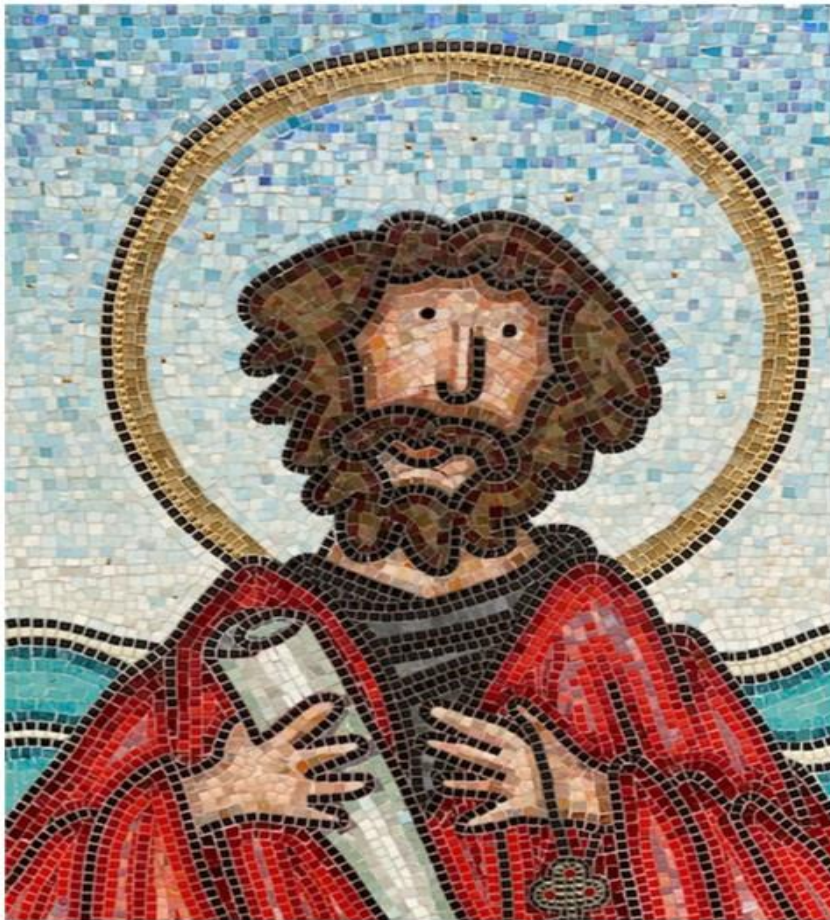




St Peter's School Keilor East

2021 Annual Report to the School Community



Registered School Number: 1692

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Governing Authority Report3
- Our School Vision4
- School Overview5
- Principal's Report6
- School Advisory Council Report8
- Education in Faith10
- Learning & Teaching11
- Student Wellbeing14
- Child Safe Standards17
- Leadership & Management19
- School Community23
- Future Directions25

Contact Details

ADDRESS	2A Parkside Avenue Keilor East VIC 3033
PRINCIPAL	Linda Tarraran
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9337 4111
EMAIL	principal@spkeiloreast.catholic.edu.au
WEBSITE	www.spkeiloreast.catholic.edu.au
E NUMBER	E1275

Minimum Standards Attestation

I, Linda Tarraran, 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.

01/03/2022

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

Inspired by St. Peter's spirit of resilience, and guided by the Teachings of Jesus, we uphold **JUSTICE** and **RESPECT** for all of God's creation. **INTEGRITY**, **EMPATHY** and **HOPE** lead us to make a difference in our ever-changing world.

As an engaged **COMMUNITY** we inspire **CREATIVITY** and a **LOVE** of **LEARNING** that supports and nurtures each individual to succeed.

Values: Faith - Teachings of Jesus Respect, Empathy, Integrity, Hope, Social Justice, Community, Creativity, Love of learning, Resilience



School Overview

St Peter's School is a welcoming, inclusive school community where all individuals are valued. Of the student population a high percentage are Catholic. Students come from a range of cultural backgrounds, primarily third generation European. St Peter's school families are supportive and actively involved in the school. Our Religious Education program and the teaching of Gospel values have a high priority, as we endeavour to uphold: respect, empathy, justice and hope. At St Peter's we also encourage an awareness of the social justice issues that affect children in our world and, through our student social justice and Religious Education student leaders we provide students with a voice on justice issues.

