



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Peter's School

2A Parkside Avenue, KEILOR EAST 3033

Principal: Jemma McVeigh

Web: www.spkeiloreast.catholic.edu.au

Registration: 1692, E Number: E1275

Principal's Attestation

I, Jemma McVeigh, attest that St Peter's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 May 2024

About this report

St Peter's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

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 was founded in 1971 with an initial enrollment of 66 students. Under the guidance of the Sisters of Charity, the school has since grown to accommodate 560 students, representing 387 families. Located in the suburb of Keilor East, approximately 16 kilometers northwest of Melbourne's central business district, the school is situated on 2A Parkside Avenue. The single-story building houses a range of facilities, including 23 classrooms, a library, multi-purpose hall, school canteen, staffroom, and administration area.

St Peter's School is a warm and inclusive community where every individual is valued. With a significant number of our students identifying as Catholic and coming from diverse cultural backgrounds, predominantly third-generation European. The active involvement of our supportive families further strengthens our community, fostering a nurturing environment for all.

At St Peter's, we prioritise the teaching of Gospel values and our Religious Education program to instil values such as respect, empathy, justice, and hope in our students. We also encourage an awareness of social justice issues, empowering our students to have a voice on matters that affect children worldwide through initiatives led by our student social justice and Religious Education leaders.

Our dedicated staff are committed to enhancing the quality of teaching and learning across the school. With a strong emphasis on collaboration and professional development, our teachers actively engage in data analysis and embrace evidence-based teaching strategies to drive improvement. Their positive attitude and commitment to the teaching and learning at St. Peter's contribute to a collegial work environment where everyone thrives.

Child safety is embedded in the culture at St Peter's, where we maintain a zero-tolerance policy towards child abuse. Alongside our academic curriculum, we prioritise the development of social and emotional skills to support the holistic growth of our students.

As we reflect on the past year, we celebrate the achievements of our students and staff. Looking ahead, we remain committed to enacting the words of our vision statement, inspired by St. Peter, The Rock.

“You are Peter, and on this rock I will build my church” Matthew 16:18

Principal's Report

School Awards

Our School Values Awards continued to create a positive climate enhancing the learning taking place at St. Peter's. The student awards originally designed by our Year 5 students as part of their Discovery Action highlight the importance of student voice, agency and leadership in the classroom. Our student awards recognize and celebrate the embodiment of our school values by our students. These awards, distributed throughout the year at assemblies hosted by our Year 5 students, serve as a testament to our commitment to living out our Catholic values at St. Peter's. 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.

Nurturing Resilience: The Resilience Project

In response to our strategic intent to build discernment, confidence, resilience, and self-motivation in our students, 2023 marked the successful implementation of the Resilience Project at St. Peter's Primary School. Throughout the year, our dedicated teachers and students engaged in weekly lessons and activities centered around the core principles of Gratitude, Empathy, Mindfulness (GEM), and Emotional Literacy. The aim of this initiative was to build our young people's capacity to navigate adversity with resilience. St. Peter's is now officially a GEM school, and our commitment to fostering positive mental health strategies remains unwavering.

Education Programs and Achievements:

To ensure high-quality educational outcomes, we implemented the InitialLit phonics program alongside a Learning Framework in Number for mathematics. These programs align with our Annual Action Plan, driving student achievement and success.

Empowering Digital Citizenship: Safer Internet Day

Safer Internet Day was a reminder of the importance of digital citizenship in today's society. Through a range of engaging activities and live webinars, our school community came together to Connect, Reflect, and Protect online. As educators, we are committed to equipping our students with the skills and knowledge to navigate the online world responsibly.

Celebrating Milestones: 100 Days

Our preps celebrated a significant milestone - 100 days of learning and growth. It was heartwarming to see our youngest learners actively engaged in activities that celebrated this achievement, from creating posters with their families to indulging in delicious 100 days cookies. This milestone not only marks their academic progress but also reflects the strong sense of community that permeates our school.

