



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Peter's School

842 Centre Rd, BENTLEIGH EAST 3165

Principal: Michael Hanney

Web: www.spbentleigheast.catholic.edu.au

Registration: 252, E Number: E1030

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

About this report

St Peter's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.
- LifeLong 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 the school community.

School Overview

School Overview

In 2023 St Peter's had an enrolment of 625 students across 27 single-level classrooms. 20% of the students come from backgrounds other than English. St Peter's had 75 full and part time staff members in 2022.

The school demonstrates a strong Catholic ethos, which is enhanced by the relationship between the parish and the school. Families actively participate in classroom Literacy and Numeracy Activities, Excursions, Inter-School Sport, our School Advisory Council and our Parents and Friends Association. Our Parent and Friends Association organises a range of social and fundraising 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 Religious Education 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 Intervention and targeted Literacy Support in Years 3–6.

Numeracy learning is based on the Victorian Curriculum across P–6 and is supported by a Numeracy intervention team and classroom based interventions including extension programs.

There are specialist classes in Japanese, Visual Arts, ICT and Performing Arts. The school offers a comprehensive Physical Education Program from P to Year 6, which includes Swimming classes.

All classes have access to the ICT space, laptops, chromebooks and IPADS in classrooms and a variety of mobile devices including 1-1 Chrome Books for Year 5 and 6 students.

Student Wellbeing is encompassed through a focus on social and emotional learning.

The class groupings for 2023 were as follows:

4 x Prep classes, 4 x Year 1 classes, 4 x Year 2 classes, 4 x Year 3 classes, 4 x Year 4 classes, 4 x Year 5 classes and 3 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

The beginning of 2023 saw us enter the third year of our School Improvement Plan 2021-2024.

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.

Our emphasis on Personalising learning for everyone in our community continued to be an essential focus of the school staff as we worked together to deliver learning that recognised the needs of every student.

Extra intervention supports that were put in place post Covid remained as we continued to address specific educational needs. The role of Wellbeing leader was also enhanced post Covid with more time allocated to the role to support students who were impacted socially by the lockdown period.

I would like to acknowledge the incredible work of the dedicated staff, the school leadership team and our school community for their commitment to ensuring that our students continued to be nurtured in their learning and well-being.

Michael Hanney

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

- To embed contemporary approaches to teaching and learning in Religious Education.
- That explicit links are made between Catholic faith, Christian values and daily life.
- That the vision for St Peter's is owned and enacted by all.

Achievements

St Peter's continued the implementation of the Religious Education (RE) Framework. What is evident is an increase in confidence of teachers around inquiry and how to bring the 'Catholic Lens' into all curriculum areas. A major positive across all teams we have at St. Peter's over the last few years is that our staff continuously plan units with a Catholic lens. Staff continued to work with the Teaching and Learning Leader to help link RE with their Inquiry/Mappen Units. Both Staff and Students seem to understand the connection between RE and Inquiry but more work needs to be done with Families.

The Sacramental Program at St Peter's is "parent initiated, parish based and school supported."

Our first Sacrament of the year was the Sacrament of Reconciliation. We have developed a program that supports and extends the families role in Reconciliation, which is based on the workbook 'Becoming Catholic Reconciliation, A Practical Guide for Families'. Each student covered a unit of work about Reconciliation, thus deepening their understanding of this Sacrament.

Later in the year our Year 4 students prepared to receive the Sacrament of First Eucharist. The classroom teachers developed a program that supported and extended the Home Program, which is based on the workbook 'Becoming Catholic Eucharist, A Practical Guide for Families'. Each student covered a unit of work about First Eucharist, thus deepening their understanding of this Sacrament. The children in Year 4 completed their preparation and received the Sacrament of Eucharist across several Masses during the middle of the year.

Our Year 6 classes prepared to receive the Sacrament of Confirmation. The classroom teachers worked with students on a program which is based on the workbook 'Becoming Catholic Confirmation, A Practical Guide for Families'. It was fantastic to have Auxiliary Bishop Tony Ireland come and speak to our students in the week leading up to Confirmation and for the students to celebrate receiving the sacrament with Bishop Tony as a group in our St. Peter's Parish Church.

