ANNUAL REPORT
TO THE SCHOOL COMMUNITY

ST PETER'S PRIMARY SCHOOL
BENTLEIGH EAST

2018

REGISTERED SCHOOL NUMBER: 0252

Contents

Contact Details 2
Minimum Standards Attestation 2
Our School Vision 3
School Overview 4
Principal's Report 5
Education in Faith 6
Learning & Teaching 8
Student Wellbeing 11
Child Safe Standards 14
Leadership & Management 15
School Community 19

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Minimum Standards Attestation

I, Michael Hanney attest that St Peter's Bentleigh East is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

Our School Vision

Vision

We are a Catholic community where our love of God, self and others is central to our learning and all that we do.

At St Peter's this happens when:

- Relationships between all in the community are modelled on the Gospel values, whilst respecting the diverse faith traditions and beliefs in the community.
- Opportunities exist for all to foster their love of God, deepen their faith and explore Catholic traditions.
- Sustainable practices are adopted to reduce our 'environmental footprint' thus encouraging an appreciation and love of God's creation.
- A vibrant and dynamic learning community exists, with a strong emphasis on developing social and emotional competencies and capabilities.
- Life Long learning is modelled and success is achieved by all and celebrated.
- Students are motivated to be enthusiastic and engaged learners, reflecting on their own learning and its application to their daily lives.
- Happy, confident, resilient, responsible children are willing to take risks to solve everyday problems in a restorative manner knowing that their choices and behaviours affect the lives of others.
- Personal growth and positive self-esteem are promoted through the recognition of individual skills and talents.
- Inclusiveness is evident by catering for student's individual needs, learning styles, backgrounds, perspectives and interests.
- Students and their families are provided with a friendly, supportive, productive and safe environment so that they feel connected to school community.

School Overview

In 2018 St Peter's had an enrolment of 628 children across 27 single-level classrooms. 20% of the children come from backgrounds other than English. St Peter's had 64 full and part time staff members in 2018.

The school demonstrates a strong Catholic ethos, which is enhanced by the committed relationship between the parish and the school. Families actively participate in classroom Literacy and Numeracy Activities, Excursions, Inter-School Sport, our School Board of Management and our Parents and Friends Association, which organises a range of social and fund raising activities across the year. The school has an Out of Hours Care Program that is outsourced to OSHCLub Australia.

St Peter's School offers a comprehensive curriculum. Religious Education is supported by the RE Curriculum Framework which describes learning and teaching in Religious Education for Catholic primary schools in the Archdiocese of Melbourne. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope. Literacy practices include programs such as Junior Literacy, Reading Recovery and Literacy Support in Years 3–6. Numeracy learning is based on the Victorian Curriculum across P–6 and is supported by Number Nannies, classroom based interventions including extension programs. There are specialist classes in Japanese, Visual Arts and Performing Arts. The school offers a comprehensive Physical Education Program from P to Year 6, which includes Swimming. All classes have access to the Computer Lab, computers in classrooms and a variety of mobile devices including 1-1 Chrome Books for Year 5 and 6 students. Student Welfare is encompassed through a focus on social and emotional learning.

The class groupings for 2018 were as follows:

4 x Prep classes, 4 x Year 1 classes, 3 x Year 2 classes, 4 x Year 3 classes, 4 x Year classes,

4 x Year 5 classes and 4 x Year 6 classes.

Specialists and support staff for the above classes included:

Student Wellbeing Leader	Learning Diversity Leader
Mission and Faith Leader	Learning and Teaching Leader
Literacy Leader	Numeracy Leader
Sustainability Leader	Community Leader
Welcome and Induction Leader	Information Technology Leader
Reading Recovery Teacher	LOTE Teacher (Japanese)
Physical Education Teachers	Performing Arts & Visual Arts Specialists

Principal's Report

St Peter's is unique in that it has an approach of shared leadership across the Holy Trinity Parish.

> *We now have four Principals and a Faith and Mission Leader responsible for three schools in a collaborative leadership model that focuses on improved learning outcomes for all our students and a Faith and Mission Leader focusing working across the three schools.*

This very strong leadership structure will enable St Peter's and the other schools in the Federation to grow.

The beginning of 2018 brought with the development of stage two of our 2017-2020 Strategic Plan.

Our focus remains the development of the whole child. Our vision is to ensure that when children leave St Peter's they will have a

- love of God
- love of learning
- love of themselves (self-esteem) and
- love of others.

