



St Peter's School Epping

2021 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

08/04/2022

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

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

St Peter's 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

2021 Principal Report Annual Report to the Community

It is with pleasure that I present to you the 2021 Annual Report to the Community.

This report is written in relation to the 2021 school year, in line with the Australian Government accountability requirement.

This Annual Report to the Community is an opportunity to reflect on and highlight key decisions, events, achievements and learning of the 2021 school year. Our School Improvement Plan 2021-2024 guides us in further developing and enhancing our school across the five spheres - Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community.

St Peter's Community is appreciative of the support of both the parish, school and wider community as we work together in providing a very high standard of learning and teaching, in all aspects of the curriculum.

School Context: In 2021, we had an enrolment of 302 students. This is an increase from 2020 in which our enrolment was 265. The class composition was 13 classes - three classes of Prep, four classes of Year 1/2, three classes of Year 3/4 and Year 5/6.

In August the Victorian Registration and Qualifications Authority (VRQA) reviewed the schools policies and procedures to ensure St Peter's is compliant. This is a government requirement to be registered as a school. The school successfully completed the review.

The 2021 school year was however a very different year due to the COVID-19 pandemic. The students spent many weeks away from school during the Remote Learning Platform.

Throughout the year, I was inspired by the resilience, determination, teamwork and gratitude shown by our staff, students and their families. Our school vision 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" and it is this vision that has been exemplified by our school community in their words and actions in 2021.

My thanks are extended to Fr Anh our Parish Priest and the assistant Parish Priest Fr Nathan for their support and spiritual guidance in developing positive relationships between school and parish.

This year we welcomed to our school Leadership Team, a new Deputy Principal, Mrs Daniela Torcaso whose role also encompasses that of Learning Diversity Leader. We welcomed Mrs Erin Whitbread as our Mathematics Leader and Mrs Melissa Gatt as our Literacy and Teaching / Learning Leader. Mrs Sara Brundell moved from her classroom teaching role and took on the role of Education and Faith Leader and Wellbeing Leader.

In total, we had 13 new staff join our team taking classroom teaching and Learning Support Officer Roles.

Positive, open and honest relationships form the basis of strong learning partnerships and learning is strongest when learners feel a sense of belonging and connectedness within a community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions and develop their sense of self.

Our students worked very well despite the circumstances with remote learning, and although they missed the face-to-face interactions with their teachers and classmates, the use of technology through Google Meets enabled a sense of connectedness and learning during this unprecedented time. I was extremely proud of the dedication displayed by the staff to be online every day during remote learning and continue to teach home class and small explicit teaching groups remotely.

Our staff St Peter's School | Epping 2021 Annual Report to the School Community demonstrates the staff professionalism with their adaptability, positivity and ongoing learning throughout the 2021 school year with so many changes due to COVID-19.

The staff always have our students at the centre of all they do, and it is this belief that drives our efforts and consistent work in improving student learning outcomes, across all areas of the curriculum.

The 2021 school year saw a change in learning spaces. Flexible walls were installed to allow the learning space to open and close as required to meet the needs of the students. New tables and chairs were purchased, and the spaces were designed to better meet the learning needs of individuals. There was much excitement amongst our students as they saw the improvements taking place. All of our Year 3-6 students have a one to one laptop device and the junior classrooms have access to laptop trolleys and iPad tubs.

We continued to build the capacity of our teacher through access to a literacy coach and the introduction of the Job Embedded Learning (JEL) program. JEL allowed staff to work with school leaders and set personal teaching goals and then regularly meet and discuss evidence and support required to meet the goal.

We introduced the visual arts studio and while on site the students had the chance to visit and explore their artistic talents.

Parent engagement was also a focus again this year and in spite of the COVID-19 challenges, we endeavoured to build on our trusting and respectful partnership between parents and the school. The School Advisory Council (SAC) was conducted remotely. Parent feedback was also sought in relation to the remote home learning experiences and this data was then used to improve the learning for our students at home.

