



St Peter's School Keilor East

2022 Annual Report to the School Community



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Contact Details

ADDRESS	2A Parkside Avenue Keilor East VIC 3033
PRINCIPAL	Linda Tarraran
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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/04/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

Principal's Report

The 2022 school year commenced with much hope and optimism. Despite dealing with COVID cases throughout the year we kept our school open and continued to maintain 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. Staff worked collaboratively and collegially to delivering the curriculum to address learning needs as well as social emotional issues that arose. We were also mindful that the two years of lockdown had impacted on our parent community as all of our social activities were cancelled. When it was safe to do so our aim was to begin to organise parent helpers, community assemblies and return to our parent/teacher/student learning conferences onsite.

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

Stronger focus on prayer and reflection - This year we introduced a prayer journal for the teachers. It has been a great initiative and allowed staff to reflect on prayer at each professional learning meeting. To support this further, a staff spirituality day was organised and focused on prayer and reflection. Our presenters were Father Elio Capra (Spirituality through art) and Sr Rita Malavisi (Prayer & Meditation). Positive feedback from all staff was received, regarding the content and our presenters for the day as it was relevant and helpful. I thank Seona Martin (REL) for organising this for staff.

Victoria's new Child Safe Standards - The Minister for Education issued Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools. It outlines minimum requirements schools must meet to comply with the new Child Safe Standards. The new Child Safe Standards came into force on 1 July 2022. The Child Safe Standards were unpacked with staff and were provided to the school advisory board for discussion. Information was also shared in the newsletter to inform all families about the changes from 7 standards to 11. The 11 standards work by driving change in culture by embedding child safety in everyday thinking and practice. The standards recognise that all children are vulnerable. They require schools to take steps to prevent child abuse and build a culture of child safety. This highlights that all members of our school community (principal, teachers, parents and students) all have a role to play in keeping children safe from abuse. St Peter's School continues to hold a zero tolerance to all forms of abuse.

Shade Sails - Our school received special state government funding to install shade sails in an outdoor learning area to maximise students learning experiences. The shade provided a much needed extra learning space. We were very grateful for the funds to do this.

Changes to the school crossing and parking - Due to the ineffective way the pink zones were operating and the traffic congestion around the school, the Moonee valley Council conducted an audit and investigation to improve the situation. This led to an additional children's crossing implemented on Bellarine Avenue with a crossing supervisor. The pink zones were removed, and standard parking bays re-introduced. These changes aimed at providing extra safety for children and parents and were generally well received by the school community.

School Concert - One of our special highlights for the year was the whole school performance Radio Ga-La, which showcased all the artistic talents of our wonderful students and teachers. The children not only looked fabulous but performed amazingly. The performance gave the audience much joy in watching the students shine especially as due to COVID, we were not able to have a school performance for two years. I thank our music director, Stacey Herden, for all of her well appreciated efforts in preparing, planning and running the rehearsals. Stacey Herden was wonderful throughout the whole term's preparation, and it is thanks to her leadership that we were able to celebrate much success. Stacey was always positive and enthusiastic right up to the end and we are lucky to have her at St Peter's. All teachers worked with Stacey and supported their students on the night. I acknowledge all leaders, teachers and LSOs for the great teamwork which is always very strong at St Peter's. Everything we do is for the wonderful students and everyone is eager to join in and help. Overall, the school performance was a great success and was well supported by our parent community. The feedback was testimony to its great success. Our school captains must also be congratulated for their great student leadership over the three concert nights. Their introductions and thank you speeches at the end captured the concert's success so well.

Year 5 Maths Games Day - Eight students from Year 5 represented St Peter's at the annual Mathematical Association of Victoria, Maths Games Day held at Penleigh Essendon Grammar School. This was an opportunity for students to show their mathematical talents and thinking skills while competing against students from other schools. The day began with problem solving questions, where each team needed to work co-operatively to work out solutions. The middle session was called 'Fast Knockout,' where students had to provide quick responses to very difficult equations. The day ended with engaging probability games. All of our students worked co-operatively and really enjoyed the experience and we congratulate them for their efforts and the support for each other. I thank Ana Laughton for working with the children and accompanying them on the day.

