



St Peter Apostle School

Hoppers Crossing

2022

Annual Report to the School Community

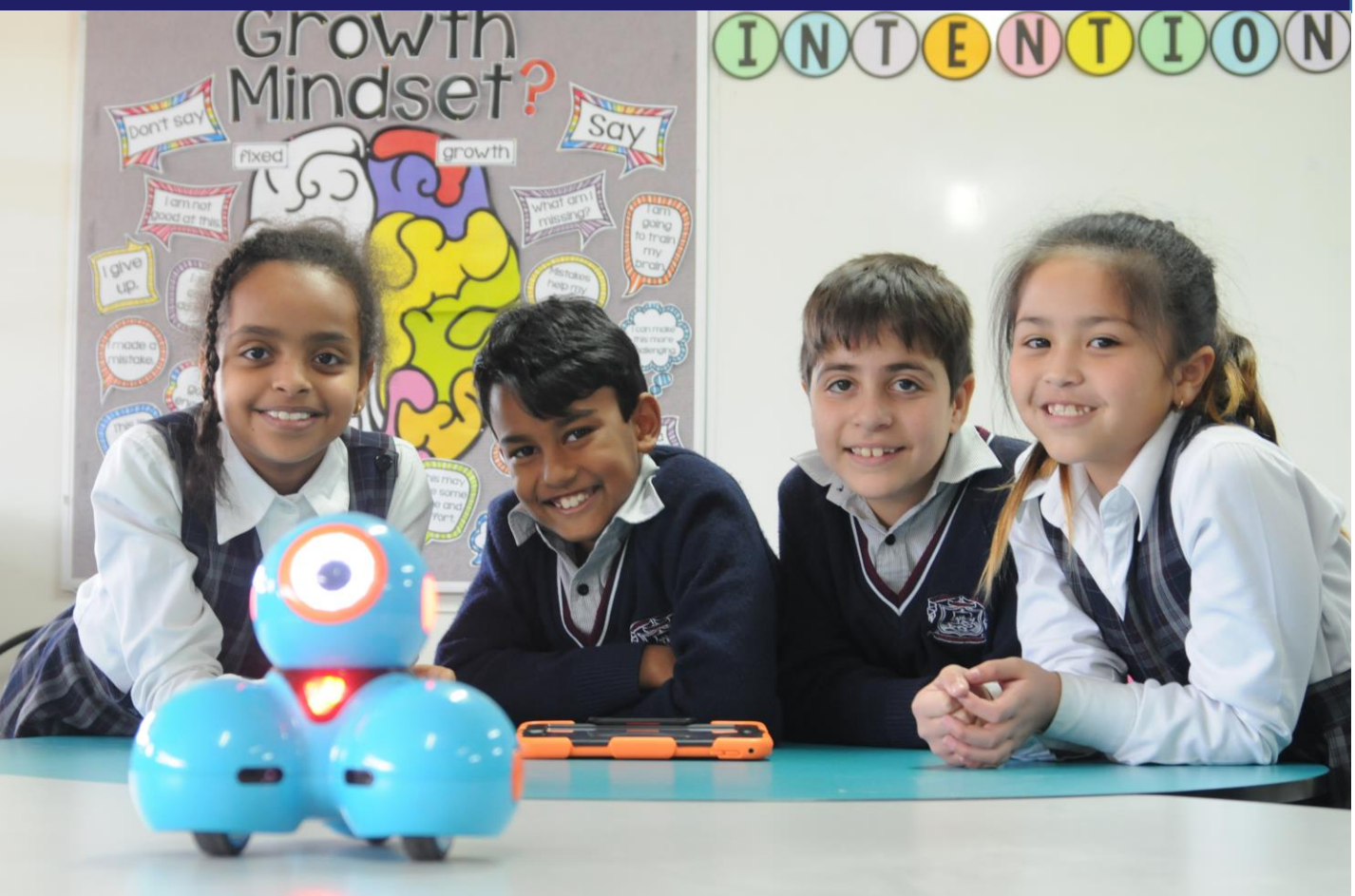


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Minimum Standards Attestation

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

09/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

School Vision and Mission

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

Our Mission;

- *To learn independently, collaboratively and with passion*
- *To relate authentically, honestly and with integrity*
- *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 2022 was 510.