We continue to reflect, seek feedback and review all aspects of school life at St Peter's. We are proud of the quality of the learning and teaching, the positive and supportive relationships within our community as well as the warmth and welcome to all, for which St Peter's new chapter of learning is highly regarded. I congratulate our school community on our many achievements throughout this extraordinary year and look forward with hope and optimism to 2022.

Education in Faith

Goals & Intended Outcomes

Education in Faith

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 2021 in the area of Education and Faith were:

- Strengthen teacher understanding of the learning continuum within the Religious Education Framework through professional learning.
- Engage families in the learning process of integrating faith and life through the Sacramental Season
- Enhance teacher capacity to engage in dialogue with students about Scripture to enhance their Catholic Identity.
- Enhance student engagement and voice in Religious Education and development of Catholic



Identity

Achievements

Achievements

Staff Professional Learning:

Throughout 2021, staff engaged in a range of professional learning activities to strengthen the learning and teaching practices in Religious Education at St Peter's School.

The school staff worked with Pauling Cicutto, the Northern Region Learning Consultant in Religious Education from Melbourne Archdiocese Catholic Schools (MACS) periodically throughout the year and engaged in professional learning in the following areas:

- The aims and objectives of the Catholic school and ways of engaging with scripture in the classroom
- An overview of learning progression: achievements standards, learning strands and content areas
- Achievement standards; Designing richer, more robust assessments using the achievement standards
- Engaging in Scripture; Examining the historical context of Scripture and engaging in learning about thinking routines that can be used in the classroom to unpack and interpret Scripture with students
- Advent; Continuing to explore thinking routines to support the unpacking and interpretation of Scripture centred around the season of Advent.

In the lead up to Holy Week and Easter, St Peter's Parish Priest Fr Anh Nguyen and Assistant Priest Fr Nathan Rawlins led the staff through the Scripture of this season and then worked with staff to plan for learning experiences at each learning level.

Sacraments

The Parish of St Peter's celebrated a shared Sacramental season where all students engaged in learning about the Sacraments and living Sacramentally in their everyday lives.

All Sacraments that were postponed in 2020 and 21 due the COVID 19 pandemic were celebrated this year. All of St Peter's School Sacraments were celebrated at St Peter's Church and within the guidelines directed by the Victorian State Government.

These celebrations included

- Reconciliation for Year 3 and Year 4 students
- First Eucharist for Year 4 and 5 students
- Confirmation for our current Year 6 students and our 2020 Year 6 students

As part of our Sacramental Season, families were invited to attend a faith development session to explore living life Sacramentally which was held remotely via Zoom.

VALUE ADDED

Parish Community Connections:

- In 2021, each year level participated in Parish mass, a level attending mass each week. Student engagement and participation in the mass was encouraged with students reading to the congregation, writing and sharing prayers of the faithful and choosing and singing hymns for the mass.
- The whole school celebrated the Solemnity of St Peter and St Paul, with the Year 6 Faith leaders assisting to prepare the celebration of mass and activities throughout the day.
- Fr Nathan, our assistant priest, worked with level teams to plan for learning experiences and made visits to the classroom and met levels in the church to engage the students in their Religious Education learning.
- The Education and Faith leaders from each parish school meet on a regular basis to discuss Sacramental learning and celebrations.
- 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.

Religious Education During Remote Learning

- During remote learning, students and staff continued to engage in daily prayer including saying formal and informal prayers, singing hymns, listening to and unpacking Scripture and participating in Christian meditation
- Acknowledgement of feast days during remote learning including feast of Mary of the Cross Mackillop and Feast of the Assumption through shared prayer liturgies also occurred.



Accreditation to teach RE

St Peter's has two staff that are working towards achieving their Accreditation to teach Religious Education, participating in theological learning at Australian Catholic University.