Our staff are very professional and committed to improving the quality of teaching and learning throughout the school. There is a strong collegial work environment and strong sense of team with teachers actively engaging in data analysis and professional learning in pursuit of the improvement agenda. In line with this, staff also display a positive attitude and commitment to innovation and change.

St Peter's school is committed to embedding a culture of child safety, which entails a commitment to zero tolerance to child abuse. Along with the academic curriculum, our school is proactive in its endeavours to assist students to develop social and emotional skills.

In 2021 our school community continued to face the challenges of remote learning due to the COVID-19. All members of our school community (staff, students and parents) are to be commended for the fantastic efforts made during another most challenging time.

Principal's Report

We thought the 2020 school year was like no other but in 2021 we continued to experience the effects of the world-wide coronavirus-19 outbreak. This, for the second time, impacted on what was possible to achieve in our 2021 annual action plan. However, despite the challenges we maintained consistency in all curriculum approaches. Our top priority for the school year was once again ensuring the health and safety of our school community members and the wellbeing of our students and staff. Advice from the Australian and Victorian Chief Medical Officers, Victorian Government and the Catholic Education Commission of Victoria Ltd were followed and all guidelines implemented to ensure that our school practices were well managed. Staff worked collaboratively and collegially to delivering the curriculum to reduce as much as possible students falling behind.

School's Golden Jubilee - Celebrating 50 years

Sunday 2 May was a wonderful celebration for our school and parish golden jubilees. It was wonderful to have Archbishop Comensoli celebrate the Mass along with Fathers Denis Stanley and Tony Doran (past priests of the parish) and Fr Sebastian (parish priest). It was great too that Sr Catherine Meese (Sister of Charity) and Margaret Duggan, both past principals, could join us. I thank the wonderful staff of St Peter's and the parish volunteers who helped to make the day the success that it was; to Caesar Yacoub (School Captain) for his support in carrying out his special tasks with flare and confidence; and to Rebecca Evans for baking the beautiful jubilee cake.

Remote Learning

In May Victorian schools were instructed to commence remote learning. As staff had the experience of the previous year, the transition was handled well. The remote learning schedules provided by the class teachers covered all the key learning areas. The platforms used were: Google Meets, Seesaw (for posting work and receiving feedback), Hapara for the senior students, as well as Operoo to communicate timely messages to parents. We offered whole class instruction, small group instruction, and one to one learning opportunities. Teachers especially looked out for any students struggling with the concepts taught and organised additional Google Meet learning sessions if needed. Our specialist teachers and intervention teachers also provided learning opportunities. The support teachers provided revision and small group work, and our Learning Support Officers checked in with the students to help in the monitoring of their wellbeing. Learning schedules were uploaded to Seesaw daily so that the children and parents could see what was required each day. Videos were made, appropriate YouTube clips were used. Teachers communicated with parents via phone call, Google Meets and email to ensure the home school partnership continued during this challenging time.

Onsite supervision

We provided onsite supervision for those children deemed 'at risk' or whose parents were on the essential workers list. Staff and Learning Support Officers were rostered on to minimise the time staff were attending the workplace. The provision of a skeleton staff was therefore established, as directed by the Victorian Government guidelines and supported by Melbourne Archdiocese Catholic Schools (MACS). This required staff to be onsite for supervision duties only. Otherwise, staff worked from home.

Communication

Operoo was the platform used to communicate with parents in timely manner and assisted in the management of the situation. The regular updates kept parents informed and contained detail, capturing all the important information from the CECV School's Operation guidelines. Teachers

also used Seesaw to communicate to parents specifically about the curriculum to ensure our home school partnership was maintained.

Special Awards - school values & student voice!

We introduced special awards based on our school values (integrity, justice, hope, empathy, respect, love of learning, creativity, community) which are contained in our vision statement. Our Year 5s designed the awards and worked-through a process exercising student voice to arrive at the final designs. The awards were given out at assemblies and photos were taken and uploaded to Seesaw for parents to view.

Launching St Peter's Instagram Page

We introduced another ICT platform, Instagram to enhance our school communication. This communication contained snapshots of things happening and served as a platform for reminders. The aim was to keep families in the 'know' as to what is going on and any special events.

Extensive cleaning & Hygiene

As per the guidelines, rigorous cleaning routines were introduced and maintained. Hand sanitising continued as well as the essential cleaning materials required. Staff assisted in the cleaning of communal areas and also the desks at least twice daily.