St. Peter's has a diverse, multicultural school community. There are a total of twenty-one classrooms, three grades at each level. We share an administration building with the Parish, including a staffroom, and meeting rooms. We have a synthetic athletics track and oval which were updated this year, a synthetic netball court area, as well as an undercover area for assemblies and Parish gatherings. We have two adventure playgrounds and have added a number of cubby houses to enrich outdoor play. Towards the end of the year, we began a new building project which will result in a two-storey learning space accommodating six classes, shared work areas, offices and a new Art/STEM learning space.

The Parish manages an Outside of School Hours 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 purifiers, 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.

We take seriously our responsibility in supporting the development of the whole person through our focus on Wellbeing. This includes social/emotional learning and anti-bullying programs. The school is supported in this endeavour by our Wellbeing Team, comprising a Wellbeing Leader, Learning Diversity Leader, School Psychologist and Speech Therapist.

Principal's Report

At St Peter Apostle we are proud to highlight our achievements of 2022. This year was an opportunity for us to reconnect as a community and the easing of restrictions allowed us to re-imagine ways of coming together to celebrate as a school, parent and parish community. Students settled back into onsite learning and our Grade One and Two students were able to experience aspects of school life that they had missed out on in the preceding years.

This year we focused on the design of a new learning centre that would be built in 2023. This new building included six senior classrooms, a large Art/Project room, two offices, an additional two project areas outside of classrooms and a new toilet block. Time was spent on designing these spaces with input from all stakeholders in the community. It was decided that this new structure would be built towards the front of the school in order to increase street presence and raise the profile of the school.

In RE, the focus was on a whole school approach to the unpacking of scripture. Through the work of the RE Team, teachers were supported in the implementation of the Three Worlds of the Text approach to scripture.

In the area of Learning and Teaching, the school continued to focus on the use of data to target the individual needs of students. The tutoring program continued to support students who were impacted during lockdown, and intervention programs such as Levelled Literacy Intervention (LLI) were fully utilised as well.

In the area of Wellbeing, the importance of Social and Emotional Learning continued to be a big focus. The Wellbeing Leader continued to attend teacher planning sessions this year and this assisted in the continued implementation of wellbeing in learning and teaching at St Peter Apostle. The Respectful Relationships Program was further developed and implemented.

Strengthening the links between the school, parish and parent communities continues to be a focus moving into 2023. I would like to take this opportunity to thank Fr. Vincent for his support and dedication as our parish priest. Looking ahead, my hope is that we continue to grow stronger as a community and that our students are supported to become kind, respectful and innovative citizens.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal 1 – To actively become witnesses of our Catholic faith in a diverse community.

Intended Outcome - That the Catholic identity of our school will be strengthened and energised.

Goal 2 - To establish an ever-deepening relationship with God through the church and beyond, by valuing and respecting the dignity of the human person.

Intended Outcome - That students have an awareness of Social Justice issues and are taking steps to make a change.

Achievements

Throughout 2022, we were lucky enough to have a Religious Education Curriculum Team who met once a fortnight. During these meetings, we discussed how we could strengthen our Catholic Identity here at St Peter's. Teachers were asked to share their thoughts on the support they might need to teach Religious Education in such a diverse community. One thing that stood out was the way we teach and interpret scripture. It was decided after much research that we would give the staff Professional Development in the Three Worlds of the Text. This is a way of unpacking a scripture story, the Three Worlds of the Text include looking at the scripture piece from the World Behind the Text, the World of the Text and the World In front of the text.

