



Ss Peter & Paul's School

Doncaster East

2022

Annual Report to the School Community



Registered School Number: 1604

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Contact Details

ADDRESS	16 Beverley Street Doncaster East VIC 3109
PRINCIPAL	Trish Vandekolk
TELEPHONE	03 9842 2056
EMAIL	principal@sppdcstr.catholic.edu.au
WEBSITE	www.sppdcstr.catholic.edu.au
E NUMBER	E1221

Minimum Standards Attestation

I, Trish Vandekolk, attest that Ss Peter & Paul'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.

14/03/2023

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

Ss. Peter & Paul's Catholic Primary School

A SPIRIT-FILLED COMMUNITY INSPIRING:

- the love of God
- the growth to wholeness
- a love of life and learning
- the courage and confidence to respect and care for ourselves, others and our world.

School Overview

Ss Peter & Paul's Parish Primary School is nestled in quiet streets off the Eastern Freeway, near Doncaster and Wetherby Roads. We are approximately 20 km east of the City of Melbourne. The school shares the site with Ss Peter & Paul's Parish Church and Community Centre.

Ss Peter & Paul's Primary School is a school where each student is known and appreciated as a whole person. Our class sizes enable students to develop strong relationships with their peers and their teachers helping students to feel comfortable and take risks both academically and socially. Our dedicated staff are able to tailor instruction to meet the needs of individual students.

In 2022 the school had a class structure of:

- One class of Prep
- One class of Year 1/2
- One class of Year 3/4 and
- One class of Year 5/6

Ss Peter & Paul's School community is culturally diverse with students and parents originating from more than 30 countries worldwide.

Our students enjoy the use of eighteen different indoor learning areas including a Computer Laboratory, a Library & Resource Centre, a STEM Room, Visual Arts Rooms and Performing Arts Rooms.

Students engage in quality learning and teaching in line with the Victorian Curriculum.

In 2022 we had specialist run programs in LOTE - Italian, Visual Arts, STEM, Physical Education and Performing Arts. We engaged coaches in specialised fields of Digital Technologies, Bluearth and Sport to work alongside our classroom teachers to deliver quality programs and build teacher capacity.

Our contemporary classroom spaces are flexible with modern furniture and resources to better engage students and to facilitate the mix of independent, small-group and whole-class learning. We integrate technology within these environments with interactive whiteboards or digital panels in all classrooms and the use of ipads, personal computers and chrome books throughout the school. Our junior classes have their own garden areas which are utilised as outdoor learning spaces. All classrooms are equipped with air-conditioning, air purifying and heating.

A large grassed area, designated basketball and netball courts and an adventure playground encourage active play for students during outdoor times. Water tanks supply irrigation for the grassed areas and the vegetable garden and are the water supply for student toilets, reinforcing the school's commitment to sustainability education.

Principal's Report

On behalf of the school staff and community of the 2022 school year, I present this Principal's Report outlining some of the major achievements of 2022. It is a report built from a deep sense of pride and gratitude for all that has been accomplished in 2022.

The 2022 school year was again impacted by the remnants of the COVID 19 pandemic, however we were blessed to have had no lock downs, no periods of remote learning and no large outbreaks of illness. The impact was felt more in significant staff shortages, increased student absences and an abundance of RATs (Rapid Antigen Tests).

Under the spiritual leadership and guidance of Fr Jerald Mariadas, Ss Peter & Paul's had a successful and rewarding year. We have, with support from the Leadership Team, staff, parents, the parish and wider community, continued to implement programs, structures and opportunities to enhance the learning experience and outcomes for all students

2022 proved to be a year of welcomed returns; the return to sustained onsite learning, the return of community events and the return to parents and guests inside the school buildings.

With this however, was an understanding that for our children, the impact of isolation and the lack of social interaction would present itself in an increased need to address the well being and mental health of students as well as ways of initiating and engaging once again in play.

Well supported by the community of Ss Peter & Paul's School and Parish and under the guidance of Melbourne Archdioceses Catholic Schools, we embarked on the 2022 school year with hope, enthusiasm and great excitement.

