



# St Peter Apostle School

## Hoppers Crossing

2020

## Annual Report to the School Community



Registered School Number: 1722

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## Contact Details

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## Minimum Standards Attestation

I, Karen Wilson, attest that St Peter Apostle 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 2020 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.

21/05/2021

**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](http://www.acnc.gov.au)

## 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 2020 was 541.

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 988 indicates we rest just below the average ICSEA national values.

St Peter's has a total of twenty-four classrooms, three grades at each level from Year three to Year Six, however at the Prep Level there are four grades. We also have a chapel, Performing Arts Centre and offices for Lead Teachers, 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, 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 wireless 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 belongs 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 and emotional learning, anti- bullying programs and the employment of a full-time psychologist.



## Principal's Report

At St Peter Apostle we are proud to highlight our achievements for 2020. Like all schools, this year posed many challenges as we were in a situation where we had to work in ways we hadn't worked before. The existence of COVID meant that our students were now working from home and our teachers had to think of new and innovative ways of engaging them in their learning.

In RE, the focus was on a whole school approach to prayer. This included the creation of a scope and sequence to ensure a consistent introduction of traditional prayer throughout the school. There was also a focus on the use of the Catholic Religious Education Framework when planning units of work.

In the area of Learning and Teaching, there were a number of changes made to the way teachers and students interacted due to the impact of COVID. Lessons moved online and students attended live, online sessions as well as accessing pre-recorded lessons. Assessment was also reimagined in light of this new way of working.

In the area of Wellbeing, the importance of Social and Emotional Learning was a big focus. The Wellbeing Leader was able to attend teacher planning sessions this year and this assisted in the continued implementation of wellbeing in learning and teaching at St Peter's. Positive Behaviour for Learning was also a focus as the school refined its implementation of the program.

Despite the challenges and uncertainty of this year, it was also a year of continued growth for students and staff alike. The sudden changes in the way we needed to interact and teach through distance learning allowed us to develop in areas that we were only just starting to develop previously. The tremendous support from our parents and families highlighted to us that no matter how difficult it may have seemed at times, the St Peter's Community and Parish could be relied upon to work together to support the health and wellbeing of our students.

## Education in Faith

### Goals & Intended Outcomes

#### Goal:

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

#### Intended Outcomes:

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 2020, we implemented a whole school focus on prayer. In Term One all the students at St Peter's focused on different elements of prayer. We looked at the many ways and places we can pray, starting with the traditional prayers and moving to the concept of being able to pray anywhere at any time. This was a big shift for some of our students. We created a scope and sequence as to what traditional prayers should be known at what levels at our school.

In Term Two, we moved to online planning and implementation of our Religious Education lessons. We worked collaboratively and presented quality lessons for the students based around the Catholic Religious Education Framework. We spent time considering and planning activities that incorporated the different faith communities from within the levels we teach. We are very conscious of our multi faith community and try whenever possible to be inclusive of those religions in the way we plan our units.

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

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 (once a day during distance learning). Unfortunately we were not able to gather as a whole school for any masses or any level masses after Term One. However, we created and shared whole school reflections for Feast days and special Liturgical events throughout distance learning. We also tried an online school mass, however this was problematic for us. Whole school weekly meditation during Advent offered reflections on Scripture, how we can be the people God wants us to be and to prepare ourselves for Christmas.

#### 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 parent'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.
- Working collaboratively as a school during distance learning to provide quality religion lessons and meaningful prayer time.
- Deliberately ensuring that prayer was part of the students daily routine during distance learning.



## Learning & Teaching

### Goals & Intended Outcomes

#### Goal:

For staff to create, analyse and use assessment data effectively for differentiated learning so that, as a school, we can more effectively meet the needs of our students.

#### Intended Outcome:

To develop high-quality educational leaders who create a culture of effective learning and teaching so that our leaders can better support teachers to develop effective learning and teaching environments.