Using this method of unpacking a piece of scripture gave teachers the opportunity to share knowledge about the passages about what was happening at the time the text was written, what was happening in the place the text was written and what the scripture passage actually means for us as people of God today. Teachers found that the students were able to understand these passages in a greater depth than ever before. Students who were not of the Catholic faith were able to identify with different elements of the text with the new insights that they gained.

Social Justice at St Peter's continues to evolve. We have moved away from simply collecting money to gaining a greater understanding of the issues faced by people less fortunate than us and have begun to think more broadly about what we can do to make a difference. Students spend a term each year learning about the Catholic Social Teaching Principles. Each level is encouraged to undertake some form of action to make the rest of the school aware of the issues they have been learning about. When looking at these Principles, students are encouraged to think about practical ways that they can make a difference in other people's lives and to look after our world.

VALUE ADDED

St Vincent de Paul food drive:

Students were asked to bring items of food for our annual St Vincent de Paul Food Hampers. Once again our students were incredibly generous and we were able to make up many more hampers to support our Community during Christmastime. This drive has become a highlight for the students, who always want to know if we were able to help more families this year than we did last year.

Building staff capacity in teaching scripture in the classrooms:

This is a very important part of what we do here at St Peter's. The more comfortable teachers are with the content of what they are teaching the more the students will get out of these sessions.

Learning and Teaching

Goals & Intended Outcomes

For staff to use data to track the effectiveness of the learning and teaching program so that we can ensure the program is of the highest quality possible.

Achievements

After two years of transitioning between onsite and home learning, 2022 saw a return to being onsite full-time and the opportunity to again open our doors to our parent community as well as a resumption of incursions and excursions to enhance our learning experiences.

St Peter's staff extended their use of data to not only identify and address the diverse needs of our students but to also evaluate our own learning programs in terms of how effectively they supported and challenged our learners. By ascertaining the growth of students through the use of pre and post-testing, staff began to discuss and identify elements of their learning and teaching programs that supported student learning and areas where further work was needed. While this is a focus we will continue to develop at St Peter's, it will support teachers to make decisions both short-term and long-term in order to better support our students in their learning. Tutoring and intervention programs including Levelled Literacy Intervention (LLI) continued throughout 2022 to further support and challenge our students. Staff were also supported in growing professionally through the continuation of our Graduate Mentor Program and the introduction of Coaching.

With the easing of restrictions, we were fortunate enough to have been able to undertake many extra-curricular activities throughout the year which added richness to our learning and teaching program. The Grade 5 students participated in a camp program 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 The Ranch developing their interpersonal skills and independence. A wide range of sporting activities were available to students across different grades including, swimming, cross country, athletics, skateboarding, and wheelchair basketball. Drama performances, an Art Show, a Christmas Concert, and Dance performances and incursions provided students with a variety of opportunities to participate in the Arts beyond their usual classroom activities. Further to this, students engaged in a number of incursions, excursions and the STEM MAD Showcases where students presented their ideas for products that could address social issues facing the world today. These extra-curricular activities allow our students to apply the lessons and concepts they have learnt about in class in a real-world context.

STUDENT LEARNING OUTCOMES

Grade 3 NAPLAN scores continue to show an upward trajectory. Their average results for Reading, Writing, Spelling and Grammar were all above the national average and students were close to the national average for Numeracy. While student results for Numeracy were

lower than those for Literacy-based subjects, the results showed an almost 30-point growth from 2021.