Fostering Environmental Stewardship: Tree Planting with the Western Bulldogs

As part of our commitment to environmental responsibility, our Year One students participated in National Tree Planting Day, supported by Toyota. It was a memorable day filled with teamwork, environmental stewardship, and a touch of sporting excitement, as our students had the privilege of planting trees alongside players from the Western Bulldogs football team.

School Canteen

To the delight of our students and parents we saw the re-opening of our school canteen, following a successful trial period and overwhelmingly positive feedback from our parents. The canteen provides our students with nutritious and delicious meal options, further enhancing their overall school experience.

Mathematics Games Day

On Friday 11th August, eight students forming two teams represented St. Peter's at the annual Mathematical Association of Victoria, Maths Games Day held at Penleigh and Essendon Grammar School. This was an opportunity for students to show their mathematical talents, whilst competing against students from other schools. The day began with problem solving questions, where each team needed to work cooperatively to solve a variety of mathematical puzzles. In a game of 'Fast Knockout,' students had to provide quick responses to very difficult equations. The day ended with engaging probability games. All of our students worked cooperatively and really enjoyed the day.

Celebrating Literacy: Book Week

Book Week was a resounding success, with our students embracing the theme of "Read, Grow, Inspire" with enthusiasm. The captivating book character costumes truly highlighted

our commitment to building a “love of reading” at St. Peter’s. The day was a testament to the power of literature to ignite imaginations and inspire young minds.

Celebrating Creativity: Art Show

Our recent Art Show celebrated the talent and creativity of our students, featuring stunning visual artworks, captivating performances, and hands-on interactive activities, including claymation and music. Community praise reflected the dedication of our staff and students. Special guests like Simon Howe, an illustrator and author added to the vibrant showcase.

Cultivating Community Engagement: Toddler Tales and Prep Transition

Our highly successful Toddler Tales program continued to delight all those who participated. Our Year 6 students demonstrated exceptional leadership skills organising literacy activities in the school library for toddlers in our community and supporting children at the Milleara Integration Kindergarten. This initiative has continued to play a pivotal role in our Prep student enrolment and transition to school life. Again our Prep Transition program received positive feedback, with prospective parents commending the organisation and warmth displayed by our staff and student leaders.

Promoting Cultural Understanding: Harmony Day

Harmony Day was a poignant celebration of our cultural diversity and the spirit of inclusivity that defines our school community. Our Grade 5 students led the assembly beginning with prayer, a flag raising ceremony and our National anthem. The Grade 5s explained the significance of Harmony Day and their student driven fundraising efforts for Turkey and Syria, demonstrating our commitment to global citizenship and compassion. The students were invited to wear cultural dress or a splash of orange to symbolise the theme of “Living in Harmony”. Our talented Glee Club performed a Harmony Day performance with singing, dancing, and bongo drums. The whole assembly joined in the singing, creating a fantastic atmosphere of unity and togetherness.

Thankyou and Farewell

The 2023 year ended with the St. Peter’s School community bidding farewell to their esteemed Principal, Linda Tarraran. The St. Peter’s School community thanked Linda for her inspiring leadership and dedication to our school community. Linda's passion for education and unwavering commitment to our students, families and staff have left an indelible mark on St. Peter's, and she will be greatly missed.

Before leaving Linda extended her heartfelt gratitude to the wonderful staff of St. Peter's for their steadfast commitment, support, and dedication throughout the year. She spoke of their tireless efforts and generosity of time that contributed immensely to the success and well-being of St. Peter's students.

Catholic Identity and Mission

Goals & Intended Outcomes

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

- RE pedagogical and planning model with embedded dialogue in the lesson sequence and trial improved strategies.
- Staff voice and feedback on RE approach at St Peter's.
Provision of RE PD to maintain accreditation and implement effective strategies .
- Stronger focus on student & community prayer.
Continued staff focus on prayer.