Colour Fun Run - This year we held the Colour Fun Run and the weather was just right for the day. Every child enjoyed themselves – and going by the state of how they went home, it clearly showed how much fun they had. I thank Sally-Ann Stavrou (parent volunteer) who captained this event and for all the time that went into organising the fundraising for the day. Also, I thank all the volunteers who helped Sally-Ann. I know the amount raised by the children was very impressive – with the highest amount from a student in 2SF raising \$1,731. A tremendous effort!

National Tree Day - St Peter's participated in the National Tree Day initiative which was sponsored by Toyota. National Tree Day was established in 1996 and is made up of volunteers who care about the environment and want to take positive action. Trees play an important part in our ecosystem as they capture and absorb carbon from our atmosphere. The class chosen for the activity was 3ZT and they had a great time and thoroughly enjoyed the experience. On the day the children were given a pair of gloves and a hat and enjoyed a piece of fruit after their efforts.

Western Bulldog Footballers visit (courtesy Airport Toyota) - We had some of the Western Bulldog players run a footy clinic for our Year 3 students. This special visit was organised by Airport West Toyota who also sponsored the National Tree Planting Day. The Western Bulldogs players who visited were Lachlan Crnogorac, Cody Weightman and Rhylee West. Assisted by Jake Napoli (our PE Teacher), they ran some drills and then the children were invited to ask some questions of the players. The best three questions were given a signed football. Very special! Also, they signed some autographs for the children and Toyota donated water bottles for the children. It was a very enjoyable day for Year 3!

Chess Club - We were very excited to offer students the opportunity to learn chess. The program is run by 'Chess for Schools' and lessons were ran in the library at lunchtimes. Quite a number of students enrolled. The benefits of learning to play chess include:

- Educational: Improved IQ, critical thinking, concentration, analytics, memory.
- Social: Develop new friendships, social interaction skills, sportsmanship.
- Emotional: Improved self-esteem, resilience through winning/losing games.

Community Partnerships - We hosted our community partnerships program again with the return of Toddler Tales – which was student led by our Year 6 children. The Year 6 children designed the activities and had such a great time engaging with the toddlers.

We also held Lunch and Recess Clubs for students in P-2. This was also student-led by the children in Years 5 & 6. The students nominated an activity and led their club for 10 weeks.

Open Days - The prep open days were a great success and we received positive feedback as to the organisation of the mornings. I thank the leaders who assisted with the tours and the teaching staff who engaged with the prospective parents as they entered their rooms, and despite the interruptions the children got on with their learning and were happy to answer questions that parents or leaders asked. The transition mornings ran smoothly thanks to Alex Mulkearns (Director of Learning – Junior), Sarah Brown (Student Diversity Leader) with the support of all leaders and the Prep and Year 6 Teams. Due to no spare classrooms we needed to revert back to 3 Prep classrooms for 2023.

Mother's Day & Father's Day Mornings were a huge success as approximately 80% of parents and children attended. For the mothers we organised a breakfast and for the fathers – we had a sausage sizzle breakfast.

Book Week Parade - To celebrate book week one of the activities we planned was a book parade with parents invited to attend. The costumes were fantastic and the parent turn-out was great. The theme of book week was “dreaming with eyes” which explored how books can take children on a journey into other people's lives, into other perspectives and new topics, while also teaching and entertaining readers. It was an inspiring theme!

Exploring canteen options - In deciding to bring back canteen (after COVID), the school trialled a company that was recommended by a parent. While the food choices were healthy the distribution of orders was not effective as school had to top up the help involving staff members to assist. Before locking in a company, we reached out to another provider with the hope that they would be able to provide a more effective service with less reliance on school staff. We are planning to implement a trial at the beginning of 2023 before locking in a company.

School Values Awards- Our special school awards were distributed again throughout the year at assemblies with parents invited to attend. The awards are based on our school values (integrity, justice, hope, empathy, respect, love of learning, creativity, community) which are contained in our vision statement. This is one way we live out our Catholic values at St Peter's. Our Year 5s hosted the assemblies and were excellent in running them.

I thank the members of the School Advisory Council – Paul Steward (Chairperson), Damian Zahra, Rosie Capuano, Patricia Vlahek, Joanne Gazzi, Lauri Filippone (P&F representative), and Fiona Gribble (staff representative) Mary Lovelock (Parish representative) – for their support, commitment and advice throughout the year. I also thank Fr Sebastian for his pastoral leadership and support during the course of the year. It has been very much appreciated!

