathematician.'

The school has developed strong networks across the MACS system and we will continue working in partnership with Lucy Kent (MACS consultant) to inform, model and empower best practice within Numeracy. Professional Learning for the whole staff in 2023, will mainly focus on building core understandings in delivering effective mathematics instruction.

Writing and building vocabulary will be a literacy focus in 2023, as well as continuing to consolidate our reading strategies and spelling. Planning has been put in place for the Literacy Leader and 3-6 classroom teachers to participate next year in explicit Writing Improvement Professional learning which aims to focus on building vocabulary and grammar for high impact, contextualised teaching practice.

Concerns surrounding phonics and number fluency within our junior students, saw the introduction of a Reading Eggs and Mathseed subscription. This newly introduced digital program was trialed in our Prep, Year 1 and Year 2 classrooms during term 4 this year. The aim was to familiarise students and families with the online platform, so that at the beginning of 2023, teachers will be officially trained to use the platform for full effectiveness. It is hoped that the Reading Eggs and Mathseeds program can be utilised for home learning to continue a positive connection to learning between home and school.

The Home Learning policy was reviewed this year. Parents were invited to participate in a survey. The data informed the school that the majority of parents are happy with the current policy. After evaluation, small modifications to the policy will be employed into 2023.

The school continues to use the Seesaw digital platform to communicate and share 'real time' student samples of learning.

St. Peter's supported three new graduate teachers this year, to achieve proficiency and complete their Victorian Institute of Teaching (VIT) requirements.

NAPLAN 2022 Achievements:

Snapshot summary compares St. Peter's to the State

Year 3

- Year 3 cohort out performed the state mean in Reading, Writing, Spelling, Grammar & Punctuation and met the state mean in Numeracy
- 94% of Year 3 students were above the national minimum standard in Reading
- In reading 7 girls were well above the national average and 14 boys were well above the national average
- 97% of Year 3 students were above the national minimum standard in Writing
- In writing 6 girls were well above the national average and 11 boys were well above the national average
- 94% of Year 3 students were above the national minimum standard in Spelling
- In spelling 4 girls were well above the national average and 14 boys were well above the national average
- 91% of Year 3 students were above the national minimum standard in Numeracy
- In numeracy 2 girls were well above the national average and 10 boys were well above the national average
- Overall, our Year 3 cohort of students out performed the state mean in all areas in Literacy and just met the state mean in Numeracy

Year 5

- Year 5 cohort under performed against the state mean in all areas
- 90% of Year 5 students were above the national minimum standard in Reading
- In reading 8 girls were well above the national average and 9 boys were well above the national average
- 81% of Year 5 students were above the national minimum standard in Writing
- In writing 9 girls were well above the national average and 5 boys were well above the national average
- 90% of Year 5 students were above the national minimum standard in Spelling
- In spelling 9 girls were well above the national average and 6 boys were well above the national average
- 84% of Year 5 students were above the national minimum standard in Numeracy
- In numeracy 5 girls were well above the national average and 10 boys were well above the national average
- Overall, our Year 5 cohort of students were out performed by the state mean in all areas, with girls being stronger in literacy areas and boys slightly above the state mean in numeracy

NAPLAN Conclusions and Future Goals

- Professional Learning a core focus in Numeracy across the school will take precedence in 2023 as we deploy 2023 as 'The Year of the Mathematician'
- Continue to embed a growth mindset in Numeracy across the school with specific emphasis on building student engagement and motivation for our girls
- Engage with our families and community by providing Maths Engagement nights
- Establish a whole school approach to building vocabulary in context
- Participate in Writing Improvement Professional Learning for our 3-6 teachers with a focus on vocabulary and grammar
- Embed a culture of writers for the joy of writing

Value Added: Inquiry embedding STEM

We will continue to work in partnership as co-researchers with Monash University and MACS as we investigate Meta-cognitive principles and strategies with a Problem-Based learning approach within STEM.

