

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST PETER APOSTLE PRIMARY SCHOOL
HOPPERS CROSSING**

2018

REGISTERED SCHOOL NUMBER: 1722



**ST PETER APOSTLE
PRIMARY SCHOOL**
WE FOLLOW HIS WAY

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Contact Details

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Minimum Standards Attestation

I, Karen Wilson, attest that St Peter Apostle Primary 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

6/05/2019

Our School Vision

Learn, relate and live in the light of the Catholic Faith.

School Overview

St. Peter Apostle Primary School was formed in 1973 as part of the Werribee Parish with an enrolment of twenty-six students. St. Peter Apostle Hoppers Crossing was proclaimed a parish in 1977. The school enrolment grew quickly in the early years and peaked at 733 students in 1985. The enrolment for 2018 is 546.

St. Peter's has a diverse, multi-cultural school community that is comparatively small in area to other neighbouring Catholic Schools. Our Index of Community Socio-Educational Advantage (ICSEA) value of 983 indicates we rest just below the average ICSEA national values.

St Peter's has a total of twenty-two classrooms, three grades at each level from Year One to Year Six, however at the Prep Level there are four grades. We also have a chapel, Performing Arts Centre and offices for Learning leaders, the Wellbeing team and staff. We share an administration building with the parish, including a staffroom, and meeting rooms. In the past we have been involved in building programs for two new toilet blocks, a synthetic athletics track, a synthetic netball court area, as well as an undercover area for assemblies and parish gatherings, as well as refurbishment of classrooms.

The parish manages a Before and After School Care Program which caters for up to one hundred children. St. Peter's also operates an independent canteen facility that is open two days a week and is managed by the St. Peter's Parish Ladies Auxiliary. In each of the learning areas there are heaters, air-conditioners and TV screens as well as a variety of wirelessly networked computing devices (PCs, laptops/netbooks, tablets).

St Peter's is situated on a two-hectare site in a residential area bordered by Guinane Ave, Don Ave and Clay Ave. Our school is now considered to belong to the older and more established sector of Hoppers Crossing. The children can choose to play on a variety of playing surfaces, including the asphalt basketball courts, the synthetic grassed athletics track or downball courts, junior or senior adventure playgrounds and sandpit.

We also take seriously our responsibility in supporting the development of the whole person through our focus on Wellbeing. This includes social/emotional learning, anti-bullying programs and the employment of a full-time psychologist/counsellor for students, teachers and parents.

Principal's Report

Last year we had a number of achievements as a school and it is with great pleasure that I provide an overview of St Peter Apostle Primary School in 2018.

In RE, the Parish Community Masses continued to be a successful initiative that linked the School and Parish community. In learning spaces, teachers focused on developing engaging religious education lessons that encouraged students to explore the life of Jesus and how they can relate his teachings to their own lives.

In the area of Learning and Teaching, we had a number of initiatives that were successful in 2018. Our emphasis on STEM (Science, Technology, Engineering and Maths) ensured contemporary and engaging learning for students. We also explored Literacy initiatives related to writing and staff were engaged in contemporary PD in this, as well as other areas.

The school community continued to grow and strengthen throughout 2018. The P&F Committee again worked tirelessly to ensure that events such as the Father's Day Breakfast and Pancake Night were well attended and highly successful. It is our hope that this committee will continue to grow in 2019 and with the influx of new parents, our aim is to incorporate as many ideas as possible.

In the area of Wellbeing, the school explored the Positive Behaviour for Learning Program (PBL). This year the focus was on developing expectations that would be incorporated across all aspects of the school community.

The expectations developed were:

- Be kind
- Be safe
- Be responsible
- Be proud

In 2019 the focus will be on launching these expectations to the students and wider community.

2018 provided some great opportunities to strengthen the links between the school, parish and wider school community. I look forward to continuing to work with Fr Vincent, the dedicated St Peter's staff and the School Board into 2019 and beyond.

Education in Faith

Goals & Intended Outcomes

To strengthen St Peter Apostle School as a prayerful and active Catholic parish school community which leads people to grow closer to God and to live justly and peacefully in the school and wider community.