I thank the Supporting St Peter's Committee for organising some great fundraisers – the Mother's Day and Father's Day stalls, the Chocolate Drive and the Colour Fun Run. A special thanks to Kaye Raimondo (minute secretary) and to all captains and committee members for all their work over the year, and to our parent community, for their generous support of these events.

I thank the canteen helpers, classroom helpers and library helpers who have assisted the school a great deal by their volunteering. This has been greatly appreciated!

Lastly I give much appreciation and gratitude to the wonderful staff group at St Peter's. The school community is blessed to have such a supportive and dedicated staff, who always have the children as their first priority and create interesting and engaging learning opportunities for the children.

Parish Priest's Report

The strong partnership between school staff and families is a blessing for our parish. This partnership proves to be invaluable in ensuring the Catholic mission of our school continues to grow and nourish. I appreciate the sharing of the unique gifts and adherence to the Gospel values of the staff and families in continuing the development of the children's faith, education and wellbeing journey. In the same way, the school and parish partnership has continued to flourish through the wonderful support of the staff and school community. I am very thankful for the ongoing commitment and all the work accomplished in the 2022 school year. This year I started the school year mass with the theme 'Let Your Light Shine before Others' and become the shining star of this great nation, Australia. I have been regularly visiting the Prep to Year 6 classes and inviting them to keep shining their lights during this new 'normal' we live in. I look forward to 2023 and working collaboratively with school in mission.

God Bless,

Fr. Arockia M. Sebastian msfs

Parish Priest

School Advisory Council Report

St Peter's Primary School Keilor East – School Advisory Council (SAC) Report 2022

The school advisory council commenced the 2022 year with great hope that the worst of the Covid pandemic was behind us and that the school could continue to be resilient and adaptive while looking to get back into some form of normality. Despite a few outbreaks during the year in the community, the school managed to remain open for onsite learning for the whole school year. A fantastic result for everyone. Any impact of reduced staff and students was minimal and the school continued almost uninterrupted. A great credit to leadership and staff for managing so well. Many of the activities of previous years, year level camps, sacramental celebrations, parish and school functions returned and were very much appreciated by all.

Victoria's new Child Safe Standards - Victoria's new Child Safe Standards were provided to the SAC during the year and discussed with the Council members. The current and new standards recognise that all children are vulnerable. They require schools to take steps to prevent child abuse and build a culture of child safety. The 11 standards work by driving change in culture by embedding child safety in everyday thinking and practice. This highlights that all parties (principal, teachers, parents and students) all have a role to play in keeping children safe from abuse.

Melbourne Archdiocese Catholic School Improvement Survey (MACSSIS) - The Melbourne Archdiocese Catholic Schools (MACS) School Improvement Survey was again conducted during the year. The survey completed by teachers, staff, students and families, aims to gain an understanding of where improvements can be made across the school from a variety of viewpoints. The results for our school when compared to other MACS schools were mostly above the average. A very good result.

School Community Safety Order Scheme - In June the School Community Safety Order scheme became effective. The program empowers authorised persons (the principal) to issue immediate and ongoing safety orders to parents and carers who engage in harmful, threatening or abusive behaviour. This is another safety measure put in place to protect the staff and student of the school.

The Resilience Project - The school advisory council gave unanimous approval to implement The Resilience Project in 2023. The Resilience Project delivers emotionally engaging programs, providing practical, evidence-based mental health strategies to build resilience and happiness. The program includes students, staff, and parents. More information will be provided in the early parts of 2023.

School Concert - In September the students presented the school concert for the first time since 2017. What a wonderful performance it turned out to be. Held over 2 nights, it was certainly a great spectacle. Congratulations to all involved but especially Ms Herden for pulling it all together.

Supporting St Peter's (SSP) - Over the course of 2022 the SSP undertook a number of activities to raise money to help finance some projects for improvements around the school. It was great to see the return of many favourite activities including the Mother's Day stalls and morning tea, the Father's Day stalls and breakfast, the chocolate drive, the colour run (which was enjoyed enormously by the students) and the school and parish carols night. A big congratulations to all involved in arranging the activities. The school benefits enormously from the effort of the SSP.