Student Wellbeing

We provided support for families via articles which focused on student wellbeing, as well as the Student Wellbeing Leader checking-in with students on a regular basis, which parents appreciated. School also provided support when the students returned to school, and we were prepared in the event that students may experience some level of anxiety, especially the junior students. We had the children's wellbeing as the priority and gave advice for the parents to aid a smooth return to school, such as promoting positive talk and role-playing how the first day will go.

The staff at St Peter's School again worked collaboratively for the successful delivery of remote learning, as well as ensured our current learning and teaching practices were maintained. The teachers did their utmost to plan and deliver the curriculum, aimed at keeping the learning for the children on track. Delivering the learning content online especially for the junior grades, had its challenges and relied on greater parental support. Feedback allowed the teachers to select the learning pathway, so the children would continue to progress. The parents were congratulated for working in partnership with school to supervise and support their child/ren during a most challenging time for all. Parents stayed positive for the children as the remote learning days went on. I also thank the School Advisory Council members for their support and feedback.

School Advisory Council Report

AFFECT OF COVID IN 2021

For a second successive year the activity of the School Advisory Council (SAC) was influenced by the ongoing challenges presented by the COVID (Delta) outbreaks that affected schools and communities alike. The School Advisory Council started the year with an agenda of getting back to normal. In Term 1, the discussion initially centred on the proposition of short-term lockdowns when the last elements of the 1st wave of the virus were still circulating at intervals. The school was equipped with the procedures that activated at short notice could be called upon to ensure the continued education of the children at home. The school and church collaborated to ensure provisions were in place to allow all sacramental celebrations to occur safely, either in person or via other platforms (webinars, live streaming). This allowed students' to continue their faith journey and achieve their milestones. Unfortunately, from late May restrictions were re-introduced until late October for the Delta variant. The School Executive focussed on the delivery of a strong educational experience through the provision of online learning. Discussion was held on vaccine mandates and SAC members supported the school holding to government guidelines for vaccine requirements. Finally, when students were able to return it was time for all to breathe a big sigh and do our best to finish the year on a great note for all the children. The SAC discussed requirements on mask wearing, air purifiers to ensure all interactions could be maintained in a COVID safe environment.

Melbourne Archdiocese Catholic Schools (MACS) AND SAC CHARTER

MACS provided guidance in early 2021 on the requirement to transition from the term "School Board" to the "School Advisory Council". MACS also provided clear direction on the role of the SAC, its membership and obligations and processes.

INFRASTRUCTURE / SCHOOL PROPERTY

The year commenced with robust discussion on church plans to expand its offices through renovation and potential to utilise school playground space as part of this exercise. These plans have since been paused.

SAC members was involved in the preliminary stages of setting a vision for the school's next major Master Plan. Discussions were held around selection of design partners that the School Exec were considering, the viability of the proposals submitted and ensuring key infrastructure opportunities would be included for consideration.

COMMUNICATION

The refreshed St Peters Primary School web page, was launched in 2021. The usage of Apps like Operoo and Seesaw became more established in communications through COVID times, resulting in many forums for strong school and parent communications.

TEACHING CONTENT

SAC members acknowledged that due to COVID disruptions the School Executive remained committed to the school's four priorities listed in the school improvement plan for 2021-2024.

SCHOOL/PARISH COMMUNITY

Planning was centred on the school's 50th anniversary mass held on Sunday 2nd May. It was a fantastic occasion marking both anniversaries for the parish and the school. The presence of Archbishop Comensoli and the past priests and school principals worked very well to bring together the school and parish community. The social gathering afterwards was a success and greatly enjoyed by families.

STUDENT BODY

Strong demand for spots resulted in four classes for prep in 2022 being formed with 22 students per class. The school uniform remain an open topic with an agreement in moving forward to form a parent consultation group.

SCHOOL FEES

Acknowledgement by the School Exec and parents that COVID continued to impact financially on some families, Allowances were made such as school covering 2022 book packs and contributing towards the Grade 6 jumper.

ACKNOWLEDGEMENTS

As Chairperson, I thank my fellow board members who were present through the last two years. Following 2020, we all had an idea of how things would run in 2021 and each met the challenges and made themselves available whenever needed. Each member contributed by sharing their experiences, learnings and viewpoints in a supportive way to the School Exec. I would like to thank the St Peter's School Community for supporting the board as their representatives. The Advisory Council takes pride in ensuring every voice is considered before decision is agreed. Its overriding goal is to support the school in providing an environment that we should all be proud. I would also like to acknowledge our parish priest, Father Sebastian, for his support and guidance.