### Achievements

2020 was a unique year for education; our students spent almost six months undertaking remote learning, teachers were compelled to reimagine what learning and teaching could look like. Further to this, the role of parents in the education of their children became a pivotal issue and the support we, as a school could offer them, was central to this.

The school year began like any other, with students having the opportunity to participate in a number of extra-curricular activities which add richness to our learning and teaching program. The senior students (Grades 3-6) were able to undertake their swimming program, developing lifelong skills. The Grade 5 students participated in their camp program spending 3 days at Sovereign Hill, Ballarat, where they deepened their understanding of what life was like during the Gold Rush. The Grade 6 students spent 3 days at Ace-Hi Camp developing their interpersonal skills as well as their independence. All our students were able to visit the Life Education Van where they participated in a variety of programs focusing on health and wellbeing. These extra-curricular activities allowed our students to apply the lessons and concepts they have learnt about in class in a real world context.

With the announcement of school closures due to COVID-19, the focus for learning and teaching changed dramatically. The staff quickly adapted, developing their knowledge of tools and techniques to allow them to work with students remotely. Staff became familiar with the use of video conferencing software, alternate ways of delivery lessons and ways students could share their learning. When Term 2 began, so did our new adventure in remote learning. Throughout the six months of remote learning, our teachers, students and parent community refined our approach and expectations. Students participated in daily online live lessons, regular small live focused teaching groups, as well as having access to pre-recorded lessons. Teachers and students experimented with different ways of completing learning tasks, including sharing documents digitally, recording oral responses to tasks, and using screencasting software to record their work with a voice-over explaining what was done, why and the process undertaken by students.

With a school population including many English as Additional Language/Dialogue (EALD) students and families, an interpreter was sourced to support students and their families. Staff

(including teachers, Learning Support Officers, Wellbeing Team, and Learning Diversity Team) made regular contact with families to ascertain how families were coping with the challenges of learning remotely and offering support where needed. It became evident that technology was going to be a huge factor in remote learning and to support families with this a number of school devices were loaned out to allow families to access online content. Further to this, learning kits containing worksheets, hands-on resources such as dice, tens frames, reading books, etc were made available to families or delivered to homes.

When schools reopened, we identified two key areas of focus; the social and emotional wellbeing of our students, teachers and families, and learning in the key areas of Literacy and Mathematics. We wanted to provide students with the skills, strategies and opportunities to develop their social and emotional wellbeing, to reconnect with peers and teachers and to feel safe being back at school. Regular Wellbeing lessons became part of our curriculum and time was made available to build these important life skills. Academically, teachers focused on Literacy and Mathematics to minimise any negative impacts working remotely had on student learning. Staff worked with students to ascertain their levels of understanding in these key areas and planned learning experiences to ensure continued growth.

#### STUDENT LEARNING OUTCOMES

While our students did not participate in NAPLAN in 2020 following the government's decision to not run the testing, we did continue with our normal Junior Literacy Testing assessment. Despite the disrupted school year, our students were able to obtain sound scores in their PM Benchmarking reading tests. Our students achieved the following results:

Foundation - 80% of students achieved at least a Level 5, with 65% reading above a Level 10 level.

Grade 1 - Over 70% of students achieved a reading level of at least Level 20, with 44% reading at Level 28+

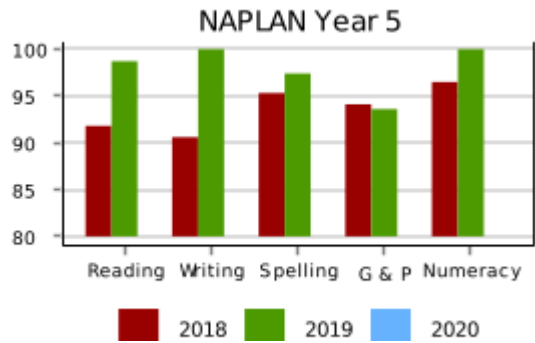
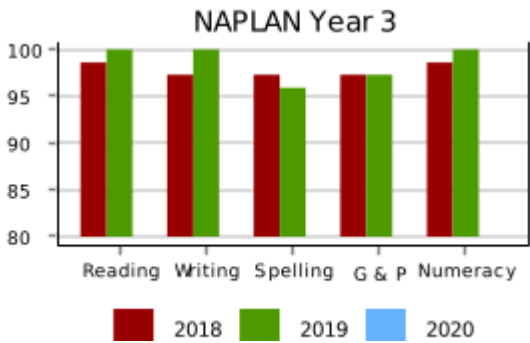
Grade 2 - 80% of students achieved the desired Level 28

