

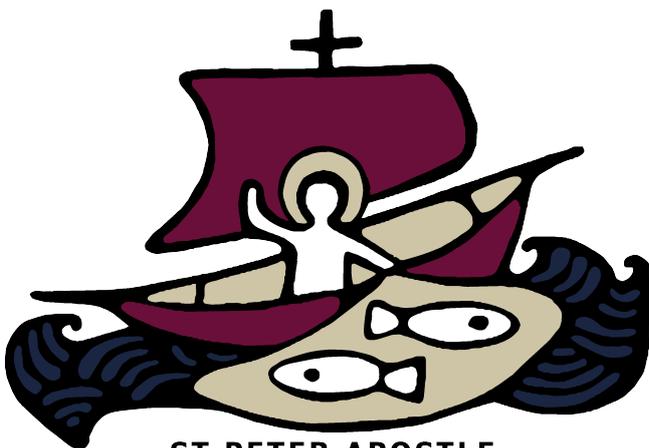
ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST PETER APOSTLE PRIMARY SCHOOL
HOPPERS CROSSING**

2019

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 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

17th June 2020

Our School Vision



**Learn, relate
and live in the
light of the
Catholic faith**



Learn

To learn independently, collaboratively and with passion.



Relate

To relate authentically, honestly and with integrity.



Live

To live justly, respectfully and with compassion.

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 2019 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 Grade Two to Grade Six, however in Prep and Grade One there are four grades. We also have a chapel, Performing Arts Centre, Wellbeing Hub, Art room, Italian room and offices for Learning leaders, the Wellbeing team and staff. We share an administration building with the parish, including a staffroom, and meeting rooms.

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 down ball 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

At St Peter Apostle we are proud to highlight our achievements of 2019. This was a big year for our school as we underwent the process of school review. This review gave us the opportunity to reflect upon our journey and celebrate our achievements. It also allowed us to identify next steps when looking to 2020 and beyond.

In RE, the focus was 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. Teachers engaged in a school based Professional Development meeting about prayer and ways we could integrate prayer more into our daily school life.

In the area of Learning and Teaching, our focus was on embedding the VCOP/Big Write across all grade levels. The continued implementation of this initiative expanded to include the involvement of parents in the Big Write process. Teachers also had the opportunity to engage in professional development with Michael Ymer who reinforced with them the importance of an investigative approach to mathematical learning.

The school community focused on strengthening links with the whole community including its Burmese members. The school continued to work with parents on the Parents and Friends Committee as well as the School Board and communication continued to be a focus in 2019.

This year 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 2020 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.

Our intended outcome was 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 2019, we have become more familiar with the Catholic Education Framework when planning our Religion units of work. We have spent time as levels considering the different faith groups from within the levels we teach and have tried to be inclusive in the way we plan our units.

We have continued to include all three aspects of the Religious Education Curriculum – Knowledge and Understanding, Reasoning and Responding and Personal and Communal Engagement in every unit that we teach.

We were successful in making Religion more visible at St Peters. Displays were changed regularly around the school, in classrooms and in the hall to align with the Liturgical Calendar.

We changed the format of Religious News in the school newsletter to include a gospel passage, reflection, prayer and an activity for families to do at home.

Staff prayed together at the commencement of staff meetings and in times of grief. Some staff members continued their Postgraduate course to gain their accreditation to teach Religious Education.

Shared opportunities for personal reflection, meditation and collaborative prayer were provided daily in classes and weekly at staff meetings. The whole school continued their commitment to daily prayer (twice a day) and continued to gather and worship at Opening School Mass, Ash Wednesday, and Holy Week, ANZAC Day, St Peter's Feast Day and the Feast of the Assumption. Whole school weekly meditation during Lent and Advent offered reflections on Scripture and how we can be the people God wants us to be and to prepare ourselves for Easter and Christmas. Level masses were planned for each term, classes sent out an invite and parents were invited to join them.

VALUE ADDED

Facilitated planning to assist teachers in developing knowledge of curriculum and linking Religious Education to other curriculum areas.