In 2022 Ss Peter & Paul's was in its final year of the School Improvement cycle. The team from Melbourne Archdiocese Catholic Schools worked with staff at various times throughout the year in preparation for our School Review in Term 4 when a new Strategic Plan would be devised to take Ss Peter & Paul's into the next 4 years.

Our School Review confirmed a culture that creates opportunities for all students to learn and grow through the provision of high quality teaching and learning and an engaging curriculum. We continue to provide a safe and secure learning environment, encouraging children to take risks and to engage in a quality curriculum provided by a team of teachers committed to high quality instruction.

The members of our School Advisory Council served our school community well over the twelve months, led by Chairperson Priscilla Cheng. We thank them for their commitment to our school and their contribution to our achievements.

At the conclusion of the 2022 school year, we farewelled long-standing and much loved teachers Mrs Lana Gill and Mr Peter Lynch. After a number of years of service, Mrs Stacey Murphy, finished her time as a well loved Learning Support Officer at SSPP to continue in her role as OSHC Regional Coordinator for YLV.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To build a strong Catholic Identity that is reflected in both our words and actions.

Intended Outcomes

- That all stakeholders will have a deeper knowledge in order to develop personal spiritual growth
- That our children see themselves as a part of a community realising the full potential in being change makers as a result of their faith.

Achievements

Ss Peter & Paul's continued to implement a number of school initiatives that both highlighted and developed our Catholic identity.

During 2022, the school was engaged in:

- Explicit modelling of Gospel values through our interactions with each other and the wider community
- An in-depth focus on the Gospel of Matthew with the adoption of a whole school theme: "You Belong Here."
- Professional development for staff to maintain their accreditation to teach in a Catholic school
- Continuing to incorporate Social Justice Teachings across the curriculum and in planning of whole community initiatives to build the profile of social justice
- Social Justice Leaders in all Year 1-6 classrooms - induction ceremony and awarding of badges
- Re-introduction of Mini Vinnies within the SSPP student body
- Integration of Religious Education within Inquiry Units of work for greater connections with real life
- Enhancing Catholic School Identity through enriching liturgical celebrations and assemblies, increasing iconology within the school environments, raising the engagement of families in preparation for Sacraments and expanding opportunities to engage in whole school times of prayer at Lent and Advent

Throughout the year closer links continued to be developed between school, parents and parish. The Parish Priest, Father Jerald Mariadas, continued to visit the school regularly.

VALUE ADDED

- Class candles and prayer cloths created to reflect the School Theme - "You Belong Here"
- Beginning School Year Mass - induction of school leaders and staff
- Commissioning of School Advisory Council
- Sacramental Preparation Programs.
- Class prayers each morning, lunchtime and end of school day
- Class collections of goods for donation through St Vincent de Paul Society to parish families in need
- Fundraising for Project Compassion
- Stations of the Cross focus with each class painting a specific station on a canvass with the senior students assisting the younger students
- Professional Learning with Fr Elio during Lent
- Sacramental faith nights with Parish candidates
- Whole school reflection days to commemorate Holy Week & Ss Peter & Paul's Day
- Community celebrations of Church seasons; Lent, Holy Week, Christmas
- Regular Whole School Assemblies which incorporated prayer and reflection. We continued to live stream our assemblies to enable parents to attend virtually
- Anzac Day Observance
- Mother's Day Liturgy and afternoon tea
- Father's Day Liturgy and Pizza Night
- Daily Advent Prayer over the PA
- Graduation Ceremony
- End of School Year Mass - handing over of student leadership.

Learning and Teaching

Goals & Intended Outcomes

Goals

To build a collaborative and engaging learning environment that focuses on rigour, challenge and high expectation.

To develop a school pedagogical framework that draws on effective evidence-based practices across all areas of the curriculum.

To build systematic processes that record and monitor a broad range of school performance indicators to ensure continuous growth.

