

St Peter's School Clayton

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Sharon Daujat, attest that St Peter's 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.

23/03/2023

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

Our Vision

St Peter's School empowers our faith community to enrich the world

Our Mission

To provide a vibrant learning culture for our community of learners to thrive, guided by faith and compassion.

School Overview

St Peter's School is a Catholic co-educational school founded in the charism of the Brigidine Sisters. It is situated in the diverse suburb of Clayton, catering for the education of approximately 165 students from Foundation to Year 6.

The school has a proud tradition of providing a warm and welcoming educational environment since 1955.

At St Peter's School, the children are at the centre of all we do. We recognise and celebrate the diverse learning styles, interests, talents and cultures of our students, and we 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.

At St Peter's School, parents and staff work together to ensure that the children receive a high quality Catholic education that enables each child to realise they are a unique person, gifted by God and encouraged to develop in a Christian atmosphere. As a Catholic school, our children are encouraged to participate actively in Liturgical celebrations, while at the same time we respect and learn about the values and customs of children from other traditions.

St Peter's School has 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.

Principal's Report

It was a relief to have a year when we were at school for the full year.

We prioritised the re-establishment of a sense of connection and belonging after disjointed education in 2020 and 2021. A strong focus on the social and emotional health of everyone in the community was much needed and appreciated by families, students and staff.

We participated in our school review at the beginning of 2022, which was a time of recognition of the work of the previous four years since the last review. The resulting report affirmed the work we had been doing and gave us the confidence to continue the work for the next four years.

2022 was a year that enabled us as a school to live our school values of being faith inspired, inclusive, compassionate, demonstrating community and excellence. The resilience of our community generated much pride to be a leader at St Peter's.

Please enjoy reading our reflection of 2022.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To nurture religious growth that enables the school community to make connections between faith, culture and discipleship

Intended Outcome

That the school community will engage in opportunities to make connections between their faith and others.

Achievements

2022 RE Goal: *Building staff competencies in understanding and using the RE Curriculum to have a deeper understanding of the Catholic Faith Traditions, exploring diverse views by encouraging dialogue amongst all staff and students.*

Staff Professional learning on:

- Plan FBI assessments relating to our unit of work using the 3 strands of Knowledge & Understanding/ Responding & Reasoning/ Personal & Community Engagement
- Understand the place of Hermeneutics in our planning
- Explore ways to dialogue, encounter and discover through the Hermeneutics (interpretation of texts, particularly Biblical texts. Making connection to today's world)
- Empower students to engage in sharing their beliefs and ideas increasing student voice
- Create opportunities for students to use the Pedagogy of Encounter to encounter God in life
 - What do I think and sense?
 - What do others think and why?
 - What does the Catholic Church teach and why?
 - How am I called into a deeper relationship with others and God?
 - What do I think now and why?
- Make use of the Hermeneutical Approach when examining Biblical Texts

VALUE ADDED

Principal and Fr. Andrew, Parish Priest, attended a MACS workshop to reflect on how the change of Governance has impacted the relationship between church and school within the parish.

Yr 6 retreat day held for the first time. With a focus on gratitude, the day included mass at St Patrick's Cathedral

Foundation-Year 2 excursion to a Buddhist temple as part of investigation into Diversity

Sacramental program for Reconciliation, First Communion and Confirmation

Parish masses

Staff Faith Formation Day at Mary Mackillop Heritage Centre

Learning and Teaching

Goals & Intended Outcomes

Goals

To improve leader's capacity for instructional leadership and feedback

To ensure a consistent, whole school implementation of the school's evidence-based pedagogical framework

To evaluate data effectively to monitor student growth and progress and the impact of teaching practice

Intended Outcomes

That leaders would implement a framework to ensure common practices around feedback are used

That the Learning and Teaching Policy is consistently implemented across the school

That relevant data is collected, analysed and responded to in all curriculum areas

Achievements

Staff professional learning:

- Consolidate our knowledge/ understanding/ practice on differentiation
- Discuss current feedback practices
- Explore the characteristics of good feedback
- Examine ways in which we can improve feedback in our context
- Develop student agency in feedback
- Analysing how we make adjustments for students to access the curriculum
- Is there intention around our oral language teaching?