The Sacramental program and Parent workshops enhanced the family's knowledge of the Catholic faith.

The annual collection for items from each class of the school provided hampers which were distributed by the local St Vincent de Paul Team to those in need within our Parish.

Learning & Teaching

Goals & Intended Outcomes

To further develop contemporary practices to empower and challenge every student to be successful learners.

- PD focusing on using data effectively
- Differentiation and focus teaching
- Explore opportunities to extend and challenge student
- Explore ways to build student ownership of their learning

Achievements

Having spent 2018 building teacher understanding of how the VCOP/Big Write teaching approach could improve student engagement and achievement in writing, teachers embedded the process in all grade levels. This process included parental involvement highlighting the importance of talking about writing as part of our regular Big Write tasks. Students shared a stimulus with their parents and were able to discuss vocabulary and ideas prior to writing. After they had written their texts, students undertook a reflection/goal setting stage where they were able to build ownership of their own learning by identifying their strengths and challenges and setting appropriate goals which they monitored with each subsequent writing task. This methodology has supported teachers to use data to track student progress, following up with small group teaching on key areas of need, provides scaffolding for students to challenge themselves in their writing and to work with peers to reflect on and monitor their own progress.

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.

Mathematics Consultant, Michael Ymer worked with students and teachers this year to explore a more investigative approach to teaching mathematics. He modelled lessons and approaches with students and met with teachers to discuss the merits of this style of teaching in relation to extending and challenging students.

Curriculum Leaders understood professional development around the PAT testing program used in the school. The insights gained through this program will be used throughout 2020 to support teachers in using the data we collect effectively to support

student learning, especially in terms of identifying areas of challenge for our high achieving students.

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:

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

Health and Fitness Programs:

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

Intervention Programs:

- ERIK Reading Program
- Levelled Literacy Intervention (LLI)
- Language Intervention Program
- Early Basic Literacy Intervention
- NCCD process identifying 167 students requiring adjustments

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 3-6 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 2019. 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.

Grade 3 NAPLAN scores in Reading and Numeracy continue to track along a similar line to State results. While Writing is slightly below State results there was an increase in the school's mean score, decreasing the gap between our school and the State. Spelling mean scores were above the State in 2019

Following a dip in our Grade 5 NAPLAN results in 2018, our results this year showed an increase in all areas, bringing our students' mean scores in line with the State results. In Writing and Spelling, the mean scores were slightly above that of the State.

Student Wellbeing



Goals & Intended Outcomes

The 2019 Annual Action Plan goal for the Wellbeing sphere was to promote and develop confident resilient learners. We intended to do this by embedding Positive Behaviour for Learning (PBL) into our school culture, refreshing Social and Emotional Learning (SEL) for staff, scheduling SEL lessons and promoting a growth mindset. We also intended to focus on data to differentiate to enable us to meet the needs of all students and we booked staff professional development and conducted in house sessions to satisfy this purpose.

Achievements

We began the year with whole staff professional development on how to build a positive classroom culture. The aim of this session was to develop student engagement by building relationships between staff and students and between students. It provided information that integrated behavioural, emotional and cognitive engagement by addressing mindset, use of brain breaks, the importance of Social and Emotional Learning, having positive regard for students, using Restorative Practices, the explicit teaching of behavioural expectation in Positive Behaviour for Learning and planning for learning diversity. This set the tone for the year in terms of staff expectations in Wellbeing. 'Stop before you Start' was a successful program instigated by the Emerging Leaders Group to help students settle into a learning mindset by providing calming music and mindfulness activities to start the day.

We continued to embed Positive Behaviour for Learning practices into our school and integrate them with Restorative Practices already operating. PBL explicitly and consistently teaches behavioural expectations and formalises expectations and consequences to enable students to learn effectively and feel safe. Our four PBL pillars are Be Kind, Be Safe, Be Responsible and Be Proud. There is extensive signage throughout the school that outlines the expectations and reminds students to be kind, safe, responsible and proud. Wheel of Choice signage helps students to become adept at making decisions when experiencing conflict and we have a high number of staff on playground duty to assist with this. The PBL program is embedded throughout the school with consistent Social and Emotional language and expectations and a reward system that recognises children when they are demonstrating the desired behaviours. To further make the program visible, all staff wore PBL T-shirts every Friday with the Four Pillars clearly displayed on them.