I would like to acknowledge the efforts of the Supporting St Peter's (SSP) Committee. In another year where fundraising activities were very difficult to organise they have kept the motivation going and have fostered a strong group ready to roll their sleeves up in 2022.

Finally, I would like to acknowledge the efforts of our Principal, Linda Tarraran and the teaching and administrative staff. The events of 2020 laid a foundation for even stronger collaboration between parents and teachers. It was a testament to the connection between the students and school in how well so many children were able to quickly adapt back into offsite learning. Linda and her team are committed and hard-working for the benefit of students and we are lucky to have had them over the last two years.

Jason Schouteten (Chairperson)

Education in Faith

Goals & Intended Outcomes

To strengthen Catholic Identity and formation through embedding high quality teaching and learning in RE.

That the knowledge, understanding and values of the Catholic faith tradition is strengthened and lived out today

Achievements

In 2021 the impact of COVID-19 caused a re-evaluation of our proposed actions. The two main actions that were most impacted are:

- The RE Collective was postponed - this involved working with two other schools to create an instructional RE Learning and Teaching Model.
- Moderation of RE assessment tasks was not able to take place as per our usual practice due to remote learning and teachers working from home. This is better achieved when teachers are onsite and during their planning together.

However despite the challenges we achieved the following:

- More authentic integrating of RE units with other curriculum areas;
- Reviewed the essential elements in RE planning and overview based on staff feedback;
- RE Pedagogy survey results indicated moderate to high ratings;
- Sacraments celebrations were celebrated: Reconciliation, First Holy Communion and Confirmation;
- Sacrament Faith nights - continued via Google Meets, positive feedback was received;
- Staff PD conducted in PLMs included: learning progression review & curriculum mapping, professional dialogue with use of provocations. Dialogue was trialled and included in planning process;
- Yr 5 students designed new student awards based on our school values: respect, empathy, justice, hope, creativity, community;
- Teaching teams conducted pre & post assessments for each unit trialled.

VALUE ADDED

Focus on Gospel values which underpin all that we do with RE units specifically highlighting social action. Continued school support social justice initiatives

Celebrating as a faith community i.e. streaming of Masses, online prayer celebrations.

Faith Night & Sacrament workshops via Google Meets

Social justice action - supported Caritas & Catholic Mission.

Learning & Teaching

Goals & Intended Outcomes

To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.

That all students will have 12 months of growth in English and Mathematics

That differentiation practices within the school meet the needs of all students

That there is improved consistency in teacher delivery against the Victorian and R.E Curriculum achievement standards

Achievements

COVID-19 once again impacted on the delivery of actions in our annual action plan. The move to remote learning and the impact of only gathering via Google Meets constrained what we had planned. Nevertheless we continued with our focuses as much as was practicable.

Our achievements include:

- During our professional learning meetings (PALTs) - data analysis continued to focus on differentiation to ensure all needs were met;
- We covered all curriculum areas during remote learning and especially ensured our professional learning time included planning for social emotional learning and Religion;
- In line with our mathematics goal our PLM focused on mathematical sequencing - resulting in a change to the termly overview to explicitly reflect clear learning sequences and focus areas;
- During the PaLT time was made to reflection on the lab-site sessions where one teacher would model with their class in front of their year level peers. Each person took notes using a reflection tool designed to reflect the high impact teaching strategies. Feedback was then given to the teacher who modelled and was a very reaffirming exercise. Observers indicated what they might try in their classrooms;
- Pat R & Pat M data were analysed during professional learning meetings - which allowed for Intervention Reflection, goal setting and curriculum provision;
- P-6 Literacy/Maths and 2020 NAPLAN data was unpacked through PALTs to inform teaching and the grouping of students. These goals were displayed in the planning room;
- The MAV (Maths Professional Development) - professional resources were used including articles and Paul Swan resources to support teacher understanding and targeting learning needs;
- Mathematical pedagogical knowledge was developed by using chapters from Mathematical texts. As a result, 2 PLMs and 1 PALT were dedicated to building the mathematics expertise of staff. Maths overviews were updated to support unpacking the keys areas of language, pedagogical considerations and developmental sequence;
- At the end of 2021, we decided to exit from the MAV collective group due to the fact that we were not being challenged and nor did we walk away with ideas from the other schools who participated. We decided to use the money budgeted to sourcing our own professional envelopment that will better meet our needs in building teacher capacity;

- Intervention Teachers carried out assessments using the Minlit/Maqlit/ MSL- WARL and WARP; Intervention teachers attending PaLT sessions to help support teachers. Intervention Teachers assisted the class teachers in monitoring smart goals and provided report comments so that parents could see what was achieved;
- Student voice - units of work trialled the use of student voice and agency in their design and implementation. (Discovery 5/6 - Term 3 & RE units - Term 2).