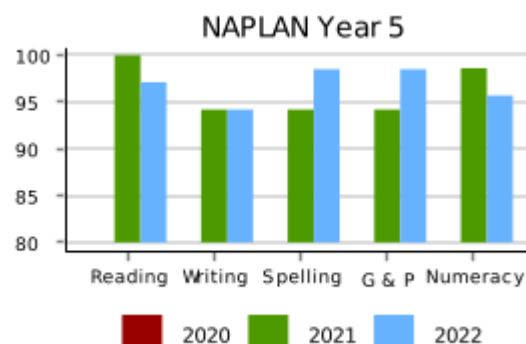
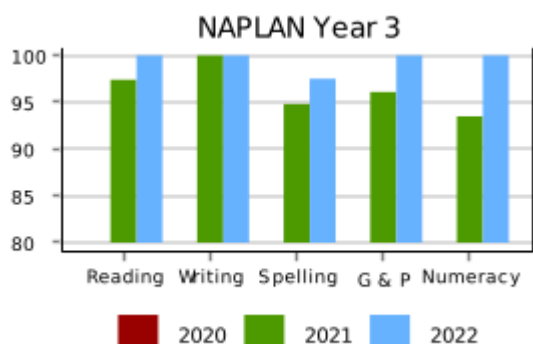
Grade 5 NAPLAN scores were particularly pleasing to see. Scores continue to improve in this area which once was an area of concern for the school. Overall, students' average scores were above those when compared to students from similar backgrounds.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.1	-	100.0	3.9
YR 03 Numeracy	-	93.5	-	100.0	6.5
YR 03 Reading	-	97.4	-	100.0	2.6
YR 03 Spelling	-	94.8	-	97.5	2.7
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	94.2	-	98.5	4.3
YR 05 Numeracy	-	98.6	-	95.7	-2.9
YR 05 Reading	-	100.0	-	97.1	-2.9
YR 05 Spelling	-	94.2	-	98.5	4.3
YR 05 Writing	-	94.2	-	94.2	0.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal: To establish an ever-deepening relationship with God through the church and beyond, by valuing and respecting the dignity of the human person.

Intended Outcomes: Formation of a core Respectful Relationships (RR) Team, staff training by RR State Lead on family violence and the Respectful Relationships Curriculum,

Achievements

With the welcome return of our staff and students to onsite learning in 2022, St Peter Apostle Primary School continues to make a commitment to improving student wellbeing. The whole school Positive Behaviour for Learning (PBL) framework was further embedded and strengthened as part of our commitment to ensuring that student wellbeing and management is preventative, proactive and positive, and that students understand and recognise the school-wide expectations.

Our four pillars of positive behaviour include: Be Proud, Be Kind, Be Responsible and Be Safe. The school's Behaviour Expectations Matrix was updated to reflect the current needs of the school community and is visibly displayed in every classroom. The student Wellbeing Leaders present the weekly PBL focus during the whole school Monday line up. Proceeding lineup, staff and students return to their classrooms to engage in the explicit teaching of the expectation.

Student behaviour and achievement is recognised at school assemblies with the Student Recognition Award. Staff at St Peter's make a conscious effort to reinforce the behaviour expectations by catching students demonstrating positive behaviours throughout the day. Whilst we work towards promoting intrinsic motivation, exceptional examples of behaviour are awarded to students with hand stickers, reflecting the relevant pillar. The stickers encourage students to talk about the praised behaviour with their family and school community.

Pastoral care and behaviour management at St Peter's is based upon our gospel values and reflect our school's vision statement; Learn, relate and live in the light of the Catholic faith. Students are encouraged to reflect on their behaviour choices and recognise the impacts of their behaviour on others, as well as themselves. The restorative approach is essential to ensuring students are heard and encourages behaviour that is supportive and respectful.

This Social and Emotional Curriculum is strengthened through the Respectful Relationships program. The Respectful Relationship program promotes equality through the teaching and

learning of how to build healthy relationships, resilience and confidence. Whole class PBL and Wellbeing lessons are taught across the school as well as small group sessions using the 'Peaceful Kids' program, facilitated by the Student Wellbeing Leader. Student wellbeing is assessed using the ACER PAT-Wellbeing online assessment. Data is used by staff to strategically plan Wellbeing lessons to support the improvement of student wellbeing.