Achievements

We achieved the following:

- Accredited staff professional development conducted in PLMs included: Prayer & Lent, Religious art, use of the Professional Dialogue to promote discussion and formation of staff
- Documentation of Religious Education in the Teaching & Learning Book
- Annual school Art Show displaying recontextualised religious artworks across all year levels
- The design and implementation of an Integrated planner to promote authentic links between Religious Education and to Discovery and curriculum areas
- A staff spirituality day offsite, focused on prayer, spirituality through meditation, movement and Godly play and strengthening and sharing of personal faith
- Weaving the religious nativity and passion narratives through Community Easter and Community Carols performances
- Celebration of liturgies and feast days throughout the year including Staff Commissioning Mass, Beginning of School Year Mass, Ash Wednesday, OLHC, Feast of the Sacred Heart, St Peter's Day, Feast of Mary McKillop, Grandparents Masses, Feast of the Assumption, All Saints, Graduation Mass and End of Year Mass
- Sacraments were celebrated including twice annual reconciliation (during lent and advent), First Reconciliation, First Holy Communion and Confirmation
- Sacramental family faith nights for Baptism (Year 2), Reconciliation (Year 3), Eucharist (Year 4) and Confirmation (Year 5) continue to provide formation and development for school students and their families
- Involvement in Social Justice initiatives and actions across the school lead by the including: Caritas Project Compassion, St Vincent de Paul Footscray Soup Van, St

Vincent de Paul 'Packs for Pete' packages for homeless or needy people in our community, Raising awareness and money for the Cancer Council, Mission Australia Mission Beat NT raising money for homeless youth in NT

- Altar server training program and attendance at the Catholic Education Week, St Patrick's Mass for Schools

Value Added

- Focus on the teachings of Jesus and making authentic connections to community and world issues underpinning the development of Integrated units that weave the Religious Narrative and a call to social action
- Celebrating regularly as a faith community to strengthen relationships with the parish and wider church community
- Faith Nights, Reconciliations and Sacramental Preparation Programs continue to build the sacramental life of students, families and staff
- Social justice initiatives and actions driven by year levels through integrated units of work, the Mini Vinnies and Social Justice Leaders continue to build awareness of our call to communion as God's head, heart and hands in the world
- Introduction of staff prayer journals, regular accredited professional development and a whole staff spirituality day continues the ongoing formation of staff, building their capacity as witness and leaders of the Catholic faith

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.

Achievements

We achieved the following:

- Professional development provided a shared understanding of data analysis and how it looks in the school via PLM-Professional Learning Teams, PALTS-Professional Action Learning Teams and assessment tools
- Professional Development at PLMs on the Learning and Teaching book increased teacher understanding of assessment and data through the following:
 1. Summaries, explanations and purposes of common St. Peter's assessments
 2. St. Peter's Assessment schedule Prep - 6
 3. Assessment benchmarks for Literacy and Numeracy
- Professional Development at PLM on St. Peter's whole school assessment tool for teachers to track students academic development over years
- Leadership and teachers participated in termly/weekly planning with a focus on analysing student data at a school, grade and class level.
- Weekly data analysis in PALT - Professional Action Learning Teams - grade and classroom level data included:
 1. Use of current teacher expertise with data to inform next year's teachers
 2. Areas of strength and focus identified alongside student needs for grades
- Increased teacher understanding of NAPLAN data alongside classroom data to monitor goals effectively
- Provided professional development and a shared understanding of HITS-High Quality Teacher Instruction and how it looks in the school via PLM and PALTS
- Labsites/observations across levels dependent on teacher need using HITS template to help with evaluation and teacher reflection during PALT
- Compilation of the St.Peter's Learning and Teaching Framework Book and its readiness for publication in early 2024