At St Peter's we are improving outcomes for all our learners by focussing on

- Embedding a culture of feedback

  This is being developed through formal and informal opportunities for feedback
  - Staff to staff
  - Student to teacher
  - Teacher to student

- Personalising learning for everyone in our community

  This is being developed by
  - Ensuring all staff know the Victorian curriculum and can differentiate to deliver it at point of student engagement.
  - Staff Professional Learning that targets the gaining of knowledge and skill to enhance differentiated teaching and learning

This is an exciting time as we work within our community to deliver for all our students.

In closing I would like to thank and congratulate the school's Leadership Team, all of our school and parish staff, our Board, our Parents and Friends Association and countless parent volunteers for their commitment to our school in 2018.

Michael Hanney

Principal

Education in Faith

Goals and Intended Outcomes

Goal: To strengthen the Catholic culture of St. Peter's school within the Trinity parish

Intended Outcome: That the faith of the St Peter's community is nurtured by providing more opportunities for prayer, meditation, learning and living by the Gospel values.

Outcomes

St Peters continued to work with the Mission and Faith Leader to roll out the implementation of new Religious Education (RE) Framework. What is evident is a further increase in confidence of teachers around inquiry and how to bring the Catholic Lens into all curriculum areas.

In 2018 the Federated schools continued their own RE collective to support facilitating teacher meetings across the three schools, allowing teachers' time to immerse themselves in understanding the new Framework. In 2018 this collective has been supported by staff and funding from Catholic Education Melbourne.

The Mission and Faith leader lead Professional Learning Team Meetings each term to enhance staff faith formation and knowledge in areas of the RE curriculum

<u>The Sacramental Program</u>

Preparation for the Sacraments is celebrated within a partnership of the family, parish and school. At St Peter's the Sacraments are "parent initiated, parish based and school supported." We again joined with St Paul's Bentleigh and St Catherine's Moorabbin in all Sacraments.

Reconciliation
In Term 1, our Year 3 classes prepared to receive the Sacrament of Reconciliation for the first time. Each student covered a unit of work about Reconciliation, thus deepening their understanding of this Sacrament.
In March the children and their families were welcomed to Parish Masses so that their preparation could be acknowledged and they could be presented with their prayer candle. The children and their families attended a communal experience of Reconciliation, led by Father Michael and the Parish/School Team. The Year 3 children played an active part in the ceremony. The children from Year 3, including the parish candidates took part in a Reflection Day in March. After student participation in this day, families made a time with the parish to celebrate the individual rite on a Saturday morning or before a weekend Mass, prior to Advent.

First Eucharist
In Term 2, our Year 4 classes prepared to receive the Sacrament of First Eucharist. Each student covered a unit of work about First Eucharist, thus deepening their understanding of this Sacrament.
The Sacramental families were involved in a Family Night in May and a Reflection Day in June. They were also invited to attend one of the parish Masses over the weekend of the Feast of the Body and Blood of Christ. During these presentation Masses candidates were presented to the

community and asked to make connection with a Parish Friend. After participation in the Reflection Day, families then booked dates for First Eucharist to be celebrated in the context of the weekend Masses. Bookings were available for families until Advent.

Confirmation

In Term 2 our Year 6 classes prepared to receive the Sacrament of Confirmation. Each student covered a unit of work about Confirmation, deepening their understanding of this Sacrament. This year, the sacrament was celebrated at St Patrick's Cathedral Melbourne, presided over by Archbishop Hart and Fr Michael. This was a celebration which saw 152 candidates confirmed on the evening of Friday, 1st June

Our Confirmation Reflection Day saw all the candidates from the Holy Trinity Parish comprising St Paul's, St Catherine's and St. Peter's coming together for the day to participate in a variety of structured activities in preparation for Confirmation. In addition we took all the Year 6 students and parish candidates from the Holy Trinity Parish to St Patrick's Cathedral for a rehearsal. The Archbishop spoke to all of the candidates on the day regarding the upcoming Confirmation.

Liturgy

Over the school year we celebrate a variety of liturgies focussed on significant liturgical and community events. Our Beginning of the Year Mass, Whole School Ash Wednesday Mass, Easter Symbol liturgies, Grandparent's Mass, Mission Mass, St Peter's Week and Advent liturgies enable the children and teachers to take on various roles and responsibilities. Class teachers are encouraged to take their children to a weekday Mass once a term.