STUDENT LEARNING OUTCOMES

School continued with its assessment schedule. PAT R & M were used, as well as Fountas and Pinnell testing. The teachers use data effectively and address how to achieve continuous growth for all students. The pre and post Pat R and Pat M testing and monitoring of students has contributed to the changes in growth of the students.

PAT M & PAT R Testing indicated which students had exceeded expected growth for a year according to the norm sample. We consistently use data to form professional judgements on where to next. If students did not achieve expected growth steps are taken. For example, we utilised the tutoring funding from the government to support students in Year 3 and 4 in the area of mathematics.

NAPLAN

When tracking the student cohort and comparing the Naplan results in 2019 and 2021 the following was noted. The change in results are more than likely due to the impact of COVID. Having said that the school is proud of the students achievements, especially during this challenging time.

Year 3 Reading (2019) the school's mean score was above both state and national and Year 5 Reading (2021) the school mean score was slightly lower than the state but above the national.

Year 3 Writing (2019) - the school's mean score was above the state and national and Year 5 Writing (2021) the school's mean score was slightly below state but above the national

Year 3 Spelling (2019) the school's mean score was above the state and national and Year 5 Spelling (2021) the school mean score was slightly above state and national

Year 3 Numeracy (2019) the school mean score was above the state and national and in Year 5 Numeracy (2021) the school mean was slightly below the state mean but above the national

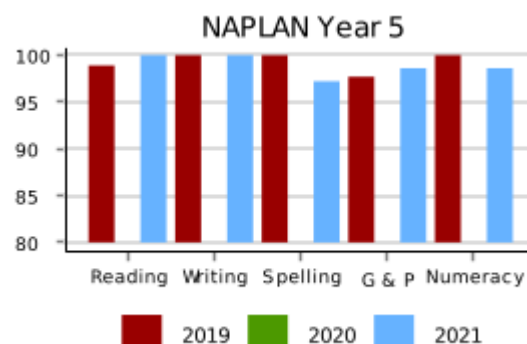
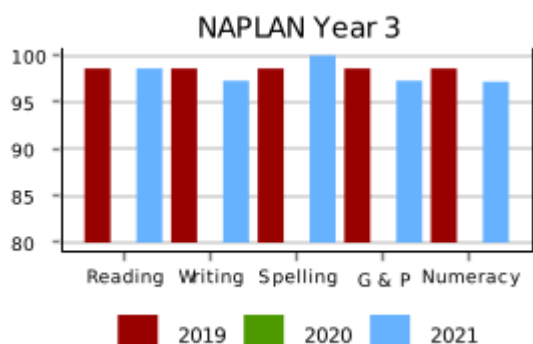
Year 3 Grammar & Punctuation (2019) the school's mean score was above the state and national and Year 5 Grammar & punctuation (2021) the school mean was above the state and national.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.6	-	-	97.3	-
YR 03 Numeracy	98.6	-	-	97.2	-
YR 03 Reading	98.6	-	-	98.6	-
YR 03 Spelling	98.6	-	-	100.0	-
YR 03 Writing	98.6	-	-	97.3	-
YR 05 Grammar & Punctuation	97.7	-	-	98.6	-
YR 05 Numeracy	100.0	-	-	98.6	-
YR 05 Reading	98.9	-	-	100.0	-
YR 05 Spelling	100.0	-	-	97.2	-
YR 05 Writing	100.0	-	-	100.0	-

* 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

To empower students through voice, agency and leadership to strengthen an inclusive and positive climate which enhances learning

That a culture that values and nurtures student voice, agency and leadership (VAL) is embedded across the school.

Achievements

The year commenced with the hope of no disruption to student learning however in May - October we were once again directed to move to remote learning and implement our COVID safe plan.

- At the start of the year classroom rights and responsibilities were co-constructed with students and teachers. A copy went home for parents to place on their fridge;
- We continued to engage a psychology student (4th year) from Catholic Care to work with children both remotely and on-site;
- Teachers encouraged student voice during remote learning via feedback and providing a forum for class discussions and regular check-ins. Class Teachers developed informal and formal structures to engage with, listen and respond to the full range of student perspectives and feedback;
- Student feedback showed that many felt supported and demonstrated much resilience;
- Student Wellbeing articles and resources were shared with parents and also utilised by the Class Teachers;
- Safe online and expected behaviours during remote learning were reinforced with students;
- The Seasons for Growth program was cancelled due to COVID and remote learning. This program is designed to assist children who have experienced loss through family separation, death etc.