- Faith/Life/World planner (planning for implementation in 2023)
- STEM showcases
- Science week

Specialist Learning Areas:

Achievements and Value Added:

- Inaugural Teachers and Co-Learners (TCL) within the Italian Language
- Italian day
- NAIDOC week: Shelley Ware: Indigenous Educator and Consultant Professional Learning
- Indigenous Identity Totems; establishing an Indigenous inspired community garden
- Art Show
- Physical Education value added:
 - Hooptime Basketball
 - Boys and Girls Futsal
 - SMC soccer clinic with the Middle students
 - St Johns First Aid in Schools
 - Wheelchair basketball
 - Vixens netball training programme
 - 10 Pin Bowling
 - 7 a side soccer tournament
 - YMCA water safety programme
 - AFL Victoria coaching

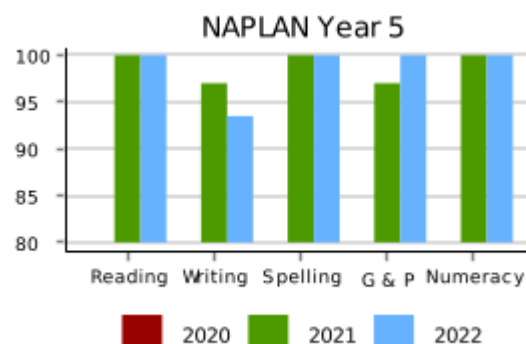
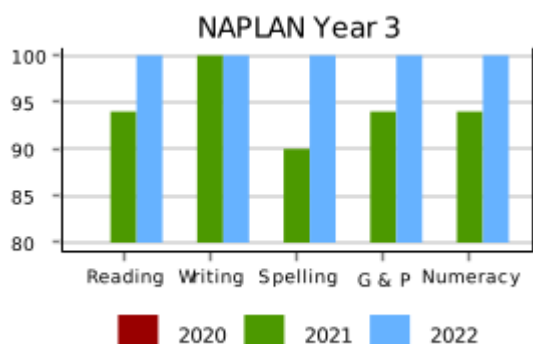
- Softball Victoria coaching
- FFV Go Girls Soccer coaching
- Carlton Respects AFL sportsmanship conference
- Lalor District SSV events (interschool sport, athletics, cross country, swimming meets)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.0	-	100.0	6.0
YR 03 Numeracy	-	94.0	-	100.0	6.0
YR 03 Reading	-	94.0	-	100.0	6.0
YR 03 Spelling	-	90.0	-	100.0	10.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.0	-	100.0	3.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	97.0	-	93.5	-3.5

* 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

Aspiration:

- That every child will experience success

Goal:

To empower our Students to learn

The identified Goals in the School Improvement Plan are:

- To build teacher pedagogical practices.
- To empower students to learn.
- To strengthen partnerships with families and the wider community

|

Our intended outcomes in 2022 in the area of Wellbeing were:

- Students are self-managing learners.
- Families are actively engaged in their children's learning

Achievements

Achievements

School Values and Agreed Ways

Our focus at St Peter's School this year has to build consistency in our approach to behaviour management.

As a school community (staff and students) we have revised our school values (S.T.A.R acronym)

Show respect

Think positively

Act responsibly

Remember to persist

In addition to this, the school community worked on developing whole school Agreed Ways

1. Follow all directions.
2. Treat property and the environment with care.
3. Listen and speak respectfully.
4. Keep hands, feet and objects to yourself. Only touch in kindness.
5. Walk safely around the school.

Both the School Values and the Agreed Ways were explicitly taught to the students and referred to with student ensuring that students are happy and safe at St Peter's School.

As a school we recognised and celebrated National Say No to Bullying Day as well as Harmony Day. Each class took part in learning activities that promoted the school values with a focus on the key messages on each of these days.

VALUE ADDED

Playground Structure and Passive Play Area

- Utilizing feedback from the school community, the structure of the play areas were revised. This included having a roster for the use of the adventure playground to ensure equity and safety for all.
- A designated, supervised indoor play area was provided for students. Passive play in a quiet area with games and activities to support students requiring a sensory break from the playground.

Student Leadership and Student Voice:

- In 2022 students in Year 6 were provided leadership opportunities. The leadership positions included
- School Captains
- Vice School Captains
- Sports Leaders
- Faith Leaders
- Wellbeing Leaders
- Learning Leaders
- Digital Technology Leaders

Each of the leadership groups met with the Leading staff member in those areas and were provided with opportunities to pose wonderings, reflect on current practices and make suggestions for improvement. Some of these groups also worked on projects or preparing for special events throughout the school year.