Additional arts program with an Artist in residence doing dance and movement with a performance assembly in Term 3..

STUDENT LEARNING OUTCOMES

NAPLAN data showed with some good results in Years 3 and 5, with growth rates in literacy exceeding statewide levels (NAPLAN).

. As our Year 5 students did not complete NAPLAN in Year 3, the measure of growth between Yr3 and 5 is not available to us.

We continued our Tutor program in Maths and Literacy support.

Analysis of our data contributed to the development of our 2023 goal for students to be able to articulate their thinking in Mathematics.

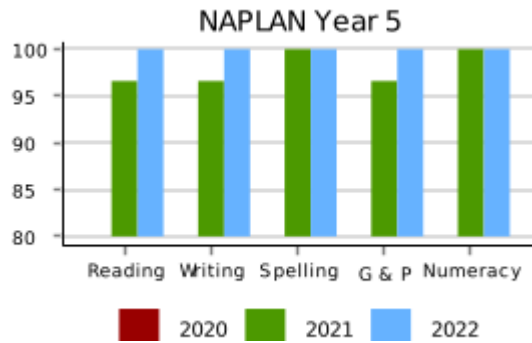
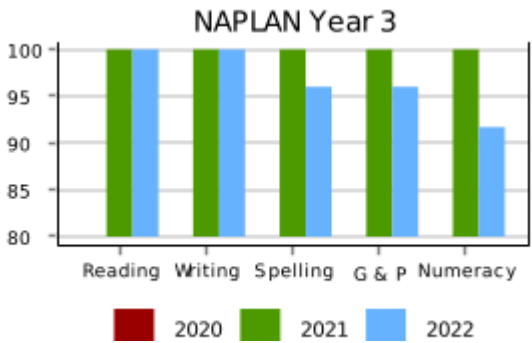
School goals continue to look at growth for all students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	96.0	-4.0
YR 03 Numeracy	-	100.0	-	91.7	-8.3
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	96.0	-4.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.6	-	100.0	3.4
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	96.6	-	100.0	3.4
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	96.6	-	100.0	3.4

* 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 use high impact teaching strategies that develop students' capacity to self-regulate, self assess and reflect on their own learning and well-being.

Intended Outcomes

To use high impact teaching strategies that develop students' capacity to self-regulate, self assess and reflect on their own learning and well-being

To ensure learning environments stimulate learner agency, reflect and animate all learners.

Achievements

Strategies included:

- SWELL week at the start of the year focusing on Learning to Learn and life skills such as St Johns First Aid for schools, Travelling safely on trains provided by Metro.
- Supporting students in the day-to-day return to school, re-building stamina for the social interactions after 2 years of interrupted whole class learning.
- Circle time and explicit Social and Emotional Learning (SEL) lessons to support the full-time return to school.
- Consistent use of Zones of Regulation across the school to help students identify their feelings and have strategies to self regulate when required
- Staff participating in professional learning with a psychologist through MACS to build our knowledge around trauma and the impact on students and how we can support them and their families
- Continuing to work with Catholic Care to support student emotional and social well being through school counsellor.
- Excursions through the Positive Start Victorian Government Initiative provided a wide variety of experiences. Excursions included the NGV, Hamer Hall, Fairfax Playhouse theatre, ACMI film centre and cinema, The Vault Music Museum and the Channel Music studios, Melbourne Museum, the MCG, The National Tennis Centre, Vixen training club.

VALUE ADDED

Camps resumed for 5/6 and the 3/4 cohort had their first overnight camp at Wombat Hill.