Faith Leaders

Year 6 Faith Leaders worked with the Education and Faith Leader to engage the school community in activities and initiatives to connect with the wider community and to promote student voice at St Peter's School. These activities and initiatives included

- Promoting Project Compassion during Lent
- Promoting the ANZAC day appeal and selling items for the Epping RSL
- Leading prayer at school assemblies
- Planning and preparing for mass and school activities for the Solemnity of St Peter.
- Reviewing the St Peter's School prayer with students and staff.

Learning & Teaching

Goals & Intended Outcomes

Teaching and Learning

2021 - 2024 School Improvement Plan (SIP) Priority One:

- To build teacher pedagogical practices

2021 Annual Action Plan (AAP) goal:

- That teachers know the progression of learning in Literacy and Numeracy as evidenced in consistent planning documentation
- Through the analysis of data, teachers are able to identify where a student is positioned along the progressions of learning

Intended Outcome:

- that all students are sustaining growth in literacy and numeracy

St. Peter's: A New Chapter in Teaching and Learning

A key aspect of curriculum design this year at St. Peter's Primary has been to challenge learners to explore and consider depth in wonderings that have centred around big ideas. This year, we have moved away from broad Faith and Life concepts and designed inquiries that have purposely linked the core curriculum areas of English and Mathematics, with the sciences, the humanities, the arts and the technologies. Teaching and Learning core curriculum leaders have worked in partnership with teaching staff to create yearly overviews (English and Mathematics) and biannual overviews (science, humanities, arts, technology). Teachers plan Big Idea learning experiences that have enabled their students to explore issues and problems in ways that are meaningful and relevant, and that purposefully link our Catholic beliefs related to the real world. This strategic shift in Teaching and Learning practice is to align with our school improvement plan to develop students into independent, engaged, self-reflective and self-managing learners.

The St. Peter's new chapter has also seen lesson structures within core curriculum (English and Mathematics) and inquiry units being co-developed during level planning to ensure consistency in the implementation of the curriculum. Teachers have also worked towards effective moderation practices that have given purpose to their knowledge around the progression of learning within curriculum content descriptors.

Achievements

St. Peter's Teaching and Learning Achievements:

- Children learn in an environment that is faith filled, inclusive and safe; where they feel supported
- Learning is meaningful, enjoyable, relevant and consistent with the background of the student, embracing their diversity
- Learning experiences have aspired to engage and empower all to think critically and act justly, guided by our Catholic Values
- To value and appreciate learning differences which are attended to by differentiated teaching sequences
- Parents, teachers and students are a collective community that share common goals, interact positively and are mutually supportive of each other along our journey as life-long learners
- Parents, teachers and students work in partnership to share and actively promote essential St. Peter's community principles

Empowering Teachers: Building Explicit Teaching and Learning Capacity

Success in learning is influenced by a range of factors. Some teaching practices, for example, suit students better than others, which in turn can impact on students' motivation. This year, in our new chapter at St. Peter's, we have devoted our Professional Learning to build and develop highly effective teaching strategies. We welcomed an Educational Consultant who collaborated with teachers to establish classroom learning environments that fostered targeted, explicit teaching goals to meet the individual needs of students.

Achievements:

We believe in a whole-school approach to professional learning and as such, we developed a shared understanding of teaching and learning practices across the school. 2021 worked towards a need to establish Organisational Structures and guiding principles to aid in the facilitation of collaborative professional learning. These organisational structures enabled a platform to build teaching knowledge around the progression of learning in both Literacy and Numeracy. They also provided a consistent approach to meet as teams to analyse data, where teachers were able to identify where a student is positioned along the progressions of learning.