To improve our ability to meet the needs of our growing cohort of students with ASD, we engaged Sue Larkey present an excellent professional development day which provided us with strategies that we could use immediately to develop resilient, confident learners. This was well received by staff and has led to better provision of differentiation for our students with ASD.

We also focussed on data and intervention with the creation of an Intervention team which met and developed clear evidence based procedures for intervention. The staff were provided with professional development in the Response to Intervention model and procedures and interventions were explained. All staff completed the DSE eLearning modules on the Disability Standards for Education which provided knowledge to assist them with differentiation, intervention and the NCCD process.

This focus on intervention also helped us to prepare data for the NCCD (Nationally Consistent Collection of Data) which forms the basis for funding for students with disabilities. Our Wellbeing Team oversaw the inclusion, moderation and collection of data in order to provide differentiated learning for our students. An excellent report on the CEM Quality Assurance audit acknowledged the process and work that we had done and this proficiency enabled us to cater for all students.

Our Wellbeing team continues to provide support for students and parents with a full time psychologist and staff with expertise in working with students with disabilities and their parents. The psychologist is engaged in counselling, educational and cognitive testing, provision of emotional regulation and social skills groups and parent education through Facebook, Newsletter articles and parent information sessions.

In order to provide a safe environment that optimises learning, we are proactive about the prevention of bullying and cyberbullying. Each student completes a Bullying Survey each term to identify issues and provide support and we include cyber safety/ digital

citizenship and strategies to prevent and deal with bullying in our curriculum. We provide support to parents in managing their student's digital lives.

We continue to work closely with Kindergartens and Secondary Schools to give our students the most positive transition possible and our three Prep orientations and Prep parent information sessions help to make new students and parents to feel as comfortable as possible so that the students can flourish.

While continuing to provide Friendship Club in the Wellbeing Hub each lunchtime and most second breaks to mentor students who need assistance building social skills, the staff further developed positive relationships and engagement by offering additional lunchtime clubs e.g. Dance Club, Coding, Art, Environmental Group, Singing is Fun Choir and Gardening. Students were committed to these Clubs and attendance was strong, regular and enthusiastic.

We provided opportunities for authentic student leadership, student voice and empowerment through the SRC, Class Captains and Grade 6 leaders in Social Justice and Liturgy, Arts, Sport and Wellbeing.

We used the ACER SEW program to help us collect Social Emotional Wellbeing data that informed our SEL teaching. This data showed that 82% of students felt positive about their social and emotional wellbeing including positive scores for students feeling happy, feeling able to self-regulate and feeling safe. Other scores show areas that are a challenge for students and this can be refined by class and gender enabling targeted SEL teaching to improve student wellbeing.

The School Improvement Framework Review that we underwent in 2019 validated the processes we have in place to maximise the social, emotional, behavioural and academic outcomes for our students. The Wellbeing sphere was scored very positively in Capability 1: Providing a Safe, Positive and Enabling Learning Environment. The report noted the success of the PBL program, our teachers' proficiency at using data to inform teaching and intervention and the Wellbeing staff's strong support of teachers and students. It recognised the importance of the student based structures and supports we provide and acknowledged the opportunities we have to build student voice, agency and leadership that can be developed further in the future. The reviewer's report noted the positive impact of the 'Stop Before You Start' mindfulness initiative and the embedding of social and emotional literacy into the school.

VALUE ADDED

Provision of a staffed Wellbeing Hub for group sessions, emotional regulation, sensory breaks, support sessions, Friendship mediation and Friendship Club.