- This year each class elected a Class Captain. These children met with the Principal and Wellbeing Leader to discuss safety at school and to discuss student issues that had been raised.
- Students in Year 6 took part in a program through 'The Human Development Workshop' to explore
- Representation, empathy and networking
- Team work, communication and decision making

- Problem solving
- Project planning and implementation
- Skills recognition
- Community visioning

In 2022, St Peter's School has provided opportunities for parents/carers of students to engage in learning. These opportunities included:

- Reading with Your Child Information Session. Our Literacy Leader along with the School's Literacy Consultant held an information session outlining how parents/carers could support reading at home.
- Classroom Helpers. A training session for parents/carers to become classroom helpers was held. These volunteers were supported to apply for their Working with Children Checks. Prior to the lockdown and restrictions to onsite visitors due to the COVID 19 regulations, classroom helpers had started to support in learning spaces.
- Cyber Safety Session. Students in Year 3 to Year 6 participated in a Cyber Safety session with Susan McLean. This was then supported by a parent information session that she facilitated for the parents/carers of children in these year levels.
- Family Sacrament Session. Families with children in Year 3 to Year 6 receiving a sacrament were invited to attend a session facilitated by Pauline Cicutto from Melbourne Archdiocese Schools with a focus on Sacraments and living in sacrament in everyday life.
- Open Doors Education: The Wonder of Living, Parent/Carer and Child Session. This program was facilitated by Open Doors, a Christian non-for profit organisation to encourage positive communication between parents/carers and their children about important topics about babies, birth and puberty.

Support Services

- In 2022 we continued to engage in the services of Catholic Care to support students with counselling.

Professional Learning

- The following professional learning was accessed by staff in 2022 in the area of Well being
- Information sharing and family violence reforms
- Child safe standards
- School attendance, refusal and re-engagement

STUDENT SATISFACTION

From the 2022 Melbourne Catholic Schools' Improvement Survey

- 75% students feel staff have high expectations and rigorous expectations
- 72% see strength in the schools social contentedness in and out of th4 classroom
- 65 of the students feel valued
- 66% feel valued and contentedness to the school
- 60% of students feel that have a voice and it is valued

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	86.3%
Y02	86.4%
Y03	89.0%
Y04	87.5%
Y05	87.7%
Y06	88.3%
Overall average attendance	87.6%

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.

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.

Achievements

The safety and wellbeing of the students at St. Peter's School is our utmost priority.

Achievements

The development of Child Safe Policies including the continuing sign-in procedures and checking to ensure adults who enter the school have the appropriate Working With Children's Check (WWCC), including families, emergency teachers, external service providers. A code of conduct is signed by everyone who works in a paid and voluntary capacity at St Peter's school.

A staff meeting was allocated in Term One for all school staff to remain current and updated on latest changes and requirements by completing the e-learning module, Protecting Children Mandatory Reporting and other obligations.

This is an annual requirement for Staff to remain compliant and registered with the Victorian Institute of Teaching (VIT).

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
- 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 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
- A revised Code of Conduct for all members of the School Community and Child Safety Code of Conduct, has been introduced which are available on the school website and a hard copy in the office. All staff have signed the revised Code of Conduct, and we have implemented a process whereby all contractors and volunteers are 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 are 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 and sign the Child safety Code of conduct. Volunteers who are currently working in our school will be required to sight and sign this code of conduct.

Leadership

Goals & Intended Outcomes

Aspirations

To embed a culture of learning where all students are sustaining growth in Literacy and Numeracy, are self managing learners and where families are actively engaged in their child's learning.

Goals

- To build teacher pedagogical practices.
- To empower students to learn.
- To strengthen partnerships with families and the wider community.

Intended Outcomes

- Teachers will effectively use assessment data to plan for and teach students at their point of need
- Students will develop social, emotional and positive relationship skills to promote engagement and a growth mindset
- Families will be engaging in their child's learning through ongoing, timely communication

Achievements

Achievements

- Leaders, facilitate planning sessions to analyse data and evidence of learning, to design differentiated learning tasks and sequences of learning
- Continued use of leaders as mentors to build pedagogical practices through modelling, leading planning for learning and teaching and working alongside teachers in their learning space to build teacher capacity
- Strong emphasis High Impact Strategies and deepening teacher pedagogical knowledge to build on teacher capacity and to empower student learning
- Continued to implement a Performance and Development Culture and Process for Leaders, Teachers, and Learning Education Support staff
- Building strong leadership to empower staff to lead their learning and set Individual Performance goals which align with AISTL standards
- Dedicated PLTs and PLMs to enable staff to share professional goals, learning accomplishments and to seek collegial feedback
- Continued commitment to professional learning on Collective Leadership for Meaningful Improvement

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Below is a sample of some of the Professional Learning undertaken in 2022:

- Abilities Based Learning and Education Support (ABLES)
- Record of Student Adjustment & Evaluation (ROSAE) Training Sessions
- Record of Student Adjustment & Evaluation (ROSAE) Training Sessions
- OHS for School Leaders
- Northern Region Primary Learning Diversity Leader Meeting
- Religious Education Leader Network Eastern Region
- Working with the new F-10 English as an Additional Language (EAL) Curriculum
- School Improvement Learning Collaborative Network - Strategic Planning and Action (Through Annual Action Plans/School Improvement Plans)
- Northern Region Literacy Leaders' Network Meeting
- Student Wellbeing Leaders - Primary Network - Northern Region
- Northern Region Deputy Principals' Network
- Northern Region: Student Safety Plans
- Northern Region: OLT Course - Attention Deficit Hyperactivity Disorder (ADHD)
- Finance Cluster Meeting
- Northern Region Mathematics Leaders Network
- School attendance, refusal & re-engagement: Why every day counts
- The Intervention Framework Professional Learning Modules
- Introduction to the Mathematics Online Interview (MOI)

Number of teachers who participated in PL in 2022	25
Average expenditure per teacher for PL	\$250

TEACHER SATISFACTION

The 2022 MACSIS results indicated significant growth in the staff school climate domain. Our staff school climate is 78% and perceptions of the quality relationships between staff and leadership is 78%. Collaboration around a school improvement strategies is 77% and team work is also 78%.

Collective efficacy is 79% indication staff believe they have what it takes to improve structures.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	74.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	5.6%
Graduate	5.6%
Graduate Certificate	0.0%
Bachelor Degree	88.9%
Advanced Diploma	11.1%
No Qualifications Listed	11.1%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	25.9
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	17.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

School Community

Goals:

To strengthen partnerships with families and the wider communities.

Achievements

Communicating with Families

In order to maintain open communication with the families of students that attend St Peter's, the school have introduced or developed upon the following practises

- Newsletter shared with families fortnightly
- Social Media: sharing information and learning experiences at St Peter's through Facebook and Instagram
- Introduction of Meet and Greet parent/teacher sessions at the beginning of the year to allow teachers and parents to connect and discuss the whole child.
- Parent/Teacher interviews to review progress and discuss future learning goals
- Parent Support Group (PSG) meetings held termly for students with additional learning needs.
- Reports are made available to parents online.
- Operoo has been used as the app to share all notices/information with families. All current families are now registered to use these app.
- School newsletter shared with Prep 2023 students in Term 4 to connect them to events and learning at St Peter's School.
- Seesaw has been set up and staff have received professional learning in using this program to share learning with parents/carers of our students. The sharing of learning stories is positive

School Community Feedback

- Opportunities for parents/carers to provide feedback to the school were provided throughout the school year. Feedback was gathered from the parent/carers on the following areas in 2022
- GRIN program
- Remote learning
- New student report format
- School uniforms

Achievements

- The Principal continued to lead the St Peter's Advisory Board.
- The Principal conducted a survey to gather parent feedback and collect data around Learning
- A Parent Committee was established to build community relations and social events
- Success Maths Engagement Night, Visual Arts Show and Christmas Carols

PARENT SATISFACTION

The school uses both formal and informal surveys and feedback from staff, students and teachers regarding their satisfaction with the school to assist in the school's development for strategic planning and school improvement planning.

These surveys aim to address satisfaction with student outcomes, student voice, student well-being, parent communication and involvement and the school mission and values. Parent engagement students' learning increases student academic achievement, therefore communication is paramount to this link between home and school.

Parents are welcomed into the school for all events and open two-way communication is encouraged between parents, teachers and the school leadership team. There is ongoing communication throughout the year about student learning with parents using the school newsletter and regular conversations or emails with classroom teachers. Parents are invited to become involved in school life in a range of ways including being a classroom helper or being elected to the School Advisory Council.

All parents are invited to provide feedback via the School Newsletter.

Future Directions

St Peter's Catholic Primary School Epping will continue to enhance our students' learning opportunities across the spiritual, academic, social and emotional and physical areas of the curriculum.

The school will continue to provide structures, processes and procedures for creating links between student wellbeing and improved learning outcomes. Every student, teacher, parent and community member is accepted and invited to make a contribution to a vibrant school community that seeks to fire the imagination, develop good citizenship and promote a lifelong thirst for God and learning.

At St Peter's we aim to provide a physically safe and emotionally secure environment, where each child feels accepted and respected, and is challenged to work to his/her full potential. Ours is a community of learners where all students are personally known, encouraged and challenged by a dedicated, caring staff.

- Further strengthening and enriching our school as a contemporary Catholic community
- Improving student learning outcomes through personalised, effective and stimulating teaching that builds student engagement and success as a learner
- Sustaining a staff culture, characterised by shared vision, a strong sense of teamwork and continuous improvement
- Strengthening community partnerships to support student learning and engagement.