- Developed shared expectations by exploring and implementing the St.Peter's Learning and Teaching Framework Book to ensure the agreed high quality instructional models were consistent and understood across the school.
- PLMs sharing of approaches and building teacher capacity in the areas of Literacy and Mathematics
- Developed consistent and high quality differentiation practices within whole class, small group and individual settings
- Weekly PALTs included data analysis discussion questions that address differentiation
- Teacher groups were formed to match data/needs of students in planners to inform practice of current and future teaching
- In teams teachers identified areas in numeracy or literacy they needed to further develop high quality teacher instruction which became their personal goals for Annual Review Meeting:
 1. Labsites/observations using HITS were used to evaluate and reflect on lessons
 2. Principal observations and feedback were provided to all staff
 3. Academic readings and resources were provided at PALTS and PLMS to address team needs and encourage consistency in curriculum
- In our second year of implementing a synthetic phonics program, we integrated it into Grade 1 literacy sessions as a targeted word work component. This 10-15 minute segment helped reduce the number of students requiring phonics intervention, while also boosting teacher confidence and expertise in teaching these skills. By incorporating phonics into word work, we ensured our instruction was tailored to individual student needs, following a structured and explicit learning sequence.
- Teachers worked with intervention staff to ensure consistency of teaching and learning and shared expertise:
 1. Intervention program scope and sequence was used to inform classroom teaching
 2. Intervention staff attended PALTS to upskill teachers
 3. Intervention programs to support student needs included Mini Lit, Mac Lit, LFin and Mathematics Olympiad Program
- Teachers and leaders regularly updated parents digitally to keep them informed and engaged. Parents could also share their thoughts and ideas through surveys or informal conversations with staff, helping us make informed decisions about curriculum changes and improvements.
- Annual, comprehensive surveys were provided to teachers to assess the effectiveness of school improvement initiatives, specifically focusing on curriculum development, professional learning opportunities, and feedback mechanisms. This process enabled teachers to provide valuable insights, inform data-driven decision-making, and drive continuous improvement.

Student Learning Outcomes

Strategies that led to improved Student Achievement and Growth

- Consistent Language: Consistent language was used in teaching of Literacy and Mathematics across the school and has improved student understanding and achievement.
- Professional Development: Teachers received professional development in Literacy and Mathematics, enabling them to analyse data and make informed decisions about differentiation.
- Whole School Assessment Tool: The tool has empowered teachers to make data-driven decisions, driving a culture of continuous improvement and student success.
- Targeted Lesson Plans: Teachers developed targeted lesson plans that catered to the needs of whole classes, small groups and individual students resulting in increased student achievement and growth.

Ongoing Assessment, Monitoring and Explanation of Trends

- Fountas and Pinnell Testing: Teachers used Fountas and Pinnell testing to monitor student progress in literacy and identify areas for improvement. This was used alongside PAT-R to ensure various methods of assessment were used to draw conclusions about student learning.
- PAT R & M: Summative testing was used to track student growth and identify areas for improvement via PAT-R and M testing. Our students in Year 2, 3, and 4 have exceeded their expected growth targets for the Pat Reading Assessment. In Year 2, our students achieved an average growth of 18.5286 points, exceeding the expected growth target of 13 points by 5.5286 points. Similarly, in Year 3, our students achieved an average growth of 10.0268 points, which is exactly in line with the expected growth target of 10 points. In Year 4, our students achieved an average growth of 12.249 points, exceeding the expected growth target of 8 points by 4.249 points. Our students in Years 4-6 have shown significant improvement in their mathematics skills, with a notable increase in test scores from 2022 to the end of 2023. When we compared their progress to expected growth targets, we found that our students have exceeded their expected growth targets for one year, demonstrating a strong improvement in their mathematical abilities.
- PVAT (Place Value Assessment Tool): Teachers used PVAT to track and monitor student place value understanding from 2-6, at the beginning, end of term 1 unit, and end of year, to identify student growth and address student needs in number. Our consistent approach to place value has also enabled us to increase our student data. When averaging our test scores, our current students in 3-6 have exceeded the Place Value stage from the previous year, with an increase in students' place value understanding and reasoning. After the efforts put into our place value teaching, building students' thinking and reasoning when working with numbers, our years 5 & 6

students are now ready to build and consolidate their decimal understanding focusing on place value.