School Fees - The SAC considered the school fees for 2023. It was agreed that an increase was required to cover rising costs and the recommendation provided by MACS was accepted. Despite that increase St Peter's still remains the cheapest option amongst other local Catholic schools.

During the year the following other initiatives were introduced (or reintroduced):

The student awards – providing recognition of the students efforts throughout the year

Shade sails – these were erected in some outdoor learning areas to provide much needed shade and extra usable learning spaces

School Crossing Bellarine Ave – the introduction of a new crossing on Bellarine Ave providing extra safety for parents and children.

Onsite Parent Teacher meetings - helps engagement between our children's teachers and families.

Over the year the SAC had numerous discussions about trying to strengthen the relationship and the engagement between the school and the parish. Quite a few suggestions were offered and will look to be trialled into the new year.

Acknowledgements - I would like to acknowledge and thank my fellow advisory council members who provided their time and expertise. The contribution each member provides is important when trying to take into consideration the entire school community, which contains many viewpoints. Our aim is to then make decisions to benefit the whole school. I would also like to thank those parents who provided feedback via council members. I feel all parents and families should feel like they have a voice in the discussions impacting our school.

The most important acknowledgement I would like to make is to our Principal, Linda and all the staff of St Peter's. Their dedication to not only our children's education but their overall development is outstanding. I'm sure all staff enjoyed a full time return to the classroom and school grounds in 2022. Finally thank you to Father Sebastian for his spiritual guidance to the our school community. Paul Steward (Chairperson)

Catholic Identity and Mission

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

We achieved the following:

Continuing with authentic integrating of RE units with other curriculum areas;

RE Pedagogy survey results indicated moderate to high ratings

Stronger focus on staff community prayer & reflection

Staff Spirituality Day - focus on prayer and reflection with presenters Fr Elio Capra & Sr Rita. Staff enjoyed the day which was conducted offsite

Social Justice Expo - student led

Mini Vinnies group and Social justice leaders

Sacraments celebrations: Reconciliation, First Holy Communion and Confirmation

Sacrament Faith nights – were back to onsite and positive feedback was received

Staff PD conducted in PLMs included: learning progression review & curriculum mapping, professional dialogue with use of provocations

Student awards based on our school values: respect, empathy, justice, hope, creativity, community continue with parents invited to assemblies

Next step 2023: Religion documented in Learning & Teaching book. For example, what does a religion lesson look like? What do we need in planning documents. This will be a reference guide

Working in partnership with the Parish

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 through prayer celebrations and Sacraments.

Faith Night & Sacrament workshops via Google Meets Social justice action - supported Caritas & Catholic Mission.

Yr 6 Mini Vinnies Team

Social Justice Expo

With parish, inviting the Bishop for the staff commissioning Mass at the commencement of the school year

Successful Carols Night - school and parish initiative

Learning and 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

We achieved the following:

Prioritising data analysis to discuss differentiation during professional action learning meetings - using data from Pat R & Pat M- for intervention reflection, goal setting, and curriculum reflection

Ensuring that teacher groups are formed to match the data and needs of students and are documented clearly in planners

Professional development on maths (whole school)

Sharing of teacher learning from maths PD and teacher expertise during professional learning meetings

Ensuring maths overviews clearly outline the relevant resources/ ideas/ readings to support learning sequences

Making more explicit the mathematical sequencing which necessitated a change of overview to reflect focus area and learning sequence

Conducting labsite across levels with teacher using HITS to help with teacher reflection and evaluation

Reflecting on Naplan Data - P-6 Literacy/Maths and generating action plans for P-6

Prep - 2 using Learning Number in Framework sequence, Top Ten testing - adjusted to grade levels / tracking via pre- and post-testing, informing teaching and supporting differentiation

Maths fluency sessions in tools time conducted daily in classrooms

Number focus to improve outcomes was set as a goal for ARMs. This included principal visits and sharing reflections on observations

Successful implementation of IntiaLit program (synthetic phonic approach) in Prep

MiniLit offered as intervention program in Years 1 to 4

Speech in Schools group sessions with speech pathologist.

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.