VALUE ADDED

Lunchtimes clubs - pre Covid lock-down and when school resumed

Year 5s designed Student Awards that captured our values as expressed in the school's vision statement, such as: integrity, hope, respect, justice, community, creativity. These awards were celebrated at assemblies.

Focus on Gospel values which underpin all that we do

Religious Education units specifically highlighting social action

Year 5s hosting school assemblies via Google Meets

Anti-bullying week activities were organised to reinforce the importance of stating 'NO' to bullying

We conducted the Day for Daniel activities - which focused on important strategies for children - one being empowering them to say report behaviour which makes them feel unsafe.

As camps were cancelled again we ran a camp program at school for Years 5 & 6 students. This was a special highlight for the Year 6s as they were looking forward to attending camp.

STUDENT SATISFACTION

2021 MACSSIS student survey data showed the following and all abode the Macs school averages:

- Rigorous expectations - St Peter's 88% (Macs schools average 81%)
- Student engagement - St Peter's 59% (Macs schools 56%)
- School Climate - St Peter's 73% (Macs schools average 67%)
- Teacher-Students relationships - St Peter's 84% (Macs schools average 76%)
- School Belonging - St Peter's 82%(Macs schools average 75%)
- Learning disposition - St Peter's 78% (Macs schools average 74%)
- Student safety - St Peter's 71% (Macs schools average 62%)
- Student voice - St Peter's 66% (Macs schools savage 58%)

STUDENT ATTENDANCE

Non-attendance is managed by the following procedures. Parents are asked to inform the school before 9.00am if their child is absent via the Operoo online absence form. As soon as practical and after the rolls have been marked in all the grades, the unexplained absences are identified by administration. The first step taken is to remind parents that an explanation is required by sending an email. When no reply is given, administration will follow up with phone calls. This is achieved in a timely manner. In cases where there are social-emotional issues related to truancy, the Student Wellbeing Leader and the Principal will contact the Student Wellbeing Unit at the CEM.

In regard to family holidays, the protocols concerning student attendance are adhered to whereby parents write a letter to inform the principal of the holiday. The principal will check with the class teacher before granting leave for the student. The class teacher prepares a learning plan with the support of the Director of Learning and a meeting is scheduled with the parent. While the teacher does their best to provide activities that will cover the student absence, the learning plan does not replace being present in the classroom setting, as much of the learning is not paper-based. If the holiday is more than a 2 week period, the concepts that the child will miss are relayed to the parents. Copies of letters and learning plans are filed in the student office file.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.2%
Y02	95.7%
Y03	96.1%
Y04	96.1%
Y05	96.4%
Y06	95.2%
Overall average attendance	95.8%

Child Safe Standards

Goals & Intended Outcomes

To embed child safe policies and commitments into every day practice according to Ministerial Order 870

That the seven child safe standards will be upheld in our school community to ensure the care and wellbeing of all students.

That child safe policies and procedures are clear to all stakeholders (teachers, staff, parents, students parish community) and implemented especially the child safe code of conduct and the child safe policies;

That the children will be empowered to speak up if they are feeling unsafe.

Achievements

- Consistently providing clear messages of St Peter's zero tolerance of any form of child abuse and the importance of child safety through a variety of communication forums, such as: parent handbook, staff organisational policies, newsletter, website;
- Monitoring the school's adherence to our child safety policy and statement of commitment;
- Ongoing professional learning and regular reminders about Child Safe practices for teachers, non-teaching staff and volunteers;
- Monitoring the embedding of policies and commitments into every day practice and demonstrating our school's commitment to child safety and adherence to our child safety policy and statement of commitment;
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools';
- Student participation and empowerment strategies;
- Engagement of parents in promoting child safety;
- Upholding Human Resources practices (recruitment, supervision, performance review);
- Conducting and reviewing Child safety - Risk Management practices for events and when contractors attend the school site;
- Ensuring student friendly posters are in the classrooms and referred to often to empower students;
- Reinforcing all child safe standards often to remind school staff, parent volunteers, parishioners, contractors of the expected to behave with children via the child safe code of conduct;
- Ensuring that all applicants for teaching/staff positions were informed about the school's child safety practices (including the code of conduct), and conducting all referee checks to ascertain whether the applicant is suitable to work with children;
- Ensuring that the positions vacant attachments included the two child safe attachments (child safe policy and code of conduct);