Intended Outcomes

- That a whole school curriculum plan be developed, with particular attention to learning continuums for literacy and numeracy, leading to improved student growth across the years of schooling.
- That curriculum mapping processes are embedded that demonstrate alignment between content and skill development of all students.
- That clear, school wide pedagogical understandings will lead to evidence-based and consistent approaches to the teaching of all curriculum areas by all teachers at Ss Peter and Paul's.
- That pedagogical practice be shared in order to develop a culture of continuous professional improvement and reflection.
- That the collection, communication, analysis and use of student performance data is used to monitor progress to proficiency.
- That consistent monitoring of attendance, behavioural and student well-being data is collected and analysed to monitor progress of cohorts and the broader school
- That the school will continue to grow a culture of using data to inform teaching by providing opportunities for teachers to meet and reflect on student performance.

Achievements

Some key Improvement strategies to improve learning outcomes for students in 2022 have been:

- Restructuring of timetable to enable greater collaboration between classroom teachers
- Engagement with Knowledgeable Others from Eastern Region Office (Learning Consultants) in Literacy and Mathematics that enabled onsite and online Professional Learning for all classroom teachers. This enabled the school to develop consistent approaches to the planning, implementation and evaluation of the learning and teaching of Mathematics and English across the school.
- Formation of a Literacy definition collaboratively composed by all members of staff and used as a foundation to all literacy planning throughout the curriculum.
- Strategic facilitated planning with class teachers, planning learning in collaboration with the Learning & Teaching Leader, RE Leader and Student Wellbeing Leader.

- Collaborative planning of all Inquiry Units
- Teachers timetabled to plan collaboratively with Student Diversity Leader to consider and implement adjustments for at risk students and students with disabilities.
- Literacy and Mathematics Assessment and Planning Schedules implemented
- Creation of a Data Wall within the Staff Hub for intentional monitoring of student growth and progress in Reading and Mathematics
- Collection and recording of assessment results in centralised google sheets on the Staff Shared Drive.
- Continuation of STEM as a specialist subject
- Specialist teachers for LOTE (Italian), Performing Arts, PE, STEM and Visual Arts.
- Celebration of Science Day, Book Week, Green Day
- Professional Learning Team Meetings and Staff Meetings
- Tutoring Learning Program for students
- Student focus group meetings
- Support and complement learning eg. BenQ interactive TVs
- New Learning and Teaching Leader
- Celebration of learning through end of term expos
- Sharing the learning through social media
- Building upon our work in School Improvement in Learning Collaborative with the Eastern Region Team through Intensive Partnerships in Literacy and Mathematics
- School Improvement in Learning Collaborative with the Eastern Region Team - focus on Leadership Team Development through professional learning with Dr Simon Breakspear - Agile Leadership
- Classroom set up - The Third Teacher - creating the best learning environments to meet the needs of our students including designated areas for curriculum areas and well-being: calming corner, reading areas, prayer spaces, gathering spaces
- Continual enhancement of Staff Hub - resource storage room and staff planning room.

STUDENT LEARNING OUTCOMES

NAPLAN results in 2022 indicate the following in NAPLAN data from 2021:

- Maintenance of 100% of students in Year 3 meeting or exceeding the minimum standard in all areas
- An increase of 0.9% in Year 5 students meeting or exceeding the minimum standard in Reading, Spelling, and Grammar & Punctuation
- 100% of students in Year 5 meeting or exceeding the minimum standard in Reading, Spelling, Grammar & Punctuation and Numeracy
- Maintenance of 90.9% of students in Year 5 meeting or exceeding the minimum standard in Writing

The school used NAPLAN results alongside in school assessment results to identify students to receive further support and targeted intervention provided by the additional funds made available through the Government tutoring allowance.