Positive SIF report for Wellbeing

Increased number of Lunchtime Clubs

'Stop Before you Start'- starting the day with mindfulness

Streamlining of NCCD data collection process

Successful Quality Assurance audit for NCCD

Sue Larkey Professional Development about catering for students with ASD, staff development sessions on ChildSafety, Reportable Conduct, Mandatory Reporting, Response to Intervention, Differentiation, SEL and PBL.

Formalisation of the Response to Intervention Process to aid differentiation

Continued roll out of PBL by the PBL Team

Proactive measures to prevent bullying and cyberbullying and support to parents to manage their student's digital citizenship.

School Camps at Grade 5 and 6, Grade 4 Sleep Over, Junior evenings and Wellbeing support for students to build independence and manage anxiety associated with these activities.

Grade 5 Student Leadership and Team Building Day including Abdi Aden inspirational speaker

Restorative Practice processes used in the school to repair relationships damaged by conflict

Full time psychologist, use of CEM speech pathology and consultants, partnerships with external health professionals.

Interschool sport, excursions, incursions, guest speakers, Wakakirri performance, choir, Sustainability presentation at Werribee Zoo by our students added richness to school life

Focus on working with Kindergartens, Secondary Schools, parents and Allied Health Professionals and participation in Orientation Days and A Day in Secondary School experience to ensure positive transitions.

STUDENT SATISFACTION

The CEMISIS survey results for St Peters showed that over 84% of parents and 66% of student responses were positive.

Data that supports our rollout of PBL and focus on SEL is that students feel that there are very low incidences of student behaviour inhibiting their learning and 76% report positive connections between students and teachers. 86% feel that teachers have rigorous expectations of them, 74% reported that they feel valued as members of the school community and 76% are positive about their learning mindset. 63% report positive engagement with their school which is 4% higher than like schools. While these are encouraging results, we are planning how we can improve student perceptions in 2020.

Parent results were very encouraging. As they are built around their children's experience at school we believe they give us insight into student experience too. 93% of parents are positive about the social and learning climate of the school, 91% of parents are happy with the school fit, 94% find it easy to engage with the school, 85% are happy with communication and 89% are positive about the physical and psychological safety of their students at school.

STUDENT ATTENDANCE

The overall student attendance rate is stable at 94.2%

Prep 94.1%
Grade 1 - 93.7%
Grade 2 - 93.7%
Grade 3 - 94.8%
Grade 4 - 95.3%
Grade 5 - 95.3%
Grade 6 - 95%

Our attendance rate is impacted by the cultural diversity of our school. This 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.

At the parent session at the first Prep orientation, we present explicitly about the importance of attendance and the effects of absenteeism so that regular attendance is an expectation right from the start. This explicit expectation enables conversations about absenteeism if it occurs.

Child Safe Standards

Goals and Intended Outcomes

In 2019, 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. Our commitment is drawn from the teachings of Christ - love, justice and the sanctity of every person.

Achievements

We continue to build the pool of over 60% of parents who have undertaken Childsafe induction and have a Working with Children Check. Parents who have completed the Child Safety induction are able to help in classrooms, at Parents and Friends functions at school and to accompany classes on excursions. Every adult who enters the school reads a copy of our Child Safe Code of Conduct and agrees to abide by the Child Safe Code of Conduct. Contractors also go through this process as well and as far as possible work at school outside of school hours to minimise risk to students. We constantly update our records, informing parents when their Working with Children's check needs renewing, and eliminating parents from the pool who do not renew their WWCC.

ChildSafety is a permanent agenda item at every staff briefing so that the safety of our children is uppermost in the minds of our staff. We have placed a Child Safety statement on all school documentation - "At St Peter Apostle School, we hold the care, safety and wellbeing of young people as our fundamental responsibility" We start every year with a staff meeting that explains our responsibility in ChildSafety by leading staff through Ministerial Order 870, Reportable Conduct, Mandatory Reporting and the Staff Code of Conduct.

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 Childsafety standards and any risks are addressed promptly. Childsafety statements are included in all employment advertisements, position descriptions, interviews, selection criteria and referee checks.

