





ST. PETER'S SCHOOL

CLAYTON

That All May Have Life

Annual Report to the Community 2018

Contents

Contact Details	1
Attestation	2
Vision	3
Overview	4
Report	5
Education in Faith	6
Learning & Teaching	8
Student Wellbeing	10
Child Safe Standards	14
Leadership & Management	15
School Community	18

Contact Details

ADDRESS	16 Mary St Clayton VIC 3168
PRINCIPAL	Mrs Sharon Daujat
PARISH PRIEST	Father Andrew McCarter
TELEPHONE	(03) 9544 3032
EMAIL	principal@spclayton catholic.edu.au
WEBSITE	www.spclayton.catholic.edu.au
E NUMBER	E1182

Minimum Standards Attestation

I, Sharon Daujat, attest that St Peter's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

Our School Vision

St Peter's Primary School, as a diverse learning community, celebrates the mission of Jesus

We believe in:

- Fostering a community, which is inclusive, welcoming, just and compassionate.
- Supporting, challenging and celebrating all as thinkers, learners and searchers for knowledge within a global perspective.
- Developing social skills and competencies, which empower each to contribute positively to our ever changing world.



"That All May Have Life" Jn
10:10



School Overview

St Peter's is a Catholic parish primary school in the Melbourne suburb of Clayton.

The school was established in 1955 as a Parish School by the Brigidine Sisters, who continue to be a presence in the school today. We value all in our community and the contribution they make to our school and to the lives of the children in our care.

In 2018, we had 175 students enrolled in our school from 145 families. While the majority of our students were born in Australia, a large proportion come from families where English is an additional language.

Fr Andrew McCarter is the Parish Priest of St Peter's Parish Clayton and is a welcome presence in our school, supporting staff, students and parents in their faith formation.

The structure and composition of the school and its buildings have undergone considerable growth and change over the years, with major refurbishments and building projects undertaken to improve the learning environment for the children.

The community of Clayton is diverse and our school reflects this with many different nationalities represented. This characteristic is one of which we are very proud and one which we believe makes our school a rich learning community.

Our school consists has a large, grassed oval and extensive underground play areas with a sustainable garden and extensive planting of fruit trees and vegetables. There is a range of classrooms and resource rooms including a library, art room, multi purpose hall and computer centre. The school is very well resourced to ensure the children have access to modern learning technologies and are able to work in collaborative and engaging environments.

Our school has attractive and contemporary learning spaces, with a dedicated and experienced staff and committed families. We provide a safe, caring, and challenging educational environment that promotes learning and achievement for all students and where everyone is known and valued.

The students are at the centre of all we do. We recognise and celebrate the diverse learning styles, interests, talents and cultures of our students and strive to offer a rich variety of meaningful learning experiences that will inspire

innovative thinkers, great problem solvers and students who love learning and are confident in all they do.

Principal's Report

I had the privilege of being appointed Principal at St. Peter's Primary School in October 2018. The warm welcome I received from parents, students and staff is one that is replicated daily to any visitor to our school.

We have a wonderful, diverse community at St. Peter's School, which reflects the suburb of Clayton. Fourteen nationalities are represented and 26 different languages are spoken, with the top five being English, Mandarin, Malayalam, Vietnamese and Tagalog.

As a school, we worked in partnership with staff from Catholic Education Melbourne during 2018, who facilitated sessions to deepen our knowledge of the Renewed Religious Education Curriculum and develop units of work, integrating many areas of the curriculum. The Sustainability Expo show-cased the work of the students with the collaboration of Monash University. The Catholic identity of the community was further enhanced through opportunities to participate in prayer, liturgy and social justice.

The School Improvement Plan for 2018-2022 sees a focus on quality education for all students. In 2018, the main area of focus was in Reading- establishing a consistent, contemporary approach to the learning and teaching of Reading. Our Literacy Leader participated in professional learning around the specific needs of our students who have English as an Additional Language. This knowledge was then shared with all staff to enhance student learning.