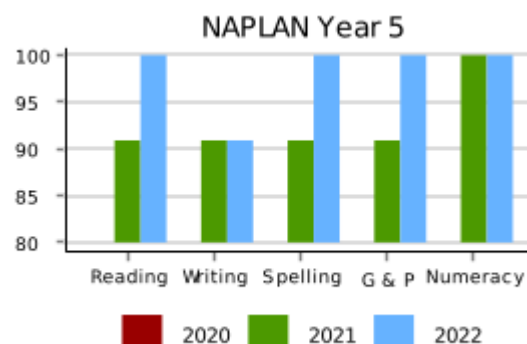
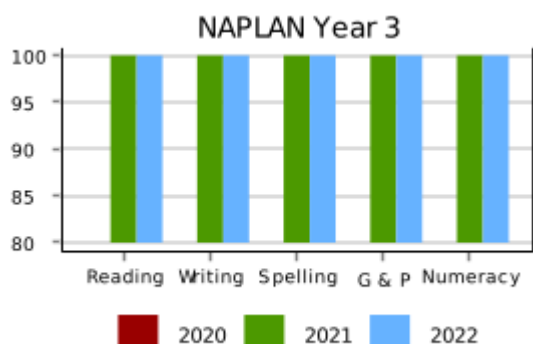
The school used informed research to set goals and targets for outcomes including students at risk. The analysis of student assessment data in comparison to normed reference results and expected level results provided targets for progress and growth. Our visible data wall ensured all students were monitored for progress and growth on a continual basis.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	90.9	-	100.0	9.1
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	90.9	-	100.0	9.1
YR 05 Spelling	-	90.9	-	100.0	9.1
YR 05 Writing	-	90.9	-	90.9	0.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal

To build student confidence and capacity to respect and care for themselves and others.

Intended Outcomes

- That students apply the skills of social and emotional learning to all aspects of their lives.
- That consistent monitoring of attendance, behavioural and student well-being data is collected and analysed to monitor progress of cohorts and the broader school.

Achievements

Some key improvement strategies to work towards the achievement of our goal in Student Well-being in 2022 have been:

- Continued our learning in the Intervention Framework Modules, Berry Street Education Model
- Ongoing Appointments of a Student Well-being Leader and a Student Diversity Leader both as members of the School Leadership Team.
- Revisiting of School expectations and Student Codes of Conduct which were made visible throughout the school and frequently referred to, to refocus behaviours and ways of interacting with each other.
- Continuation of involvement with Bluearth Foundation to lead, teach and promote well-being through mindfulness and physical activity in a non-competitive environment.
- Continued to work on and reinforce the explicit teaching of school values and dispositions.
- Continued focuses of social and emotional development of students in line with whole school teaching approach planner
- Continued Learning Diversity Leader facilitated the entitlement of students with disabilities and special needs.
- Staff developed a further understanding of the disability discrimination act (DDA) and disability standards for education (DSE) through professional learning led by the LDL.
- NCCD meetings continued for class teachers to meet regularly with the Student Diversity Leader.
- Compliance with NCCD requirements were met which included the establishment of a NCCD Team for moderation and support purposes.
- Classroom set up expectations to include calming spaces, reading corners and supports for student well-being
- Weekly well-being staff meetings focusing on students
- Targeted small group intensive teaching sessions through the TLP

- Social Emotional Learning sessions implemented in each classroom
- Mandatory reporting professional learning completed by all staff
- All staff met obligations regarding completion of professional learning. I.e DSE modules for NCCD, as well as mandatory reporting modules under the child safety act
- Social Emotional Learning and Mindfulness resources accessible for staff, students and families
- Follow up with absentees with appropriate support strategies and resources
- Fortnightly assemblies - recognising and celebrating student achievements across the school

VALUE ADDED

- Buddy Program
- Senior School - Student Leadership - School, Faith & Service, House Captains, DT Leader, PA Leader, STEM Leader, Sustainability Leader
- Student Leadership opportunities in other levels - Social Justice Leaders, Digital Technologies Leaders & Green Team Leaders
- Social and Emotional learning focus in classroom
- NCCD Meetings - Student Diversity Leader and Class Teachers
- NCCD Professional learning lead by Learning Diversity Leader.
- Bluearth- focus on Mindfulness
- Student recognition certificates awarded
- Student lead lunchtime activities
- Transition to Secondary School
- Prep Transition
- Through the Community Engagement Group (CEG), grant applications were created and successfully awarded in the area of gardening
- CEG facilitated Science Day
- Celebration of NAIDOC Week, Book Week, Green Day
- School Art Show
- Fire Engine Visit - Discussing student safety surrounding fires
- Staff reflection day
- School Closure Day - Strategic planning for staff and student wellbeing
- Whole school orientation day - New staff inductions/classroom visits
- Year 6 Big Day Out - celebrating student connectedness and promoting ongoing friendships.