- EOI Testing (English Online Interview): The EOI testing for Prep students was completed for the first time providing valuable entry data for our students. In Prep over 62% of students began school at or above the entry level, providing a strong foundation for future learning.

Overall, the school's consistent use of data has led to improved student achievement and growth, as well as a more informed approach to teaching and learning.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	416	63%
	Year 5	501	66%
Numeracy	Year 3	437	83%
	Year 5	492	71%
Reading	Year 3	434	85%
	Year 5	511	87%
Spelling	Year 3	417	72%
	Year 5	493	76%
Writing	Year 3	431	86%
	Year 5	497	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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:

- Celebrated Student Voice by involving students in the pre-planning and action stages of the Inquiry cycle, and encouraging them to share their ideas for Discovery
- Provided opportunities for student leadership, such as hosting school events like the School Art Show, Student-Led assemblies, and Community Partnerships like Toddler Tales
- Fostered a sense of community and inclusivity through initiatives like P-2 Lunch and Recess Clubs, led by Year 5 students
- Co-constructed classroom rights and responsibilities with students and teachers at the start of the year and revisited at the beginning of each term
- Encouraged student voice through feedback, providing a forum for class discussions and regular check-ins
- Shared Student Wellbeing articles from The Resilience Project with parents which included home activities
- Developed an E-learning Agreement acknowledged and signed by both parents and students
- Engaged a Psychology student from Catholic Care to work with children in Semester 1
- Employed a school nurse to support and foster the health, safety and wellbeing of our students and staff

Value Added

- Celebrated student achievements through awards that reflect our school values of integrity, hope, respect, justice, community, and creativity
- Provided opportunities for inter-school sports, such as St Peter's Girls Yr 6 Soccer Team securing 2 out of 3 wins in a Western Metro Regional Final
- Organised engaging activities like Athletics Carnival, Prep-3 onsite Camp Experience, and offsite School camps in Melbourne city, Bush Camp Mt Evelyn, and Beach Camp Phillip Island

- Offered extra-curricular music programs like Mini Maestros and Chess Club
- Conducted a Swimming Program for P-6 students at Keilor East Leisure Centre
- Reinforced safe online and expected behaviours through Safer Internet Day and proactive Police Unit cyber safety incursions
- Anti-bullying week activities were organised to reinforce the importance of saying 'No' to Bullying
- Empowering students to report behaviour that makes them feel unsafe through the Day for Daniel activities and provided reminders at whole school assemblies
- Implemented the Seasons for growth program designed to assist children who have experienced family loss
- Built partnerships with the local community through Toddler Tales and the Milleara Integrated Kindergarten

Student Satisfaction

2023 MACSSIS Student survey data showed the following results where we were above the MACS school average:

- Rigorous expectations - St Peter's 91% (MACS schools average 77%)
- School Engagement - St Peter's 70% (MACS schools average 52%)
- School Climate - St Peter's 80% (MACS schools average 59%)
- Teacher-Students relationships - St Peter's 86% (Macs schools average 71%)
- School Belonging - St Peter's 85% (MACS schools average 70%)
- Learning disposition - St Peter's 86% (MACS schools average 73%)
- Student safety - St Peter's 79% (MACS schools average 57%)
- Enabling Safety - St Peter's 78% (MACS schools average 58%)
- Student voice - St Peter's 73% (MACS schools savage 57%)

Student Attendance

At our school, we take attendance seriously and have established procedures to manage non-attendance. We encourage parents to notify us of their child's absence by 9:00am, via the Operoo online absence form. Our newly employed school nurse or member of the administration team then identifies unexplained absences and takes prompt action to ensure students are accounted for.

If an explanation is not provided, we send an SMS reminder to parents. In most cases, parents respond promptly, ensuring that we are kept informed about their child's absence. For instances where there are social-emotional issues or truancy, we work closely with the Student Wellbeing Leader and Principal to contact the Student Wellbeing Unit at MACS.