The Wellbeing program was enriched with a number of onsite incursions. Bravehearts 'Ditto's Keep Safe Adventure Program' for students in Prep, Grade 1 and Grade 2, focuses on teaching young children age-appropriate personal safety. The Cyber Safety Project incursion provides students from Grades 3-6 practical skills and resources to support cyber wellbeing. In addition, students from Prep to Grade 6 participated in a Life Ed Victoria session to help support students' physical, social and emotional wellbeing and safety.

In 2022, the school welcomed psychologist Rosa Barron to the Wellbeing Team. Rosa supports students through counselling and facilitating academic assessments and behaviour assessments. St Peter's also provided the opportunity for teachers to form a Wellbeing Curriculum Team, meeting fortnightly to analyse behaviour data, discuss and review programs, as well as formulate initiatives to further promote student voice and engagement.

Our pre-Prep program consists of an information session for parents at the beginning of the year and includes 3 orientation sessions for enrolled students. We continue to work closely with Kindergartens and Secondary Schools to give our students the most positive transition possible.

VALUE ADDED

At St Peter Apostle Primary School, our Catholic values underpin our commitment to student wellbeing and safety. We ensure every student is given an opportunity to explicitly learn positive social skills and behaviour. Our whole school approach to Positive Behaviour for Learning exemplifies the importance of reminding and reteaching students our behaviour expectations.

- Restorative conversations encourage students to be heard, express their feelings and move towards repairing fractured relationships in a supportive and respectful way
- Friendship Club, open to students during first break, promotes the natural development of social skills and positive interactions
- Clear positive behaviour expectations through the PBL framework
- Staff training by the state governments Respectful Relationships Team

- Student wellbeing and safety focused incursions
- Pastoral care and professional counselling available to students
- Implementation of Respectful Relationships curriculum and core Respectful Relationship Team
- Full-time school psychologist
- MACS support by providing the school with a PBL coach
- Updating of school's Behaviour Expectations to meet the current needs of the school community

STUDENT SATISFACTION

Each year students at St Peter's are given an opportunity to provide feedback regarding their learning, relationships and engagement at school. In 2022, students in Years 4-6 participated in the MACS-SIS survey. Feedback from the MACS-SIS survey informs us that students would like to have more voice in matters that are important to them as well as have an opportunity to have a say in major decisions of the school.

The ACER PAT-W, Social-Emotional Wellbeing (SEW) Survey, is administered each year to students in Years 2-6. The feedback from the SEW survey shows that 93.3% of the students get along well with their teachers.

STUDENT ATTENDANCE

School attendance is recorded twice each day. Parents and carers are contacted via phone "sms" if a child has not been at school by 11am and no notification has been sent to the school. The classroom teacher will follow up procedures if a child has been absent for more than two days. If no contact can be made, the Principal will follow up with phone calls and emails. Interviews may be conducted to discuss absences. The school endeavours to work with parents to minimise student absences.

Parents are required to provide written notification after an absence and in the case of a holiday during the term, they are required to provide written information detailing date of departure, reason and date of return to school. A process to monitor and follow up regular non-attendance forms part of the school's Attendance Policy and involves varying degrees of intervention and response based on absences.

All attendance is recorded through nForma.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.5%
Y02	92.1%
Y03	90.2%
Y04	91.5%
Y05	89.2%
Y06	91.1%
Overall average attendance	90.8%

Child Safe Standards

Goals & Intended Outcomes

For Child Safety to remain at the forefront of our policies and practices so that student safety is maintained at all times at St Peters

Achievements

In 2022, we refined and strengthened our child safety practices in line with Ministerial Order No. 1359 which was released in July 2022. In light of this Ministerial Order, we reviewed our Policies according to the MACS templates provided and the Child Safety Compliance Tool. At the end of the year, we reviewed all practices with a view to making St Peters a safe environment for all children and making sure that we have followed the direction provided by the eleven pillars of the Ministerial order.