- Engagement and support for pre-service teachers and LSO's in training.
- Year 5/6 school camp: Lyrebird Park in Yellingbo
- Art Therapy sessions for identified students
- Staff professional Learning Day in Art Therapy with Louise
- Increased sporting and learning opportunities for students made available through the Positive Schools initiative

Extra Curricula Activities:

- Keyboard Lessons
- Guitar Lessons
- Tennis Lessons
- District Sports Events

STUDENT SATISFACTION

Student satisfaction results from MACSIS 2022 indicated an overall school positive endorsement percentage of 72%. This is 2% improvement for 2022 and 8% greater than the MACS average.

STUDENT ATTENDANCE

Management of Non -Attendance

- Information regarding the importance of school attendance is regularly communicated to parents/carers through newsletters, information sheets and social media.
- Procedures for absences are outlined to parents - ie. notes, phone calls or emails must be provided indicating the reason for an absence.
- Unexplained absences are followed up through phone calls to parents of absent students.
- Records maintained regarding students that are away consistently throughout the term and identification of patterns
- Teachers speak with students, consult with wellbeing leader and parents about student absent days
- Phone calls to parents are made regarding re-occurring absences
- Meetings are arranged with parents, Wellbeing Leader and Principal, where there are re-occurring absent days.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	78.8%
Y02	92.4%
Y03	93.2%
Y04	92.6%
Y05	85.9%
Y06	85.3%
Overall average attendance	88.0%

Child Safe Standards

Goals & Intended Outcomes

Goal

Ss Peter & Paul's school community promotes the safety, well-being and inclusion of all children in accordance with Ministerial Order No. 870. (In July 2022: Implementation of Ministerial Order 1359 and the new 11 Child Safe Standard)

Intended Outcomes

- Successful implementation and full compliance with all Child Safe Standards.

Achievements

Our achievements in the ongoing implementation and review of the Child Safe Standards and steps taken to bring about cultural change in our school community.

- Completion of the CS Risk Assessment for School Review requirements
- The embedding of policies and commitments into every day practice
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Professional learning of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Additional of Child safe Standards to Inquiry Learning Planner
- Strategies addressing the principle of inclusion
- Child Safety Team/Committee structures
- Engagement of Families and communities in promoting child safety
- Unpacking of New Standards with the School Advisory Council
- Sharing of the New Standards with the school community through the newsletter
- Human Resources practices (recruitment, supervision, performance review)
- Child safety - Risk Management practices
- Child Safe Risk Assessments completed for all excursions, camps, and onsite and offsite events

During 2022, staff participated in regular Professional Learning related to the safety and well-being of our students. These included:

- Unpacking the New Child Safe Standards
- First Aid/CPR updates including Anaphylaxis & Asthma management.
- Mandatory reporting update
- Reportable Conduct

- Risk management
- Berry Street Education Model

Leadership

Goals & Intended Outcomes

Goal

To build a strong collegial culture of mutual trust and support.

Intended Outcomes

That staff coaching practices are valued and embedded across all areas of schooling.

That feedback processes are embedded and lead to the professional growth of all staff.

Achievements

School Leadership Team

Much of the work of the Leadership Team in 2022 was around the School Improvement Review - VRQA Compliance and compliance with the new Child Safe Standards

School IT Infrastructure

Digital technologies coach - coaching of staff in use of digital technologies across the curriculum

IT Technician - PlexusIT

New Chromebooks

Interactive panel - Yr 3/4 class

New digital phone system including absence line feature

School Improvement Framework - Year 4 of cycle

Creation of Annual Action Plan for 2022

MACSIS Survey conducted

VRQA Compliance Review Year

Child Safe Compliance Review Year

School Improvement Review - SIF Rubric

New 2023-2026 Strategic Plan

Staff Professional Learning

School Improvement in Learning Collaborative - with the Eastern Region and Lyn Scharratt