When it comes to family holidays, we adhere to our attendance protocols. Parents are required to write a letter to inform the Principal of the planned holiday. We then check with

the class teacher before granting leave, ensuring that the student's education is not compromised. The class teacher prepares a learning plan, in collaboration with the Director of Learning, and a meeting is scheduled with the parent to discuss the plan. While we strive to provide alternative activities to cover the student's absence, we recognise that being present in the classroom setting is essential for optimal learning. If the holiday exceeds a 2-week period, we provide parents with information on the concepts their child will miss.

Copies of letters and learning plans are filed in the student's office file, ensuring that all relevant information is readily available.

Average Student Attendance Rate by Year Level	
Y01	91.0%
Y02	90.3%
Y03	90.8%
Y04	91.1%
Y05	90.2%
Y06	89.1%
Overall average attendance	90.4%

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:

- Prioritised the school action plan and area of focus each week in PLMs and PALTs ensures that all staff were clear on the goals being focused on for school improvement
- Directors Agenda & Leadership Meeting Agendas indicated clear links to explicit school improvement goals & focus within the meeting ensuring that everyone was aligned on the goals
- Allocated time for teachers/LSOs to meet promoted a culture of open communication and collaboration
- PALTs/PLMs with a focus on discussing what feedback looks like and the different forms to allow teachers/non-teaching staff to better recognize feedback when it is given
- PALT time was allocated to gain feedback from teachers to leadership
- Staff Self-reflection - feedback - strengths and challenges as part of ARM process encouraged staff to reflect on their own practice and seek feedback
- Seesaw, sharing of learning/feedback with parents promoted transparency and collaboration between home and school.
- Directors and teaching teams used student achievement data to effectively document, monitor, and review curriculum plans and learning strategies demonstrating a commitment to student-centered learning.
- Introduction of HITS - (High Impact Teaching Strategie) with teaching teams and discussion on how these improve teaching in the classroom and student outcomes demonstrating the school's focus on refining its teaching practices
- Design and implementation of HITS templates for use during labsite observations to build teacher capacity
- Termly teacher feedback provided data to improve planning, teaching, and learning - teacher voice demonstrates a commitment to continuous improvement
- Annual Review Meeting feedback provided an opportunity for teachers to reflect on their progress and receive feedback from the Principal
- PLMs with staff focusing on HITS and sharing effective teaching strategies/ideas to support teachers in the classroom.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Mathematics whole school Termly PLMs PD	
RE - Staff spirituality day	
RE - Prayer & Lent, Religious art, Professional Dialogue	
Wellness meditation - all staff	
Cued articulation (P - 2 teachers)	
Initial Lit PD - (3 teachers)	
Supporting provisional teachers - 2 teachers	
Down Syndrome PD (3 teachers)	
Emergency Management Warden Training - all teachers	
Epi-pen training (2 staff)	
First Aid (CPR, Anaphylaxis & Asthma) - all teachers/leaders/2 LSOs	
Staff completing Mandatory Reporting online PD	
Disability Standards PD	
Number of teachers who participated in PL in 2023	44
Average expenditure per teacher for PL	\$207.00

Teacher Satisfaction

Teachers are highly engaged and committed to the school's goals, actively working towards improving student learning outcomes. Regular feedback and coaching sessions are provided to support teachers in their professional development, utilising the HIITS template to give constructive feedback and identify areas for growth. Leadership is responsive to staff needs, addressing issues promptly and providing a supportive environment for staff to thrive. Teachers are empowered to share their expertise and best practices through collaborative Professional Learning Meetings (PLMs) and Peer Coaching, enhancing their sense of community and job satisfaction. The school's efforts to address workload concerns have

been made with the best available resources and funding, demonstrating a commitment to staff well-being.