We are focussed on providing a culturally safe, respectful environment that promotes the wellbeing, safety and cultural safety of Aboriginal and Torres Strait Island children at school.

We continue to maintain a child-safe culture with our policies, practices and procedures creating a safe environment both at school and online. We carefully manage the admission of visitors onsite by ensuring that contractors, volunteers, external allied health specialists and volunteers have a Child Safety Induction which includes the Child Safety Code of Conduct and we check that they hold a current Working with Children Check. We keep an up-to-date record of Working with Children Checks to ensure that holders continue to be permitted to work with children. We assess the risk of incursions and excursions to keep our children safe.

Through planning and delivering our curriculum around child safety, we empower children to recognise unsafe situations and teach them how to share their concerns. The Wellbeing Leader oversees the faithful delivery of Positive Behaviour for Learning, Respectful Relationships and other wellbeing-related curriculum that teaches our children about child safety. Students have a number of trusted adults that they can speak to, are encouraged to speak about child safety with their parents and have a school email address where they can contact Wellbeing about concerns and they will be acted upon.

We engage the families in our community with child safety information being published on our website, newsletter and Facebook page. We have provided CyberSafety information sessions for parents and students to teach them about safety online. Families are encouraged to contact Wellbeing with any concerns, as are children.

At St Peter's, we have children with diverse needs in our community and we endeavour to be sensitive to their needs by knowing and understanding their cultural and linguistic diversity, their disabilities, the unique needs of children in Out of Home Care and other forms of diversity so that we can keep them safe.

We promote St Peter's as a Child Safe school. As well as carefully ensuring that only suitable people are employed to work with children at St Peter's, we are committed to making sure that Child Safety is reflected in their practice by revisiting the Child Safety Code of Conduct and Reportable Conduct each year and all staff complete Mandatory Reporting Training in Term 1.

We revised all policies this year including our complaints handling policy and processes so that they are equitable and accessible for all. We encourage members of our community to raise concerns by contacting the Principal, Wellbeing Team, members of staff or the administrative staff in person or by phone, email or by using the care@ email address. We promise a prompt response.

We review our Child Safety policies and procedures annually and at other times during the school year to make sure that our environment is safe for children and young people. We also are committed to continue to educate our community so that keeping children safe is a community responsibility.

Leadership

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 outcome:

That school morale and staff empowerment will be strengthened.

Achievements

During 2022, the school implemented its new model of coaching for teachers. This included the inclusion of teacher coaches as positions of leadership. Coaches attended training and were released to meet with teachers to conduct formal coaching sessions. They then worked with teachers to build their capacity and develop goals that were based on individual needs and linked to the AITSL Standards.

As part of the continued upgrading of the school facilities, the school continued working with an architect to design a new learning centre that is to be built in 2023. This building will replace an older existing building and will provide contemporary learning spaces as well as a large project room and toilet facilities.

This year saw the development of curriculum teams who worked in the areas of RE, Wellbeing, Literacy and Maths. These teams were formed through a process of staff application and consisted of representatives from the junior, middle and senior sections of the school. The school provided opportunities for these teams to meet regularly as they were responsible for driving new initiatives in their particular focus area. These teams gave staff the opportunity to build expertise in specific areas as well as build their capacity as leaders.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Staff were involved in a variety of professional learning activities including:

- Mandatory Reporting and Child Safety
- First Aid Training
- CPR
- Asthma and Anaphylaxis
- Positive Behaviour for Learning
- Respectful Relationships
- EALD
- Learning and Teaching - focus groups and data
- Coaching
- Maths - games
- R.E Spirituality Day

Number of teachers who participated in PL in 2022	40
Average expenditure per teacher for PL	\$501

TEACHER SATISFACTION

Staff showed high levels of satisfaction in Collaboration in Teams and Collective Efficacy, highlighting the strength of the relationships between members of staff within the school. Teaching staff were also satisfied with the way in which leadership set the conditions for teams to collaborate effectively.