Agile Schools - Leadership Development with Eastern Region and Simon Breakspear

Annual Review Meetings

Positive Partnerships - Understanding Behaviour

Faith Formation - "Deepening our spirituality through the perspectives of our First Nations Peoples"

Lent with Rev Dr Elio Capra SDB

Literacy Intensive Partnership with Eastern Regional Office to develop Literacy Vision - targeted programs

Australians Together - Building Confidence Course

School Marketing Action Plan

Enrolment Maximisation Plan

Kinder Visits

School Advertising - new photos and updated information

Print Media - brochures, pamphlets, Real Estate Boards

School Presence - continued to manage all social media (facebook, twitter & instagram)

New school website

Building & Maintenance

Tree Maintenance

New surround to Adventure Playground

Repairs and renewal of sandpit

Veggie Patch Renewed

Decommissioning of the 'Frog Bog' to make way for "Jubilee Orchard" - successful grant recipients from Australian Federal Government

Shadesail Grant - outdoor learning areas

Working Bees

Minor structural repairs

Garden Maintenance

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- SIL - Simon Breakspear - Agile Leadership
- Digital Technology Coaching
- Blueearth Training
- Reading Facilitated Planning with Literacy Learning Consultant Eastern Region
- Mathematics Facilitated Planning with Mathematics Consultant Eastern Region
- Berry Street Education Model
- Positive Partnerships - Understanding Behaviour
- PLTs sharing of IT knowledge & skills
- Personalised support for IT use
- Team Planning
- First Aid, Asthma, Anaphylaxis
- Attendance at network meetings for school leaders
- Child Safety

- Elearning Modules in Mandatory Reporting & Disabilities Standards
- Reportable Conduct
- NCCD - Categories of Disabilities & Levels of Adjustments
- NCCD Moderation & Quality Assurance
- Emergency Management Training
- Curriculum Planning and School Improvement Planning
- School Review Preparation
- Faith Formation - "Deepening our spirituality through the perspectives of our First Nations Peoples"
- Lent with Rev Dr Elio Capra SDB
- Literacy Vision - targeted programs
- Australians Together - Building Confidence Course
- School Improvement Plan - review process including VRQA & Child safe compliance

Number of teachers who participated in PL in 2022	11
Average expenditure per teacher for PL	\$1435

TEACHER SATISFACTION

MACSIS 2022 Staff Response Data indicates an overall positive endorsement percentage of 72% which is 5% above MACS average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.4%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	66.7%
Graduate	50.0%
Graduate Certificate	33.3%
Bachelor Degree	66.7%
Advanced Diploma	66.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	13.0
Teaching Staff (FTE)	7.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	5.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal

To engage with the wider community in support of improving learning and engagement and situating learning in context.

Intended Outcomes

That students engage with and contribute to the community in ways that are meaningful and impact on their learning.

Achievements

- Appointment of a Family School Partnership Leader
- Volunteers - School Vegetable Garden - Green Team
- Successful grant recipients for Woolworths Garden Projects - rejuvenation of vegetable patch
- Successful recipients of grant from the Australian Federal Government - Planting Trees Queen Elizabeth II Jubilee - creation of a Jubilee Orchard in the school grounds
- Successful recipients of Manningham Indigenous Garden grant - rejuvenation of the school Indigenous Garden and the installation of a permanent art work
- Successful grant recipients for Shade Sails
- School social media presence - School Presence - Website, Instagram & Twitter
- Community Engagement Group (CEG) continuing to work to better promote the school and engage with outside agencies for improved student experiences and opportunities including a very successful Outdoor Movie Night, Family Fun Night, Visual Arts Show, Science Day at the end of Term 3, and a well attended, enjoyable Mini Market and Carols Evening at the end of the school year
- Lunchtime activities
- Assemblies
- Ss Peter & Paul's Playgroup.

PARENT SATISFACTION

MACSIS 2022 Family Response Data indicates an overall positive endorsement percentage of 66%.

Future Directions

2023 - 2026 OUR STRATEGIC INTENT

To create a learning culture where students are agents of the learning within a community of enhanced Catholic identity.