Value Added:

- Mission and Faith Leader to work in planning teams each Term to support the implementation of the RE Framework and to continue to develop possible links between RE and Inquiry
- RE Collective to continue to collaborate in developing Assessment practices.
- Gratitude Prayers - each class to end the day with a prayer of gratitude.
- Whole school Masses at the beginning and end of each term.
- Community Outreach Programs
- CARITAS Support – Project Compassion Support
- St Vincent de Paul Hampers
- Catholic Mission - Mission Week Support
- Staff /Student /Parent interaction
- Restorative Practices used by all to deal with situations that arise where relationships have broken down.

Learning & Teaching

Goals and Intended Outcomes

Goals: To maximise the learning of all students in a vibrant learning environment which reflects contemporary pedagogy and the Victorian Curriculum.

Intended Outcome: That high levels of student expectation and achievement are established. That student outcomes will be improved.

In order to work towards achieving our long term goal of animating and personalising learning, the areas of feedback, assessment and increasing teacher knowledge of the Victorian Curriculum continued to be the focus.

Achievements

The following actions were implemented in 2018:

The building of a culture of reflection and feedback with students

- Educator Impact 360 Feedback Professional Learning for teachers was provided.

The embedding of the use of effective data to inform teaching and personalise learning for all students with an emphasis on students being engaged in their learning

- Term meetings held with leaders to look at student data and plan for learning.

The development of a strong consistent approach to teamwork focussed on pedagogies, strategies and collegial exchange of ideas

- Level teams met regularly to engage in professional learning conversations, focussing on student learning.

The development of shared accountability and responsibility for student learning, school events and initiatives

- Teachers shared planning for student learning and focussed more on developing and implementing Personal Learning Plans for students.

Sustaining and strengthening of the use of learning intentions and success criteria to ensure student ownership and motivation for learning is evident.

Continuing to build on school based assessment analysis, tools, processes and tracking progress in English and Mathematics.

Value Added:

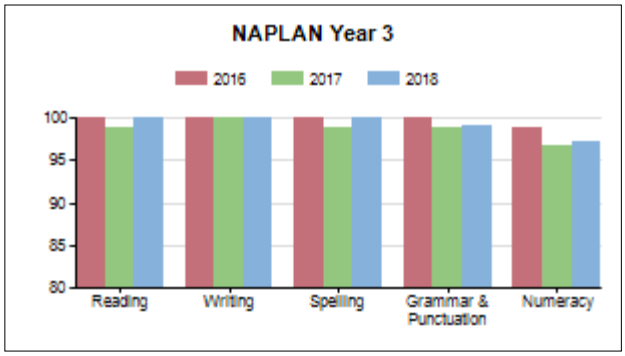
- Teachers and students engaging in giving and receiving feedback
- Students articulating the focus of their learning
- Teachers working in teams to support student learning
- Teachers engaging in conversations that support student learning

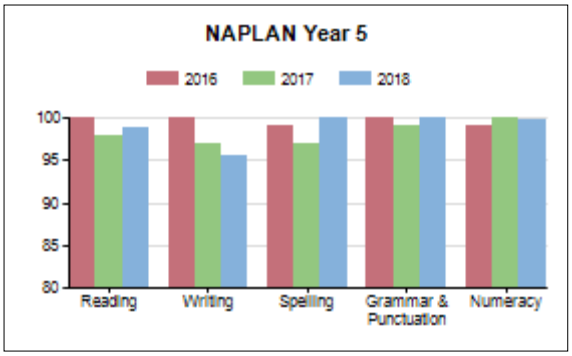
- A consistent approach to planning, assessment and student management is evident
- A culture of learning continuing to develop, with feedback for improving and learning emerging
- Tracking of improvement and growth in student learning in English and Mathematics

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	**2016 %**	**2017 %**	**2016 - 2017 Changes %**	**2018 %**	**2017 - 2018 Changes %**
YR 03 Grammar & Punctuation	100.0	98.9	-1.1	99.0	0.1
YR 03 Numeracy	98.9	96.7	-2.2	97.1	0.4
YR 03 Reading	100.0	98.9	-1.1	100.0	1.1
YR 03 Spelling	100.0	98.9	-1.1	100.0	1.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	99.0	-1.0	100.0	1.0
YR 05 Numeracy	99.0	100.0	1.0	100.0	0.0
YR 05 Reading	100.0	97.9	-2.1	98.9	1.0
YR 05 Spelling	99.0	96.9	-2.1	100.0	3.1
YR 05 Writing	100.0	96.9	-3.1	95.6	-1.3

St Peter's consistently achieves excellent results in meeting the National Benchmarks. We encourage all students to sit the NAPLAN. Our data for 2018 shows that there is an increase in both Year 3 and Year 5 data across the board with the exception of Year 5 writing. St Peter's continues to personalise learning to target the needs of all learners. The standard remains high in all areas.