Areas for further development included Catholic Identity and Instructional Leadership. These areas will be addressed through a focus on what it means to be a Catholic School as well as the professional development of teachers and leadership. Structures will also be put in place to ensure that expertise is further developed in curriculum areas.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.9%
Graduate	15.4%
Graduate Certificate	5.1%
Bachelor Degree	79.5%
Advanced Diploma	20.5%
No Qualifications Listed	5.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	48.0
Teaching Staff (FTE)	42.6
Non-Teaching Staff (Headcount)	32.0
Non-Teaching Staff (FTE)	24.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal: To engage with our parent community and actively promote a climate where all are welcomed, connected and informed to enhance student learning and wellbeing.

Intended Outcome: That we draw on the richness of our diverse school and local community to enhance student learning and wellbeing.

Achievements

At St Peter Apostle we strived to include and welcome parents back into our school community. Our staff and Parents And Friends Association coordinated many memorable activities that continue to help us grow our community spirit and our understanding of how we best come together as one.

Events were organised with a sense of optimism and it was wonderful to be together as a community. We were able to have our community back on site and our annual Shrove Tuesday Pancake Night was replaced by a picnic over two nights. This saw many families connecting again after being forced apart by COVID 19. The Parents and Friends Association coordinated our annual Mother's and Father's Day stalls. We also welcomed our Fathers back for our traditional Father's Day breakfast. This event was well attended and a great way to connect. The Prep community were able to celebrate their 100 days of school and we were also able to invite our families back in for Book Week activities.

During Book Week the Ladies Auxiliary supported us by arranging special lunches and it was great to see the parish and school coming together. Parents also enjoyed the opportunity to be part of Book Week by coming in to read with their children. The Buddy Program continued in 2022, giving students the opportunity to build connections with peers and a sense of belonging within the school community.

We were able to implement our Sacramental program and students participated in Reconciliation, Eucharist and Confirmation. Parents engaged in information sessions based around the sacraments and were once again able to return as a community to the parish church.

We were also fortunate to have Parent Volunteers back onsite. We ran a Parent Helper session discussing ways in which parents could support our students within the classroom. This was well attended by our parent community excited about being onsite and able to assist with excursions and assisting in the classroom.

We provided many opportunities for parent involvement and engagement throughout the school. We attempted to involve all parents by running online sessions where they could view their child's drama performance. We were also able to run our parent, teacher and student conversations (PTS) where families were able to come in or opt in for an online session. For these events we also provided interpreters to be inclusive of our diverse community.

In order to maintain a sense of community, we moved to having Assemblies together to allow the school to come together to pray, share work and celebrate each other's successes. This was an opportunity for students and their families to meet across year levels and also gave our school leaders a platform to carry out their leadership roles.

At St. Peter Apostle we engaged with the wider community at a variety of levels such as students raising funds for Project Compassion and Caritas. Families were also invited to donate food for the St. Vincent De Paul Society. We finished the year with school and parish welcomed to our carols night where families shared a picnic and enjoyed being part of the community.

At St Peter Apostle we regularly communicated between school and home via the newsletter, emails, the school app and Operoo. We also continue to use the school Facebook page to share news and celebrate student work and special events.

Moving forward we have lots to look forward to as our community finds ways to come together again.

We are excited to continue to build school and community partnerships.

PARENT SATISFACTION

Our parent data represented only 20 families from our community so it is not as representative of our community as in previous years.

Parents showed increased levels of satisfaction with student safety and barriers to engagement. This highlights the benefits of our focus on student wellbeing and means that parents feel that there are less barriers to their involvement in the school.

Parents highlighted Catholic Identity as an area for further development. This coincides with staff perception that this is an area to improve in. A focus on building our identity as a school should assist in this area, especially as we celebrate sacraments more fully now that restrictions have eased.