Our senior students participated in a range of Inter school sports, thriving on the opportunity to learn a range of new sports and put these skills into practice. They also attended a very successful camp at Camp Oasis, Mt Evelyn.

In truly valuing the holistic development of each student, 2018 also saw the whole school perform in "Music from the Movies" - an energetic celebration of song and dance. The year concluded with School Carols - a long standing tradition at St. Peter's that includes the whole community. Thank you for taking the time to read this reflection of 2018- a wonderful year at St. Peter's.

Sharon Daujat

Principal

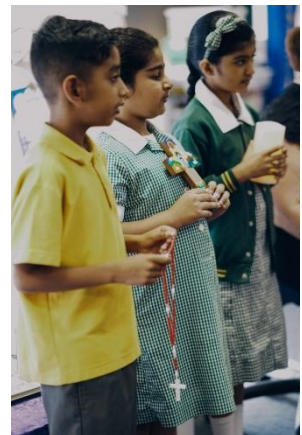
Education in Faith

Goals

To enhance the Catholic Identity of the St. Peter's community.

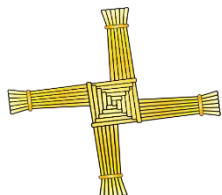
Intended Outcomes

That teachers confidently model and teach the curriculum with a Catholic perspective.



Achievements

- Students attended parish mass regularly as a class and families were invited to attend a Sunday mass during the year
- A variety of liturgies, including Easter, ANZAC Day and Remembrance Day, led by the students
- Daily prayer rituals in all classrooms and students are invited to participate.
- Staff professional learning in the Renewed RE curriculum, with facilitated planning sessions with staff from Catholic Education Melbourne to build teacher capacity
- Religious Education curriculum and Catholic Social teaching integrated across all curriculum areas to provide real and relevant connections between our Christian faith and contemporary life
- Support and education for our parents through the St. Peter's Sacramental programme
- Morning Prayer as a daily part of the classroom life with all classrooms incorporating a prayer space
- Christmas Carols Evening involved all students, staff and parents to celebrate Christmas and the end of the school year



- Student team of Social Justice leaders worked on projects encouraging other students with their voice at Assembly and Morning Gatherings
- Social Justice initiatives coordinated between the Religious Education Student leadership team, the Social Justice student leadership team and the Student Wellbeing Coordinator. This included a food appeal for the Sacred Heart Mission, Project Compassion for Caritas during Lent and 'Socktober' for the Catholic Mission. The students organised and held several Social Justice initiatives to help others such as a casual clothes days to raise money for the Brigidine Asylum Seekers Project.

VALUE ADDED

Ongoing support for students, parents and staff through resourcing of a Religious Education Leader for two days a week

Student leading Liturgies to celebrate and commemorate events that have been investigated in the classroom

Sacramental program to support Catholic students and families

Celebrating important dates for other faiths such as Diwali, Ramadan and Holi

Social Justice leaders and the Student Representative Council organising events to raise funds for Caritas and the Brigidine asylum seekers project

Parent workshops and information through the newsletter to continue faith formation

Prayer as an integral part of the class day with morning prayer, grace and afternoon prayer

Staff prayer as a part of staff newsletter and staff meetings each week



Learning & Teaching

Goals

To build a culture of high expectations for the growth and progress of all learners.

Intended Outcomes

That student performance is improved.