That a commitment to understanding and living the Catholic faith and Christian values will be embedded and visible in the behaviour and life of members of St Peter Apostle School community.

Achievements

Throughout 2018, we continued to work with the new Catholic Education framework when planning assessment activities. Through Professional Learning and planning time with the teachers we have continued to unpack and consider the impact on the Faith development and Religious Education of the students at St Peters.

We have continued to develop Religious Education curriculum from Prep - 6. Units of work continue to be formulated to reflect the new curriculum, including the influence of 'Horizons of Hope' We aimed to cover the three main areas of Knowledge and Understanding, Reasoning and Responding and Personal and Communal Engagement in every unit that we teach.

A Religious Education Team continued this year, our focus was on making RE more visible at St Peters. We created displays in line with the liturgical seasons of the church and with our school sacramental program. The Chapel was made a focal point for this as well as other areas around the school.

VALUE ADDED

- Reflection time for teachers to form a common understanding before planning units of work.
- Meditation for the whole school during Lent and Advent.
- Whole school focus and scope and sequence around St Peter's Feast day.
- Added displays around the school as a whole school initiative.
- Increased Parish Priest involvement in school life - Fr Vincent visiting the classrooms each term.

In 2019 the focus for RE will be on reinvigorating Social Justice across all levels at St Peters.

Learning & Teaching

Goals & Intended Outcomes

Goal:

To further develop a contemporary learning environment that empowers and challenges every student to be a confident, self-directed and successful learner.

Intended Outcomes:

That students achievement in Reading will improve.

That student engagement in learning will improve.

Achievements

At St Peter's learners are supported and challenged in a personalised environment to be passionate, inquisitive and dynamic citizens. To ensure that teachers and support staff are able to provide a learning environment that supports this philosophy, teacher capacity is continually built in the areas of:

- Pedagogy
- Curriculum-specific initiatives
- use of ICT to support learning

Throughout 2018, staff engaged in ongoing professional development in VCOP/Big Write. This approach to writing aims to engage students and families in the writing process and assist teachers in including the essential foundations of writing in a scaffolded and deliberate way. It also builds students' involvement in goal setting and assessment of their writing. A professional development day was delivered to staff by the Leadership Team immersing them in the elements of VCOP (Vocabulary, Connectives, Openers, Punctuation). This was followed up throughout the year in staff meetings and whole school trials of The Big Write. With a renewed focus on writing, student engagement in this area rose considerably. This methodology will continue to be rolled-out in 2019 with continued support for teachers throughout the year.

The use of the Fountas and Pinnell Benchmark Assessment System, Teaching Continuum and support texts have continued to provide structure for supporting students in developing their skill and confidence as readers. Levelled Literacy Intervention (LLI) provided additional support for students with small, supported group intervention. This proved a successful implementation with students making pleasing gains throughout the year.

To help support students to become confident, self-directed and successful learners who are engaged in their learning an Immersion Program was run in Years 5-6. This week-long program allowed students, and their teachers, to develop their knowledge of technological tools and how they can support learning in different ways. Students faced

numerous challenges and worked together to complete and share their chosen projects. The engagement of all students was incredibly high throughout the program. Due to this, the program will be further developed in 2019, with the possibility of extending the age group to include all students from Years 3-6.

To support staff in building their capacity to create contemporary learning environments, a number of initiatives were implemented in 2018:

- All staff were involved in a Peer Feedback Program where they observed each others' lessons giving targeted feedback to support growth. This allowed teachers to consider areas for growth and work with a peer to gather useable data in relation to this area.
- The challenges and needs of students growing up in the digital age were addressed as part of our involvement in the Cyber Safety Project, an Australian company which provides incursions for students, professional development for staff, and information sessions for parents. Further to this, staff had access to age-appropriate lessons focusing on issues around cyber safety (privacy, bullying, digital citizenship, etc) which allowed this leaning to continue throughout the year.
- A Positive Behaviours for Learning (PBL) Team was created for the school. This team undertook professional development in the program and shared this with all staff. Throughout the year the project team built a shared understanding of the values, roles, procedures and practices of PBL in preparation for a launch in 2019.