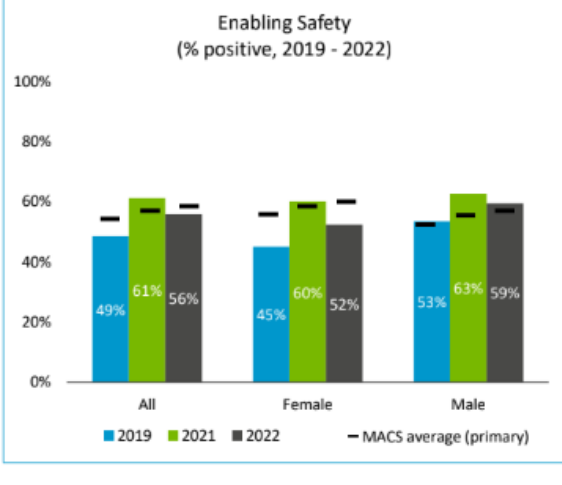
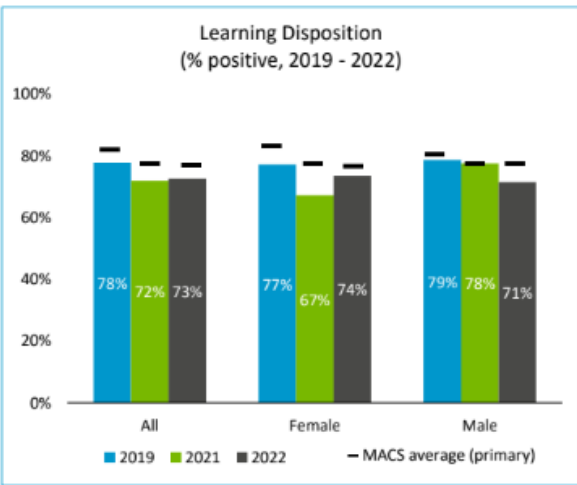
Teddy Bear Hospital visited the F-2 area after a two year gap and the F-2 students visited the Zoo.

Student Representative Council

Year 6 Leadership groups

STUDENT SATISFACTION

Student data remained stable, with the aim of students feeling safe, now completing schooling in a full time capacity on site, achieved.



STUDENT ATTENDANCE

A roll is taken twice daily by class teachers. Parents are requested to contact the school by 9:15am to report an absence. If a parent has not done so, school Admin staff contact the parent about any unexplained absences, on the same day, as soon as practicable.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.5%
Y02	88.8%
Y03	89.5%
Y04	85.3%
Y05	84.5%
Y06	85.4%
Overall average attendance	86.5%

Child Safe Standards

Goals & Intended Outcomes

Goal

To ensure learning environments stimulate learner agency, reflect and animate all learners.(including student voice in ensuring a safe environment)

Intended outcome

That teachers will embrace approaches which encourage student self-efficacy and agency in their learning (incorporating students involved in decision making processes)

Achievements

Using resources within the community, such as Community Police- to help support our senior students in being informed and making good choices around the use of Social media Platforms.

A successful well attended parent information evening ran alongside the community police visits implemented by the Think U Know program.

Cyber Safety program was enhanced with the focused Inform and Empower program- digital safety and well-being focus.

Familiar with the new Child Safe Standards - staff and the School Advisory Council (SAC) were briefed on updated Standards

Risk assessments for excursions and incursions

Mandatory Reporting

Employment and induction processes structured to ensure child safety questions are included in interview and references

Leadership

Goals & Intended Outcomes

Goals

To improve leader's capacity for instructional leadership and feedback

To ensure a consistent, whole school implementation of the school's evidence-based pedagogical framework

Intended outcomes

That leaders would implement a framework to ensure common practices around feedback are used

That the Learning and Teaching Policy is consistently implemented across the school

Achievements

Participated in the School Review process and developed a 4 Year plan

School reviewer highlighted strengths as:

Highly visible Catholic identity reflected in school's:

- physical and digital environments
- spirit of welcome
- liturgical and prayer life
- commitment to inclusion and connectedness
- pedagogy that values dialogue, encounter and commitment to service
- action oriented, faith-based inquiry approach to learning
- harmonious relationship with parish.