STUDENT LEARNING OUTCOMES

The following Organisational Structures have been achieved:

Professional Learning Teams (PLTs)

- Literacy and Numeracy fortnightly structure
- Links to School Improvement Plan and Annual Action Plan goals
- Evidence informed
- Working with Jane Plunkett (Literacy consultant)

- Literacy and Numeracy leaders received ACER (Australian Council for Educational Research) Master Class professional development to feed forward to teaching staff
- Strengthening a collective and collaborative learning environment
- Participation in Literacy professional learning
- Participation in Maths professional learning

Facilitated Planning

- Teachers plan in teams with a leader who facilitates the planning process
- Building towards a culture that uses student data to inform decisions
- Collaborated together to establish an understanding of the progression of learning within Literacy and Numeracy sub-strands. This enabled teachers to plan for the 'next steps' in learning at students point of need

Job Embedded Learning (JEL)

- Purposeful professional learning for teachers is one of the most effective ways to improve teaching practices and student outcomes
- A modelled best practice culture from an experienced, effective other
- A JEL culture that has aimed to support teachers to build their teaching content and skills knowledge to meet our priority AAP goal
- The intent is for teachers to learn curriculum content, teaching styles and strategies that are based not only on the needs and context of their learners/students, but also tailored to their own professional learning goals.
- Covid lock-downs have affected the JEL process, therefore will continue to be refined and consolidated into 2022 where it is hoped that classroom teachers and teaching leaders will continue to work collaboratively, learning together to foster a culture of growth for all

Feedback

- Teachers collaborate within teams to evaluate their inquiry units of learning as well as their English and mathematics overviews
- Teams make adjustments and suggestions for future teaching direction
- Consolidation around the Reflection, Evaluation and Assessment cycle will continue, working towards the SIP

Teaching and Learning Embedding STEM

Leader: Melissa Gatt

Recently, St. Peter's has been recognised by Melbourne Archdiocese Catholic Schools (MACS) as a leading school in integrating STEM domains across the curriculum. The vision

this year has been to provide every student with a learning environment that stimulates critical and creative thinking processes within authentic inquiries, to embed content knowledge and general capabilities, to preface a life of success, valuing positive and holistic change for their future.

Aligning with the national imperative to ensure that all students finish school with strong foundational knowledge in STEM and related skills, here at St. Peter's Primary school, the focus this year has been for the staff to collaborate together to refresh our existing STEM program. The school leaders, teaching staff and specialist teaching teams have developed a highly effective STEM teaching and learning framework that aims to address the Victorian Curriculum, with a priority focus on Literacy, the Sciences, the Technologies which includes designing and constructing (Engineering) as well as the Numeracy strands. We believe that a STEM approach to teaching and learning will increase student motivation to learn about real world issues that they can relate to in a relevant and meaningful way. It is hoped that this approach will impact positively on students' attitudes to their learning.

We have evaluated the current STEM approach to Teaching and Learning and have decided to put more of a focus on the Technologies next year, due to the interrupted program caused by covid lock-downs. DigiSTEM specialist classes will be designed for the new year, placing an emphasis on the digital technology curriculum. New resources have been purchased and will be incorporated as well to build engagement and motivation in the STEM disciplines.

STEM Achievements:

- Created learning opportunities for the teaching of STEM through an integrated approach to curriculum, with a strong focus on science, technology, literacy and numeracy, enriched with the arts and the humanities across all learning and teaching
- Established STEM learning pathways (F-6) which supports learner progression and responds as Catholics, to local, national and global contents
- STEM has been given a focus point in the school with a Maker space and Science lab.
- Continues to enable learners to make connections with their current learning and apply these links to make informed decisions, empathising with diverse perspectives
- Invited into a MACS/Monash Problem Based Learning three year research project involving our senior staff and students
- A feature in the Catholic Education quarterly magazine as a leading school embedding STEM across the curriculum
- A 2022 grant approval to be involved in an Aviation STEM project for our senior student
- Newly purchased coding resources to place emphasis on DigiSTEM content

Learning Area: Literacy

Leader: Melissa Gatt

Achievements:

- We worked in close partnership with our Literacy coach Jane Plunkett where she modelled effective reading strategies and best practice around a daily must have, 2-hour literacy block
- Classroom learning environments reflect newly learnt to read structures, including book boxes, reading task boards which encompass Reading to Self and/or Someone else, Listening to Reading, Respond to Reading and Work on Words learning tasks at student point of need
- Teachers have established improved Reading planners as well as noting daily learning intentions and success criteria recorded on explicit Teacher Focus Record Books
- Teaching staff have been supported to administer consistent, comprehensive and purposeful literacy assessments to gather data to understand the diverse and individual learning needs of our students
- Word accuracy and fluency has been a focus. High Frequency word lists were implemented as daily work on word practice as well as sent home as Home Learning study
- Reading Recovery Intervention in the junior school
- Strong foundational knowledge in Phonemes (Letter sounds and representation) was an area that needed attention. Intervention support groups were offered in the junior and middle areas. Spelling intervention was also offered in the senior area
- A parent information session on 'How to Read to your Child at Home' was hosted by our Literacy coach Jane Plunkett and had a successful response with many parent attending
- Covid lock-downs affected a good portion of on-site learning, however teachers utilised the Google Classroom digital platform to still deliver live teaching instruction at student point of need. Although challenging, students overall were still able to engage in their learning and demonstrate sound growth
- Teachers practiced their understanding of the writing curriculum during 2 formal moderation processes (mid-year and end of year). Deepen knowledge on the progression of learning was achieved and continues to grow as students placed student writing sample along the learning continuum
- The school library is beginning to take shape. Many of the newly purchased books are still in the process of being covered and catalogued. The existing books have been sorted and re-organised onto our new shelving. The students have been very excited to be using this beautiful learning space and look forward to borrowing books for their book boxes to read during their reading block
- Parent volunteers were established this year and quite a few assisted in covering all of our new books. We are extremely grateful to have parent involvement
- As student assessment and data analysis became embedded, teachers collaborated with Jane Plunkett on establishing a Reading Student Data tracking wall. Teachers learnt how to place students according to their reading level and oral language scores to know how to better target learning needs for 'next steps' as well as celebrate the learning growth. This

student data tracking structure has helped us identify students that need intervention and extension

- New resources were purchased to support teaching and learning in Reading, such as decodable books to assist with phonetic awareness, Fountas & Pinnell benchmark comprehension and decoding assessments and Fountas & Pinnell Levelled Literacy Intervention book sets
- Current reading resources such as guided reading texts, take home books and big books have now been sorted, organised and properly ordered according to instructional levels. This will continue into 2022 as it has been a very big job
- The school library has been remodelled with the vision of making it a learning space that inspires a love for reading. We believe this has been achieved. New shelving and soft furnishings were ordered as well as new, contemporary novels for junior fiction, picture story books and informative non-fiction texts. We achieved an upgrade into a new borrowing platform, Oliver, which replaced the outdated Bibliotech platform

Learning Area: Mathematics

Leader: Erin Whitbread

Achievements:

- 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.

NAPLAN 2021 Achievements:

- Across both Year 3 and Year 5, girls far outperformed boys in reading scores
- 16 girls in year 3 as well as the average year 5 girl score all achieved above the state mean with 8 year 5 girls achieving well above
- Year 3 and Year 5 writing scores were on par with the state mean with girls average scores above the state mean
- Year 3 girls spelling scores were above the state mean
- Year 5 spelling mean was above the state mean with Year 5 girls scoring well above the state mean
- Year 3 Numeracy mean was almost at the state mean, with Year 3 boys performing stronger than girls
- Year 5 Numeracy growth was appropriate for the time-frame with fewer students achieving in the bottom 2 bands

NAPLAN Conclusions and Future Goals

- Professional Learning around student engagement in reading and writing especially for our boys in both Year 3 and 5
- Establish a whole school approach to foundational phonological awareness and spelling

- Embedding a growth mindset in Numeracy across the school with specific emphasis on building student engagement and motivation for our girls

Specialist Learning Areas:

- Newly purposed Visual Arts studio with weekly dedicated specialist lessons
- Newly purchased resources to cater to the whole school
- Relevant curriculum planned to complement inquiry and STEM units of work
- During remote learning, specialist classes continued via levelled rubrics that offered a selection of learning experiences
- Christmas carols were still able to go ahead via a recorded link due to covid guidelines on vaccines and mask wearing in schools
- Japanese ELLA app was upgraded and all prep - junior students were properly logged in to utilise the learning language sequence
- A transition from the Japanese into the Italian language was discussed and approved. This will be enacted into 2022

2021 Whole School Events and New Initiatives

Achievements:

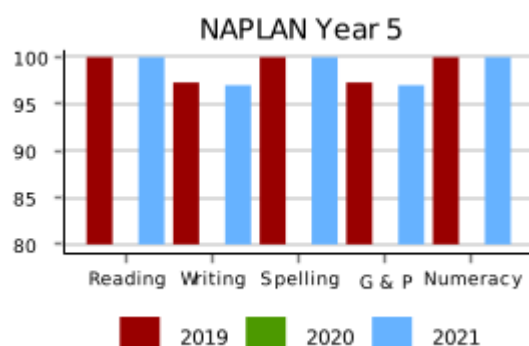
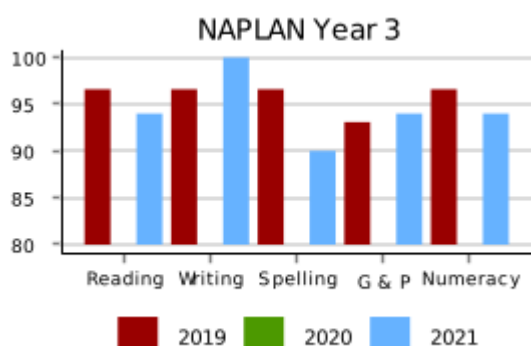
- Home Learning (homework) policy has been created, communicated and implemented
- Parent Helper program, compliance and training was established and implemented
- Library borrowing program was upgraded from the outdated software Bibliotech system into the more contemporary cloud based OLIVER system
- An Indigenous Perspective has been highlighted in the school with a central focal point held in our library
- Book Week celebrations were held via remote learning
- Maths competitions during Numeracy week were held
- Science week activities were offered via the remote learning platform

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	93.1	-	-	94.0	-
YR 03 Numeracy	96.6	-	-	94.0	-
YR 03 Reading	96.6	-	-	94.0	-
YR 03 Spelling	96.6	-	-	90.0	-
YR 03 Writing	96.6	-	-	100.0	-
YR 05 Grammar & Punctuation	97.3	-	-	97.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	97.3	-	-	97.0	-

* 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

Wellbeing

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 2021 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 2021 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
- Prior to the Victorian Lockdown, students in different levels were provided with the opportunity to have lunch with the principal in small groups to share some of their ideas about the school promoting student voice.

Community Involvement in Learning

In 2021, 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/careers 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 2021 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 2021 in the area of Wellbeing
- Information sharing and family violence reforms
- Child safe standards
- School attendance, refusal and reengagement
- A school closure day in Term 3 was dedicated to wellbeing. All staff participated in an introduction to the program Resilience, Rights and Respectful Relationships. This program supports the teaching of emotional literacy, personal strengths, positive coping, problems-solving, stress management, help seeking, gender and identity, and positive gender relations. Different levels have been exploring the resources throughout Term 4. In 2022 this will be a whole school approach to Social and Emotional Learning.

Working Bee

At the beginning of the year we were able to have a family working bee in which a number of staff and families attended. We look forward to holding more working bee events in 2022.

STUDENT SATISFACTION

Student feedback indicated the students felt connected to their teacher and peers as a result of their Google Classroom being open every day and teachers online from 9-1.30pm each day. The students had access to talk with and discuss learning or simply socially interact. The students value the time their teachers set up a class conversation that allowed students to talk a safe and controlled platform.