Achievements

- Learning transformed through the use of blended learning in the use of technology such as spheros, mbots, ipads and chromebooks
- Consistent approach to the teaching of Reading using common language across all year levels
- Rigorous analysis of data, especially through the use of the Fountas and Pinnell Benchmark Assessment system, to drive student growth and progress
- Teachers working collaboratively in Open spaces
- Regular staff meetings with a focus on professional development of teachers



- Professional learning through facilitated planning with curriculum leaders and Catholic Education Melbourne staff to deepen understanding on visible learning strategies such as learning intentions and success criteria
- Curriculum taught through revised, integrated units of work incorporating the four capabilities in the Victorian Curriculum
- Specialist teacher in Music led the school production of a 'Night at the Movies'
- Team spirit enhanced by participation in House Sports events including athletics and cross country
- Team sport skills practiced through Inter school sport for students in Grades 3-6



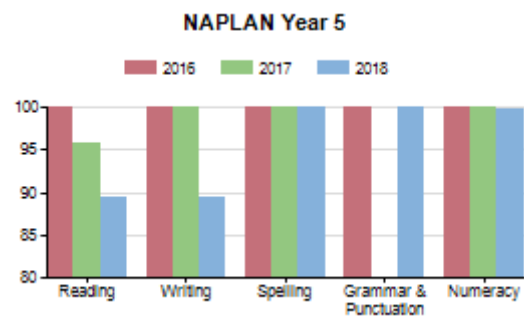
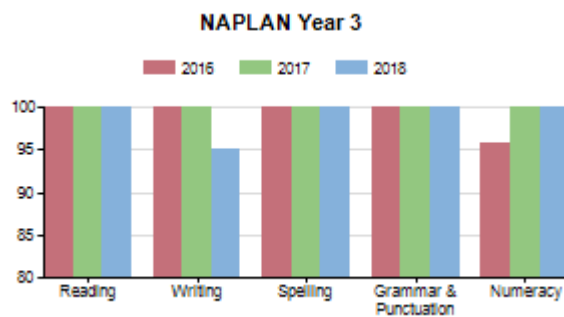
STUDENT LEARNING OUTCOMES

Students continue to perform well in NAPLAN testing, with the data showing 100% of students in Years 3 and 5 meeting the minimum standards in Grammar and Punctuation, Numeracy and Spelling. Due to the class sizes at St. Peter's School, one child accounts for 4.2%. Students are challenged in their learning, with a focus on continued growth and progress for all students.

E1182
St Peter's School, Clayton

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	95.8	100.0	4.2	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	95.2	-4.8
YR 05 Grammar & Punctuation	100.0	78.3	-21.7	100.0	21.7
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	95.7	-4.3	89.5	-6.2
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	89.5	-10.5



Student Wellbeing

Goals

To enhance student wellbeing and learning by partnering with parents and families

Intended Outcomes

That learning partnerships are developed with outside agencies
 That student wellbeing is enhanced from Foundation to Six
 That parents are part of the learning of their child

Student Wellbeing aims to promote and enhance the personal, social, physical, emotional, mental and spiritual nature of students. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and



personal resilience. These attitudes and skills are taught as well as expected of the children.

Achievements

- Social skills learned through the use of programs such as 'Bounce Back' and strategies, such as Circle time and Mindfulness
- Restorative Practices (RP) promoted within the school community
- Wellbeing practices implemented in our school promoted to our parent community through the renewed website, newsletter and parent evenings
- Embedded student leadership opportunities to acknowledge student voice - Year Six leadership teams established under the spheres Sustainability, Religious Education, Social Justice, Performing Arts and Sports
- Parent education opportunities through increased use of a variety of resources, including Parenting Ideas and a successful Parent evening with external presenters on Cyber Safety and Parenting
- Expanded garden beds and a variety of fruit trees, including four olive trees from which olives were harvested and pickled. Fruit and vegetables were continued to be grown, harvested, cooked and eaten together promoting healthy eating, sustainability and seasonality
- Continued partnership with our parents with regular articles in the school newsletter regarding student Wellbeing matters by Students and Student Wellbeing Leader.
- CareMonkey implemented to enhance school to home communication
- Surveyed students about Wellbeing/Safety to ascertain student's attitudes to the provision of a safe environment and to inform future planning
- Learning and achievements celebrated at our student led fortnightly assemblies
- Developed partnerships with external agencies such as the Navigator program and Monash student services to further support students and families
- Counsellor was available to work with some of our students and their families Comprehensive Foundation (Prep) transition program including Kindergarten and Early Child care centre visits throughout the year

VALUE ADDED

Ongoing support for students, parents and staff through resourcing of a Student Wellbeing Leader for two days a week and a Diversity Leader also for two days a week

Senior Student and Foundation (Prep) buddy programme

Click Against Hate Cyber Safety sessions with Educators from the Defamation Council ran workshops for our Senior students

Kids Helpline skype sessions on a broad range of topics such as Transition to High School and Balancing Screen time

Toastmasters' Leadership and Public Speaking course run for a term with our senior students culminating in a Speech night to the school community

Whole school concert in Term Three and whole school and community Carols Evening at the end of term four

Lunchtime clubs offered such as Chess, Coding and Choir

Special events were facilitated such as the Family Picnic evening, Italian Day and an International lunch to celebrate the diverse cultural makeup of our school.

STUDENT SATISFACTION

Survey data indicates students at St Peter's are very motivated to learn, are confident in their abilities and have a strong connection to their classmates and to the school. The way students represent the school in sporting events and community celebrations is evidence of the pride they have in being a student at St Peter's Primary school.



STUDENT ATTENDANCE

Non-attendance is taken seriously at St. Peter's. In 2018 there were procedures in place for students who were absent from school. The school must contact parents /guardian about any unexplained absences, on the same day, as soon as practicable.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

The school attendance roll is electronically registered twice a day. Teachers take the roll at 9:15 am and again at 2:15pm.

Parents are encouraged to ring in the morning if a student is going to be away. There is a message service on the phone for those who wish to ring before 8am.

If a student does not arrive at school by 9.15 am after the attendance roll is checked in the office, the school will ring the student's family to check where they are.

Parents are encouraged to arrange medical and other appointments outside of school hours whenever it is possible.

We encourage parents to avoid students arriving late or leaving school early on a regular basis. The interruption has an impact on them, their classmates and their teachers.

For students who are absent on a regular basis the Wellbeing leader or Principal will be in contact with caregivers to arrange a meeting to discuss concerns and provide support where possible.

If, after continued absence the Catholic Education Office-Student Wellbeing Unit is notified.

If there is no change in absenteeism after all previous steps have been implemented the DEECD School Attendance Officer is notified.

Regular reminders added to the newsletter so that families understand departmental regulations and school expectations regarding school absenteeism.

Every effort is made to make regular contact with families and to offer support to reduce the impact absentees can have on students and their families.

In 2018, the Wellbeing Leader and Principal as well as the Diversity Leader were in contact with Monash Health student services, the Navigator Program personnel, CEM Wellbeing staff and Catholic Care regarding School Refusal. This also included extensive professional development in *School Refusal*.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.0
Y02	90.5
Y03	89.4
Y04	89.7
Y05	96.1
Y06	90.7
Overall average attendance	91.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.1%

Child Safe Standards

Goals and Intended Outcomes

To ensure that all students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.

To ensure that our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.



That all students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.

That all adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.

That policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.

That staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.

That appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

- Child Safe Policy implemented consistently and reviewed on a regular basis.
- Staff informed and trained on the protocols to protect students, create a child safe environment, identify and report signs of abuse, including completion of online modules
- Working with Children Check to be provided and St. Peter's Code of Conduct to be read and signed by all contractors, volunteers and visitors
- Systematic approach to ensure adherence to Mandatory reporting online accreditation.
- The School's Recruitment processes are in line with the Child Safe Guidelines with a thorough induction
- Child Safe is regularly on staff meeting agendas, giving staff an opportunity to continually reflect and discuss child safe issues.

Leadership & Management

Goal

Collaboratively implement and monitor the school improvement agenda through building the Leadership team's capacity, trust and engagement.



Intended Outcomes

Define Leadership Team's role and roles to improve the learning culture building high performing teams

Achievements

- Supported Acting Principal and established a new Leadership team, with weekly meetings
- New Leaders in Literacy and Diversity inducted
- Role descriptions developed to provide clarity for staff learning new roles
- New staff inducted and successfully incorporated into existing teams
- Technology, such as chromebooks, ipads and large screens, incorporated to enhance collaboration amongst students and staff
- Transitioned to a new Principal
- Communication between all staff enhanced with the use of Team drives through the Google Suite of Apps and weekly staff newsletters
- Focussed professional learning for staff to work towards the school Improvement goals
- Deepened relationship with Catholic Education Melbourne, with attendance at all Network meetings and regional office staff collaborating on professional learning for staff at school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Staff completed a range of professional learning within the school environment and externally.

This included:

Catholic Education Networks for Graduates, Deputy Principal, Literacy Leader, Diversity Leader, Reading Recovery, Learning and Teaching Leader, Wellbeing Leader, National Consistency Collection of Data (NCCD), Admin

Learning Support Officer Symposium

Unpacking the Digital Technologies Curriculum

English as an additional language or dialect (EALD)

Renewed RE Curriculum

Fountas & Pinnell Benchmark Assessment System

CAFÉ/Daily 5 (Reading)

School Refusal Workshops

ACIPHER conference

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

25

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,200

TEACHER SATISFACTION

Survey data shows an increased satisfaction with role clarity and a supportive leadership group. Staff showed a large growth in the positive classroom behaviour of students (from 68 to 83) and also have a high degree of respect for the students in their care.

An area of opportunity is to build on the staff willingness for professional growth.

STAFF RETENTION RATE	
Staff Retention Rate	64.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	33.3%
No Qualifications Listed	8.3%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	15.0
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	6.6
Indigenous Teaching Staff (Headcount)	0

School Community

Goals

To enhance student wellbeing and learning by partnering with parents and families.



Intended Outcomes

That learning partnerships are developed with outside agencies

That student wellbeing is enhanced from Foundation to Six

That parents are part of the learning of their child

Achievements

- Implemented new and improved communication tools - a new school website, 'SeeSaw', (an online platform) and newsletter to showcase our school and keep parents informed of student growth
- Continued strong links with the Parish Community through our Sacramental programs, weekly Masses, and whole school celebrations
- Strengthened links with our neighbours and school founders, The Brigidine Sisters.
- Opportunities for social interaction between families at Parent Family Welcome night, Mother's day breakfast and Fathers' day breakfast
- Parent helpers welcomed at Italian Day, Junior International Lunch, class excursions and sports days
- Relationship with the Camp Australia (Before and After Care Program) coordinator (Farahana) strengthened, allowing flexibility in the program provision to meet the needs of families
- Collaboration with the Monash graduates programme at Monash University enabled students in Years 3-6 to participate in lessons on Sustainability culminating in an expo for parents and all students. We were also invited to participate in lessons at The BASF chemistry lab at Monash University
- Parent volunteers who ran the uniform shop and supported the transfer to a non-school based site
- Volunteers who coordinate school banking each week
- Ongoing partnerships with Monash Council and Bunnings to work on Sustainability initiatives such as our Worm farm and composting

- Ongoing relationship and workshops with Metro Community Education officers educating our students about safe travel when using public transport and also providing assistance with train travel to the city
- St. Peter's continues to foster links with our feeder secondary schools with visits to Salesian College and members of the Mazenod College Instrumental Band coming to play for our students
- Continued initiatives to build relationships with local kindergartens and childcare centres through visits and presentations to prospective parents.

PARENT SATISFACTION

Survey data shows that the recognition of parent partnerships has been consistent over the last three years, indicating parents feel valued as the primary educators of their children.

Parents are also satisfied with reporting procedures in place and feel the staff members are approachable. These parent partnerships are valued by school staff too.



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*