Student Wellbeing

Goals and Intended Outcomes

Goal: To support and promote student's connectedness to their learning, their school and their environment.

Intended Outcome: That students are motivated and feel supported when taking risks in learning and social interactions.

Achievements

The area of Student Wellbeing continued to be a focus for St Peter's throughout 2018, with a particular emphasis on developing an understanding of resilience and ways to improve students' levels of resilience.

- Staff continued to use Restorative Practices for dealing with student conflict. This has provided a valuable tool for staff and students to use when problems arise.
- The Peer Support Program was a highlight of Term 3. This involved Year 5 and 6 student leaders working with mixed-age groups, exploring strategies for improving levels of resilience.
- All students in Years 3-6 completed the Resilience Survey. This provided the school with valuable (anonymous) data outlining broad strengths and weaknesses that affect levels of coping within our student population.
- Child Safety continued to be a focus. A team of senior students across the Federation provided input in ensuring that we had their voice in developing practices that addressed their concerns. The Wellbeing team, with the guidance of the School Principal and Coordinating Principal, ensured that policies and procedures related to Child Safety were up-to-date. A Protective Behaviours Day was held in order to teach students strategies to improve safety.
- The beginning of the 2018 school year saw considering who their heroes are, and how they can be a hero to others.

Value Added:

- Continuation of the 'Bucket Filler Award'. This initiative promotes pro-social behaviours throughout the school, encouraging the development of teamwork and social skills.
- The Better Buddy program sees connections made between Preps and Year 5s and Year 1s and Year 6s. Buddy Bear visited the Prep children at the start of 2018.
- Mindfulness Day – Students participated in a range of activities designed to highlight the positive effect that being mindful can have on wellbeing. These activities included a theatre incursion and a yoga incursion.
- The Ride2School program was given a bigger profile, with more data collection days and the introduction of the coveted Ride2School trophy. St Peter's won the Ride2School organisation's Term 2 Active Travel prize. This was used to provide a healthy snack reward and celebration day for all students in the school. The Ride2School program highlights the important relationship between physical activity and wellbeing.

STUDENT SATISFACTION

There is a very positive emotional tone in the school and a caring and supportive environment is evident. All focus groups spoke of the sense of belonging and nurturing which members of the school community experience and parents were very positive about the inclusive nature of the school environment. Student and parent survey responses indicated that the children experience a strong sense of connectedness to both their peers and the school, rating both variables above average and in either the top 25% or the very upper range of the middle 50% of schools.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.3
Y02	94.4
Y03	94.7
Y04	92.6
Y05	94.9
Y06	91.8
Overall average attendance	93.8

Non-attendance at St Peter's is managed in a number of ways.

- Initially, non-attendance or late arrival is recorded on the roll by the classroom teacher. Parents are notified by SMS if their child is absent on that day by 9.30am
- If several instances of non-attendance (not due to infrequent, short-term illness) or late arrival are noted, a conversation will be arranged by the classroom teacher with parents or carers. The classroom teacher will explain the importance of regular school attendance and punctuality and the impact that attendance has on learning outcomes. The relationship between teacher, student and parents/carers can be key in ensuring improved school attendance.
- When necessary, a Program Support Group (PSG) meeting may be arranged to establish means of supporting the student with school attendance.
- Alternatively, the Principal or another member of School Leadership may become involved, supporting families with phone calls and regular check ins regarding school attendance.

- School-Focused Youth Services (City of Glen Eira) is able to provide further assistance in the area of school refusal, including support with transition to secondary school for those students identified as 'at-risk' of disengaging from school, and access to a pilot program providing a 'virtual classroom' environment