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	92.7%
Y02	95.5%
Y03	93.6%
Y04	94.7%
Y05	93.7%
Y06	94.1%
Overall average attendance	94.1%

Child Safe Standards

Goals & Intended Outcomes

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

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).

Leadership & Management

Goals & Intended Outcomes

Goals & Intended Outcomes

To grow and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.

Intended Outcomes That staff learning and teacher confidence will improve.

Achievements

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Achievements

- Job Embedded Learning (JEL)
- Annual Review Meetings with Principal and Staff
- Professional Learning-Leadership Team and Principal and Deputy Principal Professional Learning with Kerry Bratby- Building a High Performance Leadership Teams
- Collaborative Learning Team Meetings with staff continued, using Google Meets as the platform during COVID
- Frequent Staff Wellbeing Check Ins by Leadership Team
- Curriculum Leaders allocated a dedicated Curriculum Leaders Meeting to address learning

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

2021 Professional Learning

- Mentoring with a Literacy Coach throughout the year
- Education and Faith professional learning meeting with MACS facilitator
- Job Embedded Learning (JEL)
- VIT graduate staff
- Anaphylaxis and CPR training
- Professional Learning Teams - Literacy, Numeracy, Well-being, Learning Diversity
- Workshops on Personal Learning Plans

Number of teachers who participated in PL in 2021

23

Average expenditure per teacher for PL

\$250

TEACHER SATISFACTION

The 2021 MACSIS results indicated significant growth in the staff school climate domain. There was an increase to 91% of staff reported a positive working environment. Staff relationships indicated 94% of staff felt that leaders showed respect towards staff and were friendly towards them. The instructional leadership domain indicated a significant increase in leaders knowledge in learning and teaching practices and a shared vision for our school.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	60.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	5.3%
Graduate	10.5%
Graduate Certificate	0.0%
Bachelor Degree	78.9%
Advanced Diploma	10.5%
No Qualifications Listed	21.1%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	28.2
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	19.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

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.
- Regular updates were provided to families throughout the expended Victorian Lockdown
- 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 were 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 2022 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 through this program will begin in 2022.

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 2021
- GRIN program
- Remote learning
- New student report format
- School uniforms

- In 2021 the Advisory Board had a parent/carer representative from each year level to ensure that the voice of all were being heard in the meetings.

Achievements

- The Principal continued to lead the St Peter's Advisory Board.
- The Principal, Deputy Principal, Education and Faith/Student Wellbeing leader, Learning and Teaching Leader and parent members of the school continued to meet as the St Peter's Advisory Board to discuss core business in partnership with parent representatives.
- The Principal conducted a survey to gather parent feedback and collect data around Remote Learning in Term 2.
- A Parent Committee was established in Term 1. The Principal, Angela Tonkin, met with the group on one occasion throughout the year as the interruptions of further lockdowns prevented further opportunities. The purpose is to build community, promote connectedness and nurture community relationships within the school.

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.

The 2021 St Peter's Remote Learning survey completed by parents after Term 3 provided an insight into the level of student tenement in the teaching and learning program during the COVID lock down period. The parent survey revealed that 100% respondents believed the learning provided during the home learning period was motivating. 95% of respondents reported that the staff were very approachable and 95% believed that the feedback provided to students was timely.

Many parents congratulated the school and staff through comments like "well done to all staff". Further, examples of feedback from parents included, "grateful to all staff for their hard work and dedication to the kids", "the teachers and school did an amazing job" and "congratulations to you and your team on such an impressive roll-out! Incredibly impressive to have all specialty programs in full swing and so much more interaction for the kids." Overall the Remote Learning Period was a great success at St Peter's.

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.

We will be guided by our vision, *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.*

- Further strengthening and enriching our school as a contemporary Catholic community
- To continue to improve the safety and wellbeing of all students, in particular as they transition back to school in 2021, after Remote Learning
- 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
- Continuing to develop positive relationships within our school community, post COVID-19 Remote Learning
- Strengthening community partnerships to support student learning and engagement.