To build on the success of 2017 and to include more staff in the development and implementation of the curriculum, Curriculum Teams were extended to include all staff. Curriculum Team Meetings became a regular, scheduled element of Staff Meetings. On top of Maths, English, RE, and STEM which were offered in 2017, Wellbeing and Humanities were added to list of teams staff could work on. Through the development of goals and action plans, Teams provided support and built the capacity of teachers in these key areas.

St Peter Apostle Primary School provided a number of school activities and programs that have a positive effect on the wellbeing and achievement of students and the school community. Following is a list of curricular and extra-curricular activities that have been successful at our school.

Music/Arts Programs:

- Art Show
- Prep to Year 6 Visual Arts and Performing Arts Programs consisting of music, dance and drama
- Year 4 Dance Program
- Whole School Assemblies
- School Choir

Health and Fitness Programs:

- Swimming program
- Athletics Carnival
- Inter-school Sports (Year 6)
- Cross Country

Intervention Programs:

- ERIK Reading Program
- Levelled Literacy Intervention (LLI)
- MultiLit Program
- Language Intervention Program
- Early Basic Literacy Intervention
- Four staff trained in Getting Ready In Numeracy (GRIN) Intervention Program
- NCCD process identifying 136 students requiring adjustments

Student Wellbeing:

- Positive Behaviours for Learning Program Professional Development for staff
- Cyber Safety Incursion/information session for students, staff and parents
- Step-Up Day to prepare students for moving up a grade level
- Mentoring of students with emotional dysregulation

School Camps and Excursions:

- Year 4 Sleepover
- Year 5 Sovereign Hill Camp
- Year 6 Ace-Hi Camp
- Year level excursions and incursions
- Whole school incursions

Information and Communications Technology (ICT)

- Computers in classrooms (MacBooks, Laptops, Chromebooks, Desktop PCs, iMacs)
- Fully equipped mobile computer labs
- Optional BYOD (Build Your Own Device) for Years 3-6
- Interactive whiteboards or 65" screens in all classrooms
- Apple TV
- Google Accounts for students from Years 3-6
- Hapara Google environment
- School website and app to communicate information to families
- Cyber Safety programs for Years Prep-6
- Immersion Program for Years 5-6 to explore technology

STUDENT LEARNING OUTCOMES

Data provided by the Catholic Education office and included in this report, indicates the percentage of students in the school who met the national benchmark, as assessed by the National Assessment Program Literacy and Numeracy (NAPLAN) in 2018. This data does not include those students who were exempt from participating in NAPLAN, nor those who were absent at the time of its implementation. The chart (see appendix) also indicates the percentage of change in the National Benchmark results from 2015-2018 at Years 3 and 5.

Grade 3 NAPLAN scores in Reading and Numeracy continue to track along a similar line to State results. There was a drop off, however, in Writing scores when compared to the State. Numeracy and Spelling median scores were above the State in 2018

The Grade 5 NAPLAN scores showed a dip this year following the improvements of 2017. However, pleasing cohort growth occurred in Numeracy, Spelling as well as Grammar and Punctuation, where growth exceeded that of the State.

Student Wellbeing

Goals & Intended Outcomes

For students to demonstrate greater confidence and an enhanced sense of safety and belonging to the St. Peter Apostle School community.

We intended to work towards this goal by developing a whole school understanding of nurturing and engaging environments through building supportive and positive relationships and to further build student Social and Emotional learning. To address some aspects of safety, we aimed to work with students who have difficulty with regulating behaviour as they can cause other students to feel unsafe.

We worked towards achieving these goals by beginning the Positive Behaviour for Learning journey, further refining Restorative Practice and the Student Code of Conduct and further embedding Social and Emotional Learning practices through the school. Professional development for teachers on Autism Spectrum Disorder and Social Emotional Learning helped to ensure that all staff had knowledge and expertise in these areas and could teach their students how to emotionally regulate. We also continued current anti bullying programs and worked with students who had emotional regulation difficulties and their parents. The work of our School Psychologist was invaluable in this area.

Our use of Social and Emotional Wellbeing data helped to inform the teaching of Year Levels so that Social and Emotional learning could be tailored to their needs.

Achievements

There were positive gains made in the targeted areas. Student morale and student connectedness to both peers and school increased in 2018. Students' assessment of the classroom behaviour of their peers showed improvement and it is hoped as students become more proficient in emotional regulation, student safety scores will improve as dysregulated behaviour becomes less frequent. Although we have a small percentage of students who experience dysregulation, the effect of unexpected behaviours on other students leads to them feeling unsafe.

Our Social and Emotional Wellbeing data (ACER) revealed some highlights. 95% of students recognised the importance of treating others with respect, 97% want to do their best, 80% feel safe at school and 77% were able to control their emotions and calm quickly. The SEW data showed that anxiety was an issue and we are working to help students manage anxiety with emotional regulation techniques taught in class and counselling if necessary.

We received a grant from Schools Plus in 2017/2018 that enabled us to purchase furniture and equipment to help build relationships. The equipment we purchased with the grant included Lego, co-operative games, a cubby and outdoor building blocks. We were also able to provide professional development for staff on Autism Spectrum Disorder as building relationships for children with ASD was one of our goals. Equipment that could be used by many children was chosen to encourage co-operative play and the building of relationships. The Lego Club mentored students with emerging social skills and helped them to build relationships with others. The new furniture helped to make Friendship Club a welcoming space.

VALUE ADDED

- Staff professional development in Social and Emotional Learning, Autism Spectrum Disorder and Positive School Wide Behaviour.
- Enhanced and extended camp experiences.
- Transition Programs at Kindergarten and Grade 6 level to familiarise students with the school and each other and so we can get to know new students so that learning can be personalised.
- Creation of Wellbeing Curriculum Team that focussed on SEL
- Extended opening times of Friendship Club, new furniture, games and Lego to encourage co-operative play.
- Cubby House and Construction equipment to encourage co-operative play.
- Extended opening times of the library.
- Intensive mentoring of students with emotional dysregulation.
- Refresh of SEL including using SEW data to inform teaching of SEL.
- Brain breaks, meditation, Circle time and class meetings common practice.
- Refinement of School Leadership Program to increase opportunities for leadership.
- Robust NCCD process that led to adjustments that will enhance a child's school experience and promote academic and social growth. Personalised Learning Plans developed for all students on the NCCD list.
- Interschool sport to provide opportunities to shine.
- Weekly and monthly recognition awards for positive behaviour and motivation.
- Meetings with students and parents to address anxiety about camp. Small groups to teach strategies to manage anxiety and assist with sleep.

STUDENT SATISFACTION

The Insight SRC data showed that we had made some gains in working towards the goal of safety and belonging.

Our goal of 78.2 on the Student Wellbeing Index was not achieved but there was improvement - with the score increasing from 75.1 in 2017 to 75.8 in 2018. This index has continued to improve since 2016.

Our strongest areas for student satisfaction are in connectedness to peers and school, student motivation, student morale and engagement in learning. Our challenges continue to be in student safety and classroom behaviour.

STUDENT ATTENDANCE

The student attendance rate is 94.3%

The diversity of our school means that some families travel overseas for cultural occasions, illness and bereavement of extended family and for medical treatment. While the absences that this generates are not ideal, plans are made for children to maintain learning while they are away.

Our absence policy is compliant with Government expectations and includes procedures that notify parents who have not reported absence, follow up of unexplained absence and meetings are arranged with families who have unacceptable levels of absence or lateness. The expectation that parents notify the school when their child is absent has become embedded into school culture.

Child Safe Standards

Goals and Intended Outcomes

In 2018, we have continued to embed ChildSafety into the culture at St Peters to achieve our goal that all students feel safe and are safe at St Peters.

Achievements

Over two thirds of families at St Peters have one or both parents who have undertaken Childsafe induction and have a Working with Children Check. This means that we have a large pool of parents able to help in classrooms, at Parents and Friends functions at school and to accompany excursions. Every adult, other than parents, who enters the school and has contact with students is inducted, agrees to abide by the Child Safe Code of Conduct and is referee checked. Contractors go through this process as well and as far as possible work at school outside of school hours to minimise risk to students.

A Risk Audit is conducted for each incursion, excursion, guest speaker, school camp, Swimming, Athletics and Cross Country activity. The school environment is audited yearly to maintain safety standards and any risks are addressed.

All staff and regular Casual Relief Teachers complete the e-learning module on Mandatory Reporting each year. This teaches them to recognise and report child abuse. All staff and regular CRTs sign the ChildSafe Code of Conduct each year.

Leadership & Management

Goals & Intended Outcomes

Goal:

To further develop and sustain a supportive school culture characterised by a shared vision, positive staff morale and a commitment to continuous improvement.

Intended Outcomes:

That school morale and staff empowerment will be strengthened.

Achievements

Throughout 2018 the refinement of a shared model of leadership has continued to be a focus at St Peter's. Last year the leadership structure was redesigned and this year this structure has been adapted to allow for more involvement from staff. The School Development Team now contains a number of classroom teachers and specialists and this has allowed for an authentic voice and a forum to raise relevant and high impact concerns. The leadership structure was also changed to include two Deputy Principals. This means that in 2019, the Principal and Deputy Principals will have even more availability to be part of classrooms and the development of Learning and Teaching.

Feedback for staff was a significant focus this year. A feedback structure was put in place that required staff to be placed in pairs and encouraged to provide constructive feedback within the classroom setting. Staff were given professional development around ways of giving and receiving feedback and sessions were then timetabled for the collecting of data and giving of feedback to occur. This initiative was an added layer to the GROWTH Coaching that is already part of the school culture.

There were a number of property maintenance initiatives that were undertaken this year to maximise the safety and aesthetics of the school environment. Guttering and fascia was replaced on a large percentage of the school buildings and painting was undertaken to freshen up classrooms and outside play areas. There was also new signage placed around the school including new plaques with building names and a large outdoor display for our PBL initiatives.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Positive Behaviour for Learning (PBL)
- First Aid
- Emergency management
- Cyber Safety
- Special Minister
- Child Safe
- Autism Spectrum Disorder
- EALD
- CPR
- Mandatory Reporting
- VCOP
- Big Write

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	35
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1392.44

TEACHER SATISFACTION

Teacher professional Growth was at 64%. This measures the extent to which the staff at St Peter's have opportunities to engage in professional development that impacts on their learning and the development of their roles.

Role Clarity was at 67%. This is an indication of how clear staff are in their understanding of their roles and what is expected of them.

School Community

Goals & Intended Outcomes

Goal:

To further develop effective partnerships which support student learning, wellbeing and connectedness.

Intended Outcomes:

That parents will be more actively engaged and have a greater understanding of their child's learning.

Achievements

At St Peter's, we constantly strive to include and welcome parents into our school community. In 2018 we continued to offer training for parents to be able to support Literacy learning in Prep – Year 2. Parents were invited to volunteer for excursions, incursions and helping out in the classroom. The presence and support of parents in the school is an important way in which we keep the community actively engaged in Learning and Teaching.

In line with Child Safe Standards, all parent and community volunteers were required to hold a valid 'Working with Children Check' and attend an interview at the school. All volunteers at St Peter's in 2018 who worked with children underwent referee checks and induction.

In 2018 we introduced Parent Information Sessions as an initiative for all Grade 3- 6 classes at the start of the year. These sessions gave parents an insight into the expectations of each grade level and ways in which they could support their child's learning at St Peter's. It also gave parents the opportunity to meet the teaching staff for that grade level and pass on any pertinent information at the start of the year. Grades Prep - 2 continue to have Parent/Teacher Interviews so that parents can individually discuss the specific needs of their children.

Information nights/workshops for parents and children on the Sacraments of Reconciliation, Eucharist and Confirmation form an important part of the sacramental program. Sacramental workshops have been continued for students and parents in the year prior to the reception of each Sacrament. These workshops were well attended.

St. Peter's continues to have a very active School Education Board, which acts in an advisory capacity to the School Principal. The contribution of the Parents and Friends Committee was once again highly valued, with a number of fundraisers being organised.

PARENT SATISFACTION

Parent Input was at 64%. This indicates that the parent community feel that they have some input and opportunities in relation to school planning.

Reporting was 72% and indicates how useful parents find the reporting system in informing them about their child's progress/

School Improvement was at 73%. This indicates the extent to which parents believe the school is focused on improving its performance.

Future Directions

Education in Faith

- In 2019 the focus for RE will be on reinvigorating Social Justice across all levels at St Peters.

Learning and Teaching

- To further develop contemporary practices to empower and challenge every student to be successful learners, through:
 - a focus with staff on using data effectively.
 - differentiation and focus teaching to ensure all students are challenged at their level.
 - exploring opportunities to extend and challenge all students.
 - building students ownership of their learning.

Student Wellbeing

- Positive Behaviour for Learning Program to be rolled out.
- Zones of Regulation to become common language for staff and students.
- ChildSafe Curriculum to be adopted to further strengthen ChildSafe standards relating to student voice and empowerment.
- Deeper understanding of factors that cause children to feel unsafe at school.
- Target parent and student anxiety.

Leadership and Management

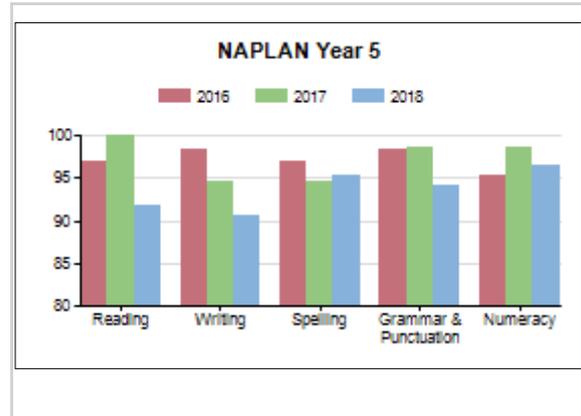
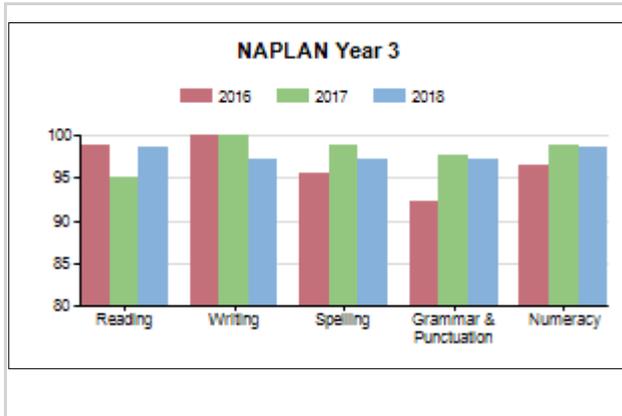
- Continued focus on the process of feedback between staff members.
- Refinement of the roles of Deputy Principal and evaluation and refinement of the Leadership Structure in preparation for new structure in 2020.
- Focus on the updating of buildings and learning spaces.

School Community

- Focus on ways to make links with different cultures within the school community.
- Development of the Parents and Friends Committee.
- Exploration of ways to continue linking with community through social media.

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	92.2	97.6	5.4	97.3	-0.3
YR 03 Numeracy	96.6	98.8	2.2	98.6	-0.2
YR 03 Reading	98.9	95.2	-3.7	98.6	3.4
YR 03 Spelling	95.6	98.8	3.2	97.3	-1.5
YR 03 Writing	100.0	100.0	0.0	97.3	-2.7
YR 05 Grammar & Punctuation	98.5	98.6	0.1	94.1	-4.5
YR 05 Numeracy	95.4	98.6	3.2	96.5	-2.1
YR 05 Reading	96.9	100.0	3.1	91.8	-8.2
YR 05 Spelling	96.9	94.6	-2.3	95.3	0.7
YR 05 Writing	98.5	94.6	-3.9	90.6	-4.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.0
Y02	94.9
Y03	93.4
Y04	93.8
Y05	93.4
Y06	92.2
Overall average attendance	93.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.4%

STAFF RETENTION RATE	
Staff Retention Rate	88.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.9%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	80.0%
Advanced Diploma	22.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	46
Teaching Staff (FTE)	39.2
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0