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.3	97.3	0.0		
YR 03 Numeracy	98.6	100.0	1.4		
YR 03 Reading	98.6	100.0	1.4		
YR 03 Spelling	97.3	95.9	-1.4		
YR 03 Writing	97.3	100.0	2.7		
YR 05 Grammar & Punctuation	94.1	93.6	-0.5		
YR 05 Numeracy	96.5	100.0	3.5		
YR 05 Reading	91.8	98.7	6.9		
YR 05 Spelling	95.3	97.4	2.1		
YR 05 Writing	90.6	100.0	9.4		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goal:

To continue to embed and develop Positive Behaviour for Learning (PBL) into our school culture by dedicating one session in the weekly curriculum timetable to Social Emotional Learning, which focused on each of the school's four pillars; Be Kind, Be Safe, Be Responsible and Be Proud.

#### Intended Outcomes:

To provide our students with a universal set of expectations to help reduce challenging behaviour and improve self-awareness and motivation to learn.

### Achievements

We began the year with a relaunch of the school's commitment to Positive Behaviour for Learning for all school staff. The aim was to revisit the ways in which to build a positive classroom culture as well as introduce the approach to newly appointed staff. The session provided clear links between the school's vision and mission statement and Catholic Education Melbourne's Excel Wellbeing Framework. Staff were encouraged to provide feedback and suggestions to the current PBL approach and informed of the next steps towards continuing to develop and embed PBL into our school.

The PBL team worked collaboratively to take into consideration the feedback and suggestions from staff to help improve the current practices. Considerations were made in relation to: the use of hands to acknowledge positive behaviours; development of a Behaviour Management Flow Chart, review of detention guidelines and a review of learning and teaching expectations (SEL curriculum time allocation).

In an effort to support the PBL whole school approach and improve student wellbeing, teaching staff were introduced to the Victorian government's, Resilience, Rights and Respectful Relationships learning materials. The aim of this program is for teachers to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours such as bullying and including engagement in gender-related violence.

The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships. The students from Foundation to Year 6 began with the Emotional Literacy topic in order to develop their ability to understand, express and manage their own emotions, build empathy, and to respond appropriately to the emotions of others. This learning together with explicitly taught lessons drawn from the Zones of Regulation program was particularly important during distance learning.

## VALUE ADDED

- Positive Behaviour for Learning whole school approach
- Resilience, Rights and Respectful Relationships program
- Mindfulness
- Gratitude
- Friendship Club
- Personal Strengths
- Emotional Literacy

## STUDENT SATISFACTION

### **Remote Learning Surveys (Student responses)**

Ways that teachers supported students during remote learning:

- Google Meets/Live lessons
- Responding to emails
- Focus teaching
- Feedback

Strengths students saw in themselves during distance learning:

- Persistence
- Organisation
- Independence

## STUDENT ATTENDANCE

Due to COVID-19, we had to modify our non-attendance practice to meet onsite and remote learning needs. Our normal process of marking the roll twice daily, requiring parents to notify us of absences and contacting parents if we were not notified of an absence were still adhered to when school was open or students were onsite during lockdowns. We established an additional process for remote learning where parents had to check their students in via email each morning by a designated time. If a child was not checked in and there was no communication explaining the absence, the parents were contacted. For unacceptable levels of absences, teachers contacted parents and in some cases, we engaged interpreters to help encourage optimum attendance.