MACSSIS 2023 Staff survey data showed the following where we were above the MACS school average:

- Student Safety - St Peter's Staff 76% favourable (MACS schools average 67%)
- School climate - St Peter's Staff 92% (MACS schools average 73%)
- Staff Leadership relationships - St Peter's 90% (MACS schools average 80%)
- School leadership - St Peter's 79% (MACS schools average 58%)
- Feedback - St Peter's 62% (MACS schools average 39%)
- Collaboration in teams - St Peter's 85% (MACS schools average 69%)
- Collective efficacy - St Peter's 92% (MACS schools average 74%)
- Psychological safety - St Peter's 74% (MACS schools average 65%)
- Professional Learning - St Peter's Staff 69% favourable (MACS schools average 62%)
- Staff Safety - St Peter's Staff 78% favourable (MACS schools average 66%)
- Instructional leadership - St Peter's 81% (MACS schools average 55%)
- Support for Teams - St Peter's 81% (MACS schools average 67%)
- Collaboration in teams – St Peter’s 85% (MACS schools average 69%)
- Collaboration around improvement strategy – St Peter’s 79% (MACS schools average 66%)

Teacher Qualifications	
Doctorate	0.0%
Masters	13.5%
Graduate	7.7%
Graduate Certificate	3.8%
Bachelor Degree	61.5%
Advanced Diploma	9.6%
No Qualifications Listed	3.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	43.9
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	27.1
Indigenous Teaching Staff (Headcount)	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:

- Provided a communication system with families through the school newsletter, Seesaw, Operoo, School Instagram and School Website.
- Distributed welcome packs for new enrolments, including an updated handbook
- Fostered strong partnerships with local communities through Toddler Tales and visits to Milleara Integrated Kindergarten
- Organised Kindergarten visits to support transition to school and strengthen links with the Keilor East community
- Implemented the Parent Helpers Induction Program and provided training for parent volunteers
- Supported student initiated Social Justice and Mini Vinnies initiatives
- Conducted The Resilience Youth Survey student data collection for Years 3-6
- Hosted family events, including Mother's Day and Father's Day mornings which included classroom visits, and School Community events such as Harmony Day celebration, Footsteps Multicultural Dance celebration, Book Week Parade and Inter School sports days
- Commemorated ANZAC Day with year 3 students and parents, involving parents in the classroom and creating a memorial wall
- Organised fundraising events through SSP- Supporting St. Peter's Fundraising, including Chocolate Drive, Mother's & Father's Day Stall, and Colour Fun Run
- Our parents appointed Community Spirit Coordinators to organise social events for families and parents outside of school hours
- Collaborated productively with the School Advisory Board

Parent Satisfaction

We value the feedback and opinions of our parents, and we are pleased to report that our efforts to create a positive and inclusive learning environment have been met with general

satisfaction and positivity. Our formal and informal events, as well as email communications, have provided valuable insights into the thoughts and feelings of our parent community.

During interviews with existing families for the 2024 Prep intake, we received overwhelmingly positive verbal feedback from parents. This feedback has reinforced our commitment to providing an excellent education for all students.

While we understand that it is not possible to make every parent happy, we are committed to listening to and addressing concerns raised by parents. We provide a platform for parents to voice their opinions and concerns, and if necessary, we take immediate action to address any issues.

We encourage parents to make an appointment with the Principal, Deputy Principal, or Teachers at any time if concerns arise. Parents have consistently reported that our staff are approachable and responsive, and we prioritise building strong partnerships with our parent community.

2023 MACSSIS Parent survey data showed the following results where we were above the MACS school average:

- School fit - St Peter's received 85% favourable (average of MACS schools 75%)
- School climate - St Peter's received 88% (average of MACS schools 84%)
- Student safety - St Peter's 79% (average MACS schools 70%)
- Catholic identity – St Peter's 74% (average MACS schools 64%)
- Communication - St Peter's 82% (average MACS schools 71%)
- Barriers to Engagement - St Peter's 73% (average MACS schools 66%)

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.spkeiloreast.catholic.edu.au