Child Safe Standards

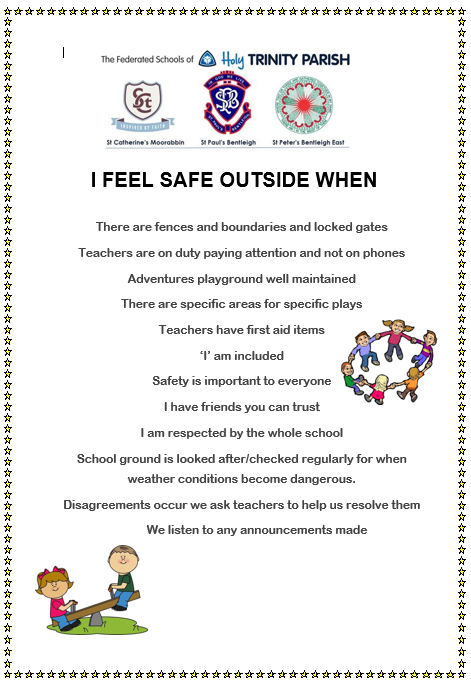
Goals and Intended Outcomes

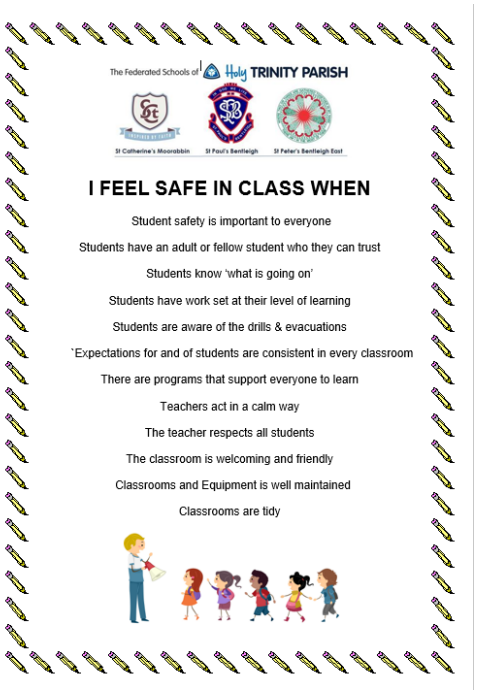
- To ensure St Peter's continues to have a focus on Child Safety
- To ensure that St Peter's promotes Child Safety through SRC, Child Safe Team and School Board.

Achievements

In 2018 we have continued to implement the Child Safe Standards through:

- Student participation and empowerment strategies – Giving students an increased voice in both their learning and their school through the SRC. In 2018 we established a Federated Child Safe Team that meet weekly for 2 terms to put the Child Safety Policy into 'child friendly language'. The team had representatives for the 3 schools. This team presented their work to an Assembly at each school and then to the Federated School Board. Below are the posters they developed.





- The embedding of policies and commitments into every day practice through Newsletters, signage around the school, Child Safe Team Audit, employment of staff.
- Training of teachers, non-teaching staff and volunteers.
- Consultation with the community – Child Safety continues to be is an Agenda Item at every School Board Meeting.
- Continue to have the Code of Conduct presented to every new Board Member and it is now part of the Staff Handbook that each staff member needs to sign off on each year.

- Child safety - Risk Management approaches – We have developed an Alcohol Consumption Policy across the Federation, where any school organised event where children are present no alcohol is to be consumed,
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Leadership & Management

Goals & Intended Outcomes

GOAL: To nurture a professional culture characterised by a shared vision, distributed leadership, collaborative work practices, strong commitment to teacher development, open communication and trust.

INTENDED OUTCOME: That the staff climate index will improve.

Achievements

With such a large staff the professional learning requirements are wide and varied. Opportunities to participate in professional learning activities on and off site are encouraged and supported. Not all professional learning occurs in one day. Staff were involved in programs that required significant time commitment with many seminars being held on evenings, weekends and during holidays, once again demonstrating the commitment of the St Peter's staff. Online Professional Learning allows staff to interact with other teachers and experts from both Australia and overseas. It is both convenient and cost effective for the school and the staff to participate.

As a leading learning community, some programs undertaken by staff are ongoing and at St Peter's, numerous staff participated in professional learning organised by Catholic Education Melbourne and Catholic Education Southern Networks. These programs occurred regularly and were attended by multiple staff members. These included:

- Reading Recovery
- Student Services
- Literacy Leaders Cluster Meetings
- Literacy Assessment Capabilities Project
- Principal, Deputy, REC, Learning and Teaching and Student Wellbeing Networks

We also participated in whole staff professional learning activities. These occurred on an at needs basis through curriculum Professional Learning Team meetings.