- Taking reasonable efforts to gather, verify and record the information about a person whom school proposes to engage to perform child-connected work;
- Successful induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child-connected work;
- While working remotely, staff revised the key component of being cyber safe. Students were guided on how to use online teaching platforms safely and responsibly. Teachers supervised student access to technology/internet and delivered cyber safety lessons;
- During the pandemic the school took extra precautions, staggered and supervised pick-up and drop-off times, thorough cleaning and disinfection. Students revised the importance of hygiene and social distancing, practising what they learnt;
- Listening to the views of staff, children and their families and address their concerns in a timely manner;
- Implementing strategies associated with the Day for Daniel, empowering children participation and strategies, including of Child Safety teaching activities in SEL Curriculum;
- Conducting working with children checks of all visitors, contractors and parents;
- Ensuring all teachers at the school met the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au);
- Annual completion of online DET Mandatory Reporting unit and associated modules (e.g. Reportable Conduct);
- Adhering to the prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006;
- Regular professional development regarding Child Safety;
- Parent and Guardian Code of Conduct/Safeguarding Children Code of Conduct updated and distributed annually;
- Throughout the challenging year of 2021, staff worked diligently to ensure that all students received the highest standard of care;
- Communication with the school community about child safety issues, and reminders including the parking around the school and use pink zones;
- Ensuring the playground was regularly maintained and checked for safety.

Leadership & Management

Goals & Intended Outcomes

To establish a culture where feedback, engagement and wellbeing is lived throughout the school community

That authentic partnerships are strengthened and student learning is increased.

That a culture of feedback is established for all staff to increase engagement.

Achievements

The following leadership and management practices were continued in 2021 due to COVID restrictions:

- COVIDsafe Plan was updated throughout the year;
- Thorough cleaning of all toilets was carried out daily;
- School cleaners had PPE equipment and used cleaning chemicals in line with recommendations;
- Sanitiser and soap were always available in each classroom, plus cleaning cloths and appropriate cleaning fluid to ensure hand hygiene protocols were honoured;
- Students used hand sanitisers when arriving in the morning and throughout various times of the day;
- All staff carried out daily cleaning of desks and work spaces in school, including communal areas;
- All shared equipment was cleaned - students sanitised hands before and after use;
- Cancellation of all camps and excursion occurred in line with CECV school's operation guide;
- Restrictions on parents/visitors entering into the school building in line with CECV school's operation guide;
- Maintained up-to-date record keeping of all staff vaccination records with evidence of a COVID-19 digital certificate;
- Issued work permits to staff travelling to and from school as per government guidelines and ensuring that only children whose parents were essential workers attended on-site learning;
- Provision and support for children experiencing social emotional issues especially during remote learning;
- Clearly designated school access points along with start and finishing times in line with CECV school's operation guide;
- Staff to wear face masks, except when teaching;
- Staff communal areas were again marked out to ensure density limits were met. 'X markings' were used throughout the school. Two staffrooms were used for the staff to feel comfortable and safe, including an outside area.
- All meetings with parents, allied health & staff were held via Google Meets;
- Mid-Year Parent Teacher Interviews were held via Google Meets;

- Mid and End Year Reports were modified for semester 1 and semester 2 according to the CECV guidelines;
- Student and staff wellbeing were made a priority during remote learning and when school returned to on-site learning;
- Remote learning schedule structure was communicated to parents. Our focus on lesson planning was to minimise children falling behind. Seesaw and Hapara (platforms) were used. Learning schedules were upload daily and also feedback was given to the students daily. Teachers make videos to teach concepts, held small group sessions via Google Meet and conducted daily check-ins with the students.
- Regular communication and updates for staff and parents were given via Operoo notes;
- Computers and devices for lending to parents was organised. Parents were directed to make requests via the principal. ICT Manager issued devices checking first they were in good order and organised contracts for parent to fill in top ensure equipment was taken care of;
- Learner packs were organised for the junior students;
- Leadership team continued to reinforce in a clear and explicit our direction and intended outcomes that supported the school improvement plan. By doing so it reinforced context and a reminder of what we are all collectively trying to achieve;
- During remote learning teachers were proactive in contacting parents to ensure the partnership links stay established;
- Staff attended ARM to discuss achievements in the year and to provide feedback. Staff reported that they felt supported by leadership.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Due to COVID the range of professional development was not as extensive as in previous years