The overall attendance rate for 2020 was 94.3%.

- Prep. 95.2%
- Year 1. 94.2%
- Year 2. 95%
- Year 3. 94.3%
- Year 4. 95.9%
- Year 5. 93.4%
- Year 6. 94.3%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.5%
Y02	93.7%
Y03	93.5%
Y04	94.2%
Y05	87.9%
Y06	89.1%
Overall average attendance	91.8%



## Child Safe Standards

### Goals & Intended Outcomes

#### Goal:

To continue to make Child Safety a priority at St Peter's through staff, parent and student education, fidelity to Child Safety Code of Conduct and Policies and through curriculum practices.

#### Intended Outcome:

To ensure our students are safe and protected from harm.

### Achievements

In 2020, we continued keeping ChildSafety at the forefront of all that we did- including education about the ChildSafe Code of Conduct in initial staff orientation meetings, completion of Mandatory Reporting modules by all staff, completion of risk assessments and including ChildSafety statements in all recruiting and advertising. We ensured that anyone who came on site agreed to abide by the ChildSafe Code of Conduct.

The Covid 19 pandemic saw us having to move quickly to ensure the safety of our School Community as we moved to online learning. We conducted ChildSafety risk assessments for learning online and policies were revised or developed to include Code of Conduct for Online Learning for Parents/ Carers, Staff and Students. The policies that guided our actions were "A Teacher Protocol for Distance Learning and Child Safety", "Parent Guide to Distance Learning" and "Child Safety and Student Guide to Distance Learning"

Online Child Safety was carefully curated and students were often reminded about being dressed appropriately, working in an open space with adult supervision and staff had specific rules about not working online with single children. If one on one assistance was required for our students under NCCD, the Learning Support Officer or Teacher session was supervised by an additional teacher in the presence of a parent or care. Effectively our workplace expanded to over 400 sites where ChildSafety was promoted and monitored.

All Victorian schools are required to meet the seven Child Safe Standards, to ensure that they are well prepared to protect children from abuse, family violence and neglect. Requirements for these standards are set out in Ministerial Order 870 (MO 870) and compliance is monitored by the VRQA. Under CSS-7 schools are required to deliver appropriate education about: Element 1: Standards of behaviour for students attending the school Element 2: Healthy and respectful relationships (including sexuality) Element 3: Resilience Element 4: Child abuse awareness and prevention. We include cybersafety education to prevent online child abuse or grooming. The introduction of the Victorian Government's 'Resilience, Rights and Respectful Relationships' curriculum documents this year, enabled our school to meet Child Safety Standard 7. We will continue to work through the Resilience, Rights and Respectful Relationships teaching and learning to ensure our students are explicitly taught the strategies and skills required to keep them safe, informed and able to report undesirable behaviour or incidents where they feel unsafe.

[Teacher Protocol for Distance Education and Childsafety](#)

[Parent Guide to Distance Education and Child Safety](#)

[Student Guide to Distance Learning and Child Safety](#)

# 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

During 2020 the school implemented a new leadership role that had been formed in 2019. This was in response to the increasing need for a coaching model of support for teachers. This Lead Teacher role is based on an experienced teacher supporting junior, middle or senior class level teachers within the classroom setting and during planning. The Lead Teacher works with teachers on building their capacity and is focused on goals that are set by teachers and based on their individual needs.

As part of the continued upgrading of school facilities, the junior playground was resurfaced to ensure that it met all safety standards. We also created "Tiny Town" in one of the concreted areas of the school grounds. This involved the purchase of a series of cubby houses that are in a street formation so that the students can play in them during break times. Amongst the themes of the cubbies are a hospital, vet and fire station. These are also a valuable resource during play based learning in the junior school as teachers incorporate them into investigations.