When tracking the student cohort and comparing the Naplan results in 2021 and 2022 the following was noted. As time has progressed, we are starting to see the effects of COVID lockdown especially in our 2022 Year 3 results. Having said that the school is proud of the students achievements. The 2022 Year 3 results illustrated that 100% of students met the minimum standards in numeracy. And this was the same for our 2022 Year 5 results. One explanation for this was the strong focus we have had on mathematics learning. Our 2022 Year 5 results in spelling, writing and grammar and punctuation also highlight that 100% of students achieved the minimum standards. With Reading at 98.8%. This has been an improvement in comparison to the 2021 Year 5 results. Using data to inform teaching, being very explicit and tracking students, in combination with our whole school approach is a major influence.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	97.3	-	97.3	0.0
YR 03 Numeracy	-	97.2	-	100.0	2.8
YR 03 Reading	-	98.6	-	97.3	-1.3
YR 03 Spelling	-	100.0	-	93.3	-6.7
YR 03 Writing	-	97.3	-	98.6	1.3
YR 05 Grammar & Punctuation	-	98.6	-	100.0	1.4
YR 05 Numeracy	-	98.6	-	100.0	1.4
YR 05 Reading	-	100.0	-	98.8	-1.2
YR 05 Spelling	-	97.2	-	100.0	2.8
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

We achieved the following:

Student Voice Students voice ideas for Discovery in pre-planning and action stages of the Inquiry cycle

School Performance - Term 3 *Radio Ga-La*

Student Led assemblies - Year 5 students to host on a fortnightly basis

Community Partnerships - Toddler tales - students design activities that they led at Toddler Tales sessions

P-2 Lunch and Recess Clubs - Year 5 & 6 students nominate an activity and led a club for 10 weeks

PALS- Year 2 (sandpit, colouring) - opportunity for Year 2 students to help support Prep / Year 1 students

St Peter's awards reflecting our school values at assemblies

Year 6 Expo - social justice

At the start of the year classroom rights and responsibilities were co-constructed with students and teachers

Continued to engage a psychology student (4th year) from CatholicCare to work with children

Teachers encouraged student voice via feedback, providing a forum for class discussions and regular check-ins.

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 continue to be reinforced with students;

Implemented Seasons for Growth program designed to assist children who have experienced loss through family separation, death etc.

VALUE ADDED

Student Awards were celebrated throughout the year. The awards capture our values as expressed in the school's vision statement, such as: integrity, hope, respect, justice, community, creativity.

These awards are 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

Anti-bullying week activities were organised to reinforce the importance of stating 'NO' to bullying
Implemented the Day for Daniel activities - which focused on important strategies for children - one being empowering them to report behaviour that makes them feel unsafe.

The CAMP program for Years 5 & 6 students ran well. This was a special highlight for the children as they always look forward to attending camp.

Re-establishment of Community Partnerships - Toddler Tales and visits to Milleara Integrated Kindergarten - to build Leadership skills and strengthen links with the Keilor East community

Seasons for Growth

STUDENT SATISFACTION

2022 MACSSIS Student survey data showed the following results where we were above the Macs school average:

- Rigorous expectations - St Peter's 83% (Macs schools average 78%)
- Teacher-Students relationships - St Peter's 78% (Macs schools average 73%)
- School Belonging - St Peter's 80% (Macs schools average 71%)
- Learning disposition - St Peter's 76% (Macs schools average 73%)
- Student safety - St Peter's 66% (Macs schools average 58%)
- Enabling Safety - St Peter's 62% (Macs schools average 57%)
- Student voice - St Peter's 61% (Macs schools average 57%)

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 SMS. When no reply is given, administration will follow up with phone calls, however parents are proactive and reply to the message given. This is achieved in a timely manner. In cases where there are social-emotional issues and truancy, the Student Wellbeing Leader and the Principal will contact the Student Wellbeing Unit at the Macs.