All staff and regular Casual Relief Teachers complete the e-learning module on Mandatory Reporting each year. This ensures that all staff are able to recognise and report child abuse. Wellbeing staff support staff to make mandatory reports using the 'Protect: Identifying and Responding to all Forms of Abuse in Victorian Schools' procedure and template. We are rigorous in ensuring that staff are informed about Family Court Orders and Protection Orders to maintain children's safety. All staff and regular CRTs sign the ChildSafe Code of Conduct each year to maintain the importance of Childsafety.

We are constantly monitoring our curriculum to ensure that it supports Ministerial Order 870 and the seven standards - paying particular attention to ensuring that all students are empowered so that they have a voice in maintaining their own safety. We teach children about expected standards of behaviour, healthy and respectful relationships, resilience and ensure that they have the skills and opportunity to speak or share information with a trusted adult when they do not feel safe. A major focus in 2019 was on building relationships between staff and students so that students did feel comfortable to disclose if they felt unsafe. The SRC also formulated a child friendly ChildSafety Code of Conduct.

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 2019, the new leadership structure that was initiated at the end of 2018 was implemented. This structure involved the appointment of two Deputy Principals and the formation of a School Development Team (SDLT) that contained a significant representation of staff from different areas of the school. The SDLT focused on two areas this year with staff and this focus involved workshops through staff meetings. The two foci were increased effectiveness of planning and improving collaboration. The roles of the Deputy Principals were refined as the year progressed to ensure that one incorporated the area of Student Diversity, particularly with regards to NCCD and the other focused on Learning and Teaching.

With the increasing importance and complexities of OH&S and compliance issues within a school setting, it became apparent that the school would benefit from the services of an external contractor to assist with overseeing these requirements. In light of this, the school engaged the services of Martin Tenant who established a school portal to monitor and ensure that all compliance and training requirements are up to date. This assists with many areas of the management of the school, including, first aid, child safety and workplace safety.

One of the main areas of focus this year was the School Review. This is a process that each school participates in once every four years and this process is overseen and evaluated by an independent reviewer who is appointed by the Catholic Education Office. In undertaking this process, the school was involved in a number of professional development days and workshops that encouraged us to reflect upon our strengths and challenges, identify our areas of strength and need and plan next steps in development. The inclusion of an independent reviewer was key as he was able to seek feedback from all stakeholders in the community including staff, students and parents. As a school we found this process to be highly effective and valuable and look forward to implementing our next steps over the next four years.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

Sue Larkey - Working with children with ASD
 Michael Ymer - An Investigative Approach to Mathematical Learning
 School Review Process
 Walker learning PD
 Learning and Teaching PD
 AAP PD with Garry Trainor
 Positive Behaviour for Learning
 Emergency Management
 First Aid Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

38

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1504.30

TEACHER SATISFACTION

School Climate on the CEM SIS data was at 86% while the CEM average school comparison was at 76%. This means that St Peter's was 13% above the average. This indicator measures the perceptions of the overall social and learning climate of the school.

Professional learning on the CEM SIS data was at 71% while the CEM average school comparison was at 57%. This means that St Peter's was 14% above the average. This indicator measures the perceptions of the quality and coherence of professional learning opportunities.

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 2019 we focused on making our school community more inclusive of our Burmese families. We did this through the services of a Burmese interpreter who was engaged to be present at our Prep Information Night as well as our Prep Orientation sessions. SuiLi was chosen to work with the school to strengthen links with these families as she already had strong connections to the community and was passionate about building these relationships.

Building connections with the wider community was a focus for our gardening club this year. One of the initiatives they undertook was to be part of the environmental warriors with the Werribee Zoo. As part of this initiative the students presented their ideas for helping to protect one of our local endangered species. This presentation occurred at the Werribee Zoo and was visited by members of the general public as well as other schools in the area. Following on from this, the group have been asked to work on other initiatives moving into 2020.

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 as well as community events such as the Father's Day Breakfast and Pancake Night.

PARENT SATISFACTION

School Climate on the CEMSIS data was at 93% while the CEM average school comparison was at 86%. This means that St Peter's was 7% above the average. This indicator measures families' perceptions of the social and learning climate of the school.