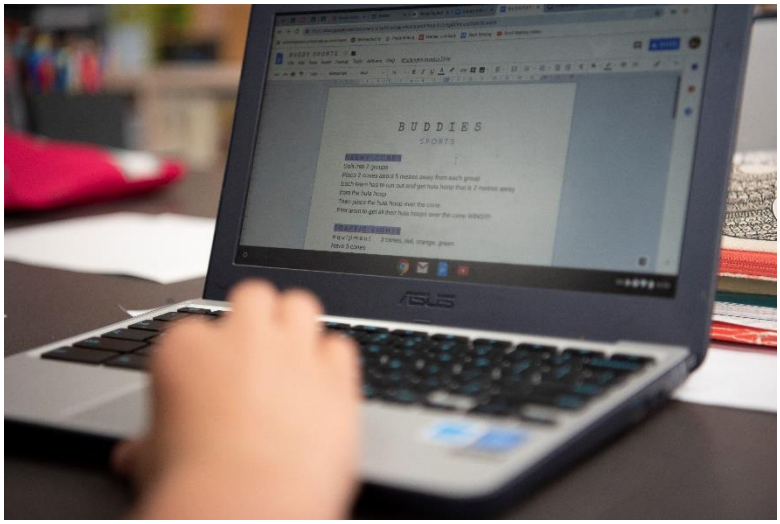
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNINGDESCRIPTION OF PL UNDERTAKEN IN 2018

- Federated 2-day Conference
- Personalised Learning
- Inquiry Based Learning
- Literacy – including Reading Comprehension, Bridges, LLI, Corrective Reading, Reading Recovery
- Numeracy – including CEM workshops
- Leading Learning Sprints
- Restorative practices
- Sustainability

- Information and Communication Technology – reporting procedures, latest technology and software
- Google Apps
- Leadership Development for Middle Leaders

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018 - 47

AVERAGE EXPENDITURE PER TEACHER FOR P.L. - $1,696.76



TEACHER SATISFACTION

The 2017 – Insight SRC Data that the staff completed on the School Climate indicated that

- Individual Morale
- School Morale
- Supportive Leadership
- Role Clarity
- Teamwork
- Ownership
- Professional Growth
- Student management
- Curriculum processes
- School Improvement Focus
- Empowerment
- Quality Teaching

Were all in the top 30% of all Australian schools.

Staff Profile

The 2018 staff at St Peter's consisted of 47 full and part time teachers (including the Principal) who are supported by 17 non-teaching staff. All teaching staff are qualified, at the required standard as per the Victorian Institute of Teaching. Data from Catholic Education indicates that 12.2% have Masters, 29.3 % have a Graduate Diploma; 70.3% have a Bachelor Degree, 41.5% have an Advanced Diploma and 7.3% have a Graduate Certificate.

This data indicates the diversity of qualifications amongst our teaching staff, the high level of professionalism and a commitment to lifelong learning. We have an extremely dedicated and professional staff and their attendance rate in 2018 recorded on the Catholic Education data was 85.2% (This included staff who were on Workcover, Long Service Leave, Leave without Pay, Sick Leave and Parental Leave.) The staff at St Peter's demonstrate a high level of commitment to the school and are involved in many parts of the school, including Camp, Inter-School Sports, Excursions, the Sacramental support to the parish and families, extracurricular activities and many other school and parish functions. The proportion of teaching staff retained in a program year from the previous year is 86.3%. This figure reflects circumstances such as: staff not retained as they had been employed to take the place of teachers who would be returning to teaching duties the next year and in 2018 some retirements and the fact that other staff members took up the opportunity to further their careers in other schools.

School Community

Goals and Intended Outcomes

Goals
To increase the active engagement of the school community in all aspects of learning.

Outcomes
That families are actively engaged with how teachers teach and how children learn.

- That students gain a greater sense of connectedness to their community.
- That students actively engage with first hand learning experiences that are linked to the curriculum.

Achievements

This year we have focused in increasing the support of our Class representatives. These parent volunteers take on the role of assisting in organizing events for families to get together socially outside out of school hours. Our Community leader has provided support to these parents and we have gathered as a group once this year to obtain feedback from our Class representatives to put in place processes for making the roles of Class reps simpler.

Other achievements during the year included

- The introduction of Instagram
- Cyber Safety evening for Parents – Marty McGauran Educational consultant and Carly McGauran Psychologist
- Dad's Catch Up
- Parenting for Independence – Michael Grose
- School Working Bees

PARENT SATISFACTION

The 2017 Insight SRC Data from the parent opinion survey as presented in the School Improvement variable in the school showed scores of 70% and above.

- Parent partnerships
- School Improvement
- Connectedness to school
- Approachability