The St. Peter's school community was able to continue to celebrating a variety of liturgies focused on significant liturgical and community events including whole school Masses at the beginning of each term at the end of the school year and for Grandparents day.

As a staff we continued to pray before meetings. Each week we gathered in a meeting area and Year Levels would prepare a prayer and reflection for our staff. Various staff members prepared the liturgies and it was a great way in which we could be together and pray.

Value Added

- Professional Learning Days with Father Elio Capra
- Whole School Masses
- Whole school prayer services
- Group Sacraments celebrated in St. Peter's Parish Church
- Staff Professional Development on Reporting and Assessment

Learning and Teaching

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

- 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

Achievements for 2023 included

- Developing, planning and implementing year level planning
- Implementation of the Science of Reading across all year levels.
- The development of a strong consistent approach to teamwork focused on pedagogies, strategies and collegial exchange of ideas.
- Level teams met regularly to engage in professional learning conversations, focusing on student learning.
- The development of shared accountability and responsibility for student learning, school events and initiatives.
- Teachers shared planning for student learning and focused more on developing and implementing Personal Learning Plans for students.
- Sustaining and strengthening 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.
- The continuation of the MAPPEN Curriculum as part of our inquiry learning to develop a strong focus on building student's capacity, to develop questions and to plan and conduct their own inquiries. Teachers planned and implemented the first year of the two year cycle for inquiry while looking at student learning through the Catholic lens.

Student Learning Outcomes

NAPLAN results were consistent with our expectations. We were well above the National average and just above the State average.

We continued to monitor student progress both formally and informally.

- Three dedicated Maths and Literacy professional learning days run by our curriculum leaders and with outside presenters.
- Implementation of the Science of Reading across all year levels
- Planning with year levels for strategy based approaches to Mathematics
- Students articulating the focus of their learning.
- All year levels having shared planning time.
- Moderated assessment across all year levels.
- Teachers engaging in conversations that support student learning.
- A consistent approach to planning, assessment and student management is evident.
- A culture of learning to continue to develop, with feedback for improving and learning emerging.
- Tracking of improvement and growth in student learning in English and Mathematics.
- Continuation of MAPPEN as a part of inquiry learning

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	456	74%
	Year 5	526	80%
Numeracy	Year 3	427	78%
	Year 5	492	76%
Reading	Year 3	444	85%
	Year 5	524	93%
Spelling	Year 3	453	79%
	Year 5	521	87%
Writing	Year 3	442	90%
	Year 5	517	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To support and promote students connectedness to their learning, their school and their environment.

Intended Outcome:

That students are motivated and feel supported when taking risks in learning as a way to stay connected to their school environment.

Achievements

The area of Student Well-being continued to be a focus for St Peter's throughout 2023, with a range of initiatives that facilitated the ongoing connectedness to school while also focusing on the social and emotional well-being of students, families and staff.

The initiatives for students included:

- Student Representative Council providing valuable input on various school matters.
- Peer Support led by trained year five and six students
- Lunchtime clubs
- Buddy Program
- Year 6 leadership roles
- Special event days

For Families:

- Greater online communication with teachers
- Provision of well-being activities for whole family engagement
- Family fun night and various special events such as Grandparents Day, Mothers & Fathers Day breakfast.
- Parent information nights

For Staff

- Continued offering of the EAP
- Additional release and support time for professional development

Value Added

- The Better Buddy program saw connections made between Foundation Students and Year 5 Students and Year 1 Students and Year 6 Students.
- The Ride2School program was given a bigger profile, with more data collection days and the introduction of the coveted Ride2School trophy. The Ride2School program highlighted the important relationship between physical activity and well-being.
- Weekly assemblies that were run by the Year 6 Leadership Team provided the opportunity for the Year 6 students to engage with the whole school community whilst gaining valuable skills in public speaking. Students were able to take positive risks resulting in greater self-esteem and a sense of accomplishment.
- The Bike Education and Water Safety programs provided students with vital knowledge that will increase their confidence in both areas whilst also enhancing their safety awareness.
- Lunchtime Clubs were selected by S.R.C representatives and brought together students with similar interests, including Lego, Minecraft, Boat building and Art.