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	90.9%
Y02	89.9%
Y03	90.5%
Y04	91.2%
Y05	89.6%
Y06	89.9%
Overall average attendance	90.3%

Child Safe Standards

Goals & Intended Outcomes

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

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

We achieved the following:

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

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 displayed 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 families to address concerns in a timely manner

Implementing strategies from 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

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/Guardian Code of Conduct & Children Code of Conduct

Staff worked diligently to ensure that all students received the highest standard of care

Communication with the school community about child safety issues, with reminders including on the parking and traffic movement around the school

Ensuring regular playground safety checks

Leadership

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

We achieved the following:

Prioritising the school action plan and area of focus each week to ensure everyone is clear on the goals

PALT time allocated to gain feedback from teachers to leadership

Staff Self reflection - feedback - strengths and challenges as part of ARM process

Seesaw, sharing of learning / feedback with parents

Social Justice Expo, with students and parents

Labsite feedback and discussion

LSO/ teacher feedback online, looked at data to improve planning/ teaching etc

ARM feedback

Allocated time for teachers/LSOs to give and receive feedback

COVIDsafe Plan was updated throughout the year

Sanitiser and soap available in each classroom, plus cleaning cloths and appropriate cleaning fluid to ensure COVID hand hygiene protocols

Students used hand sanitisers when arriving and throughout various times of the day

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Mathematics whole school PD plus mathematic consultant to work with planning teams

RE - Staff spirituality day (all staff)

Cued articulation (P - 2 teachers)

elearning mandatory reporting- all staff

Disability Standards for Education - all staff

Supporting provisional teachers

First Aid (CPR, Anaphylaxis & Asthma) – all teachers

Down Syndrome PD (3 teachers)

Emergency Management Warden Training - all teachers

Epi-pen training (2 staff)

Number of teachers who participated in PL in 2022

35

Average expenditure per teacher for PL

\$200

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. Leadership is very supportive of staff needs as they work at the coalface. When issues are raised by staff they are addressed in a timely manner. Generally, workload continues to be an issue for the teaching profession and provision at St Peter's has been made to the best of leadership abilities and available funding.

MACSSIS 2022 Staff survey data showed the following where we were above the Macs school average:

- Student Safety - St Peter's Staff 78% favourable (Macs schools average 70%)
- School climate - St Peter's Staff 90% (Macs schools average 74%)
- Staff Leadership relation - St Peter's 88% (Macs schools average 79%)
- School leadership - St Peter's 70% (Macs schools average 57%)
- Collaboration in teams - St Peter's 86% (Macs schools average 71%)
- Collective efficacy - St Peter's 89% (Macs schools average 77%)
- Psychological safety - St Peter's 68% (Macs schools average 64%)
- Instructional leadership - St Peter's 67% (Macs schools average 57%)
- Support for Teams - St Peter's 73% (Macs schools average 65%)
- Collaboration around improvement strategy – St Peter's 67% (Macs schools average 65%)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

84.4%

ALL STAFF RETENTION RATE

Staff Retention Rate

84.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.9%
Graduate	11.1%
Graduate Certificate	8.3%
Bachelor Degree	83.3%
Advanced Diploma	19.4%
No Qualifications Listed	5.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	46.0
Teaching Staff (FTE)	39.1
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	26.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

We achieved the following:

Re-establishment of Community Partnerships - Toddler Tales and visits to Milleara Integrated Kindergarten - to build Leadership skills and strengthen links with the Keilor East community

Parent Helpers Induction Program & Implementation

Social Justice /Mini Vinnies initiatives

Empowering Parents - Parent Information Evening

Social Groups- Each Year as a focus for Semester Two. Groups focus on Fixed Mindset, Friendships, Communication, and working as part of a group.

Regular Daily Check-ins- Life Skills focus for Term One

Mothers Day & Fathers Day mornings parents and children attended

Colour Fun Run

Labsites - feedback given between both observing teacher and modelling teacher, template provided

LSO/ teacher feedback - looked at data to improve planning, documentation and teaching

Professional learning goals and ARM feedback

Allocated time for teachers/ LSOs to give and receive feedback

Working productively with the School Advisory Board

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.

2022 MACSSIS Parent survey data showed the following results where we were above the Macs school average:

- School fit - St Peter's received 86% favourable (average of Macs schools 76%)
- School climate - St Peter's received 88% (average of Macs schools 85%)
- Student safety - St Peter's 79% (average Macs schools 72%)
- Catholic identity – St Peter's 68% (average Macs schools 64%)
- Communication - St Peter's 79% (average Macs schools 72%)

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 for building project to create additional learning spaces
- Embedding student voice authentically in the curriculum
- Keeping student wellbeing as a high priority with the introduction of the resilience project in 2023
- Developing an improved RE framework
- Continuing social justice initiatives and linking this to our discovery units