Development of vibrant learning culture:

- targeted professional learning
- improved student outcomes in writing
growth rates in literacy exceed statewide levels (NAPLAN).
- whole school approach to the use of visible learning strategies (L&T Policy)
- reflective practices in Student Learning Teams
- high expectations
- high quality digital and classroom resources
- capacity to collaborate to:
 - Identify the diversity of students' learning needs through data analysis
 - Design relevant teaching, learning and assessments

Development of a professional learning culture focused on improving teacher expertise and

collaboration reflected in:

- leadership positively influencing the quality of teaching
- introduction of mid-level instructional leadership in Maths
- strategic change management
- positive relationships that are improving:
- levels of trust
- consistency
- support and
- psychological safety
- differentiated professional learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

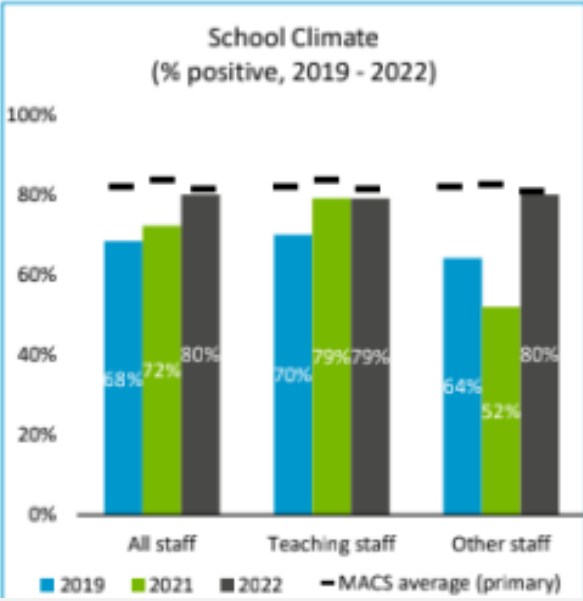
Description of Professional Learning undertaken in 2022

Leaders participating in MACS networks (Principal, Deputy Principal, REL, Wellbeing, Learning Diversity, SWIF, Maths)
 NCCD PL
 Early Number and Algebra
 STEM for Humanity
 TEACCH Structured teaching PL
 Explicit Teaching in the Early Years (Literacy)
 Behaviour Support
 OH&S for Leaders
 ATSI Perspective
 Trauma and students

Number of teachers who participated in PL in 2022	22
Average expenditure per teacher for PL	\$500

TEACHER SATISFACTION

Staff data showed growth in all areas especially in school climate.



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 76.4%

ALL STAFF RETENTION RATE

Staff Retention Rate 76.9%

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	8.3%
Bachelor Degree	58.3%
Advanced Diploma	16.7%
No Qualifications Listed	16.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	14.2
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	8.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals

To nurture religious growth that enables the school community to make connections between faith, culture and discipleship

To foster positive, trusting relationships between staff, students and families in authentic partnerships that collaborate in support of student progress and growth

Intended Outcomes

That the school community will engage in opportunities to make connections between their faith and others

That partnerships will grow to foster ongoing support between the school and the families.

Achievements

Term 1 COVID protocols meant our interactions with parents were limited and Parent meet and greets were held online

Parents enthusiastically volunteered for excursions

Playgroup re established in partnership with Goodstart Clayton

Re-started regular visits with feeder Kinders

Student led learning conversations trialled.

Special Persons afternoon tea held

Partnership with RSL: Year 6 students attended RSL Memorial service and representatives of the RSL attended ANZAC Day Liturgy

PARENT SATISFACTION

Family data shows strong satisfaction

3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	76%	77%	76%	71%	80%
4. School climate	Families' perceptions of the social and learning climate of the school.	85%	89%	83%	79%	87%
5. Student safety	Perceptions of student physical and psychological safety while at school.	72%	75%	74%	75%	73%