Student Satisfaction

In the 2023 MACS School Improvement Survey data, students indicated positive growth in the following aspects:

- How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance 77% (MACS average 77%)
- Students Perceptions of the social and learning climate of the school increased to 76% (MACS average 73%)
- The strength of the social connection between teachers and students, within and beyond the school 75% (MACS average 71%)
- Perceptions of student physical and psychological safety while at school 75% (MACS average 70%)

Student Attendance

Non-attendance for students is followed up with SMS, email or phone call to parents for unexplained absences. Classroom teachers notify leadership about extended unexplained absences so further follow up can be made with parents. If necessary, a meeting will be set up with parents to address possible problems and plan for how to best support the student to attend school.

Average Student Attendance Rate by Year Level	
Y01	90.4%
Y02	92.4%
Y03	92.4%
Y04	92.1%
Y05	92.6%
Y06	92.4%
Overall average attendance	92.0%

Leadership

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

Throughout the year opportunities and professional learning was provided to develop necessary skills in all new and current leadership roles. This included engagement in MACS provided networks.

These included:

Southern School Wide Improvement Forum (SWIF)

Principal

Deputy Principal

Religious Education Leader

Student Well-being Leader

Learning Diversity Leader

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Teachers and Leaders again participated in a wide variety of professional learning programs, networks and conferences to support them in their roles. Classroom Teachers continued to work within Professional Learning Teams to review and refine current practice and how to best meet the needs of their students in remote learning. Professional Learning activities in 2023 included:</p> <ul style="list-style-type: none"> • Professional Learning Team meetings • Staff meetings based on the school Annual Action Plan • Principal, Deputy, R.E.L, SWIF Networks • eLearning modules — Disability and Mandatory Reporting • Victorian Curriculum — Numeracy, Literacy • PROTECT Protocols • Literacy and Numeracy data analysis • Science of Reading • Problem Solving Strategies • PAT data analysis • Writing Moderation 	
Number of teachers who participated in PL in 2023	42
Average expenditure per teacher for PL	\$670.00

Teacher Satisfaction

In the 2023 MACS School Improvement Survey data, staff indicated positive perceptions in the following domains:

- School Climate - Perceptions of the overall social and learning climate of the school 95% (MACS average 73%)
- Staff Leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team 94% (MACS average 80%)
- School Leadership - Perceptions of the school leadership's effectiveness 72% (MACS average 56%)
- Psychological Safety (safe to take risks and make mistakes) 75% (MACS average 65%)
- Support for Teams - Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively - 81% (MACS average 67%)

- Collective Efficacy - Teachers' perceptions that staff at the school have what it takes to improve instruction 88% (MACS average 74%)

Teacher Qualifications	
Doctorate	1.4%
Masters	10.1%
Graduate	13.0%
Graduate Certificate	1.4%
Bachelor Degree	46.4%
Advanced Diploma	23.2%
No Qualifications Listed	4.3%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	50
Teaching Staff (FTE)	41.1
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	24.2
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals and Intended Outcomes

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

Achievements

Achievements

- Formulating class lists to be distributed to families for Social Catch-ups
- Organisation of Classroom Representatives
- Parent information sessions regarding the transition to school for Foundation students
- Distribution of Parent Representative handbook
- Maintaining Instagram to connect with families

Parent Satisfaction

In the 2023 MACS School Improvement Survey data, Parents staff indicated positive perceptions in the following domains:

- 99% of families feel welcomed when they enter our school (MACS Average 87%)
- 94% of families find staff approachable (MACS Average 87%)
- 92% of families are likely to recommend our school to prospective families (MACS Average 82%)
- 92% of families feel as though they are comfortable reaching out to the school for support (MACS Average 80%)
- 85% of families feel as though the school values their thoughts and opinion regarding their child's education (MACS Average 70%)

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.spbentleigheast.catholic.edu.au