- Mathematics (MAV project - online & onsite)
- RE - dialogue
- Phonics professional envelopment for teachers (P-2 teachers)
- Cued articulation (P - 2 teachers)
- Initial Lit training (6 staff members)
- Macqlit Intervention training (2 staff members)
- PBL - all staff
- Reading Without Limits - all staff
- elearning mandatory reporting- all staff
- Disability Standards for Education - all staff
- Supporting provisional teachers
- First Aid (CPR, Anaphylaxis & Asthma)

- Spectrum - Teachers Matter - 3 day online conference for Teachers

Number of teachers who participated in PL in 2021	35
Average expenditure per teacher for PL	\$150

TEACHER SATISFACTION

Staff are committed to the school goals outlined in the annual action plan and continually work towards the improvement of student learning. They participate in extracurricular activities and support the Sacramental programs. Their generosity and goodwill to support their children and families for sacramental celebrations is exceptional. Staff feedback was positive during COVID remote learning. Appreciation by staff to the principal and leadership team was an acknowledgement of the attention and care given to staff wellbeing.

MACSSIS 2021 Staff survey data showed the following where we were above the Macs school average:

- School climate - St Peter's Staff 89% (Macs schools average 80%)
- Staff Leadership relation - St Peter's 83% (Macs schools average 81%)
- Collaboration in teams - St Peter's 81% (Macs schools average 70%)
- Collective efficacy - St Peter's 90% (Macs schools average 80%)
- Psychological safety - St Peter's 67% (Macs schools average 65%)
- Instructional leadership - St Peter's 67% (Macs schools average 57%)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.2%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	85.1%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.9%
Graduate	10.8%
Graduate Certificate	10.8%
Bachelor Degree	83.8%
Advanced Diploma	18.9%
No Qualifications Listed	2.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	46.0
Teaching Staff (FTE)	39.5
Non-Teaching Staff (Headcount)	36.0
Non-Teaching Staff (FTE)	26.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To establish a culture where feedback, engagement and wellbeing is lived throughout the school community.

That authentic partnerships are strengthened and student learning is increased.

Achievements

The opportunities planned in 2021 that were postponed/cancelled include the following:

- Partnership with Holloway Aged Care (Year 5s)
- Partnership with Milleara Integrated Kindergarten (Yr 6s)
- St Peter's Toddler tales for pre-school students (Yr 6s)
- Share and Shine - all year levels
- Evening parent information sessions
- Parish/School Carols Night
- Thank you morning tea to all helpers
- Father's Day breakfast & Mother's Day breakfast
- Fundraising events planned by the SSP team
- Yr 6 Transition to secondary school
- Parent Helpers Program (P-2) and participation in excursions were cancelled due to COVID as no parents were able to enter the school except to collect their child.
- Canteen was placed on hold

However, the one event that the school and parish were able to celebrate before the restriction set in was our golden jubilee. It was a joyous celebration with a high number of our families attending. On this day the children showcased a dance they had learnt during Harmony Day.

During remote learning teachers kept in contact with the parents to ensure the partnership between home and school continued. Leaders and Teachers were proactive in responding to feedback from parents. Teachers promoted student voice as much as possible during the remote experience and responded to student social emotional needs as well as academic.

PARENT SATISFACTION

We value feedback from parents in our school. Feedback gained at both formal and informal events or via email indicates general satisfaction and positivity with what the school is trying to achieve for all its students. When interviewing existing families for the 2022 Prep intake parents were positive in their verbal feedback to the principal. While it may not be possible to make everyone happy, parents who voice their concerns are always given an opportunity to outline their views and if action is necessary, it is undertaken immediately. Parents are always

encouraged to make an appointment with the Principal, Deputy Principal or Teachers should concerns arise. Parents find staff approachable and this partnership is a priority for the school.

2021 MACSSIS Parent survey data showed the following results where we were above the Macs school average

- School fit - St Peter's received 82% positive (average of Macs schools 76%)
- School climate - St Peter's received 88% positive (average of Macs schools 82%)
- Student safety - St Peter's 73% (average Mac schools - 73%)
- Communication - St Peter's 79% (average Macs schools 74%)

Future Directions

- Continuing the journey of school improvement goals
- Re-engaging our school community into the life of the school due to the impact of COVID-19
- Preparing master plan for building project to create additional learning spaces
- Embedding student voice authentically in the curriculum
- Keeping student wellbeing as a high priority
- Developing an improved RE framework with the work to be completed by the school's RE Collective
- Continuing social justice initiatives and linking this to our discovery units