During COVID, the importance of facilitated online learning was paramount in the success of distance learning. Leadership was called upon to put in place structures that would support staff in interacting and teaching students while they were learning from home. Child safety measures were reviewed, adapted and communicated to staff so that teachers could continue to interact with their students in a way that was engaging and supportive of their learning. Whilst onsite, protocols were put in place to ensure that the health of the whole community was protected and government directives were followed.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

- Staff at St Peter's undertook the following Professional Development during 2020:
- Emergency Management
- Mandatory Reporting
- First Aid Training

Online Technologies

Literacy - Teaching for Writing

Writing effective PLPs.

Number of teachers who participated in PL in 2020

38

Average expenditure per teacher for PL

\$536

**TEACHER SATISFACTION**

**Remote Learning Surveys (Teacher responses)**

Positive emerging practices during distance learning:

- Shared responsibility amongst teams
- Rich discussion and collaboration
- Use on online tools and resources
- Increased presence of learning support officers
- Regular communication with parents/families
- Increased and effective use of technology

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate

93.2%

**ALL STAFF RETENTION RATE**

Staff Retention Rate

88.7%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	21.1%
Graduate	18.4%
Graduate Certificate	7.9%
Bachelor Degree	86.8%
Advanced Diploma	18.4%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	35.7
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	12.9
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goal:

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

#### Intended Outcome:

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

### Achievements

At St Peter's, we strive to include and welcome parents into our school community.

The St Peter's school community is lucky to have an active Parents and Friends Association. The generous donation of time, energy and skills by this group strengthens the partnerships between the school and school community. Whilst a number of events were planned for the school year, the P&F were only able to hold the annual Pancake night to celebrate the beginning of Lent. This night was a success with a majority of our families in attendance.

Due to COVID-19, the 2020 school year presented many challenges and our school and school community had to adapt to how we engaged with each other, whilst still trying to develop effective partnerships to support our students. We did this in a number of ways.

With the move to remote learning early in the school year, our focus shifted to ways we could support and engage our families with the use of digital technologies. User guides were created for the various platforms used to assist with an easier transition for students and parents to online learning.

Google Meet was the main platform used for virtual meetings and school gatherings. Google for Education and Hapara were also used to engage students in their learning. Teachers and Learning Support Officers (LSO's) used Google Meets as their virtual classroom. These platforms allowed families to monitor and access their child's learning. This in turn enabled families to remain involved in the learning process.

Feedback provided by parents after the first lockdown saw significant changes made to ways in which learning was presented to students in an effort to support families who were working from home or found remote learning challenging. These changes included video tutorials for students to revisit at any stage, timetables were condensed and made easier to follow and small focus groups were scheduled.

The school Facebook page became a space where we could pray together as a community, share wellbeing advice and resources and a place for parents to ask questions and leave feedback. A 'Prep 2021' only Facebook page was developed to help support new and existing families to St Peter's with their child's transition to school life.

### PARENT SATISFACTION



**Remote Learning Surveys (Parent responses)**

Strategies that helped keep children connected to school during remote learning:

- Online meetings with teacher and peers
- Teacher check-ins with students
- Teacher communication with parents

Some positive comments made about distance learning include:

- A better understanding of what they are actually doing at school
- Understanding the level my child is at
- Spending more time with them, seeing how they learn and what their struggles are.

## Future Directions

### Education In Faith

- \* To build teacher knowledge and capacity in order to plan rich Religion units
- \* Continue to strengthen the Catholic identity in our diverse school community

### Teaching and Learning

- \* To use data effectively to plan and facilitate Focus Teaching Groups
- \* To provide greater extension and support for students who are performing outside the expected level.

### Student Wellbeing

- \* to implement SEL programs based on data
- \* to continue a whole school approach to the PBL initiative

### Leadership and Management

- \* to build the capacity of middle level leadership
- \* to focus on building initiatives in accordance with school master plan

### School Community

- \* continuing to find ways to engage with our multicultural school community
- \* reinvigorate the Parents and Friends committee
- \* to continue build community through social media platforms