Communication on the CEMSIS data was at 88% while the CEM average school comparison was at 72%. This means that St Peter's was 16% above the average. This indicator measures the timeliness, frequency, and quality of communication between the school and families.

Future Directions

Education in Faith

- To strengthen the Catholic identity of the school in the context of a diverse community.
- To incorporate the new frameworks when planning RE lessons.

Learning and Teaching

- Continue to build teacher capacity to use data collected to inform planning for a differentiated learning program
- To better utilise expertise of leaders to support teachers' knowledge in planning next steps for learning

Student Wellbeing

- Restructure of Wellbeing team to separate Wellbeing and Learning Diversity roles
- Continued refinement and development of Positive Behaviour for Learning program
- Focus on Social, Emotional Learning in the Curriculum

Leadership and Management

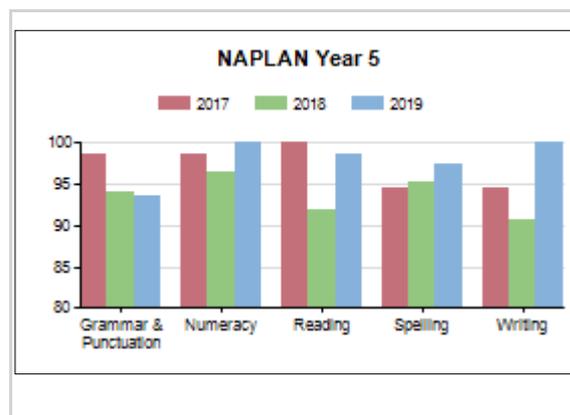
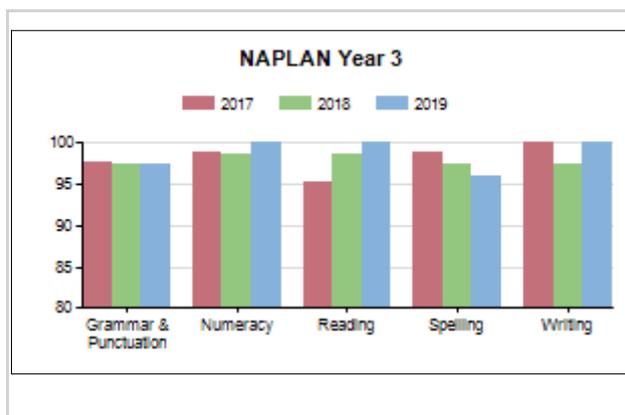
- Development of the role of Lead Teachers and new Wellbeing Structure
- Focus on updating of outdoor spaces
- Focus on building expertise of Leadership Team through Simon Breakspear professional development

School Community

- Continued involvement of interpreter in providing authentic links to Burmese community
- Development of the Parents and Friends Committee
- Development of Social Media such as private Facebook page

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	97.6	97.3	-0.3	97.3	0.0
YR 03 Numeracy	98.8	98.7	-0.1	100.0	1.3
YR 03 Reading	95.2	98.7	3.5	100.0	1.3
YR 03 Spelling	98.8	97.3	-1.5	95.9	-1.4
YR 03 Writing	100.0	97.3	-2.7	100.0	2.7
YR 05 Grammar & Punctuation	98.6	94.1	-4.5	93.6	-0.5
YR 05 Numeracy	98.6	96.5	-2.1	100.0	3.5
YR 05 Reading	100.0	91.8	-8.2	98.7	6.9
YR 05 Spelling	94.6	95.3	0.7	97.4	2.1
YR 05 Writing	94.6	90.6	-4.0	100.0	9.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.1
Y02	93.5
Y03	94.6
Y04	94.7
Y05	93.0
Y06	94.0
Overall average attendance	93.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.8%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	81.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	24.3%
Graduate	21.6%
Graduate Certificate	5.4%
Bachelor Degree	81.1%
Advanced Diploma	21.6%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	39
Teaching Staff (FTE)	33.8
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	12.2
Indigenous Teaching